



### Process for Requesting and Analyzing Specific Rationales for Community Colleges not Offering an Associate Degree for Transfer for a Particular Transfer Model Curricula

In June 2023, the Joint Legislative Audit Committee directed the California State Auditor to review the California higher education systems' efforts to improve the percentage of California community college students who transfer to a California State University or University of California campus. The California State Auditor completed the review and on September 24, 2024 published their findings in the report [2023-123 California's Systems of Public Higher Education – Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degrees](#). The report includes 22 recommendations for the three California public systems of higher education and the California Legislature, nine of which are specific to the California Community Colleges Chancellor's Office (Chancellor's Office).

**Recommendation 13:** To help close existing gaps in the [Associate Degree for Transfer] ADT availability and impact within its system, the [Chancellor's Office] should **document a process by September 2025 for requesting and analyzing specific rationales from community colleges that have decided not to offer the ADT for a particular transfer model curriculum**. This process should also include taking the following actions:

- Review a selection of the rationales for not offering the ADT, with a focus on the areas in which it would most benefit students to have an available ADT pathway.
- Using criteria such as whether other community colleges are able to offer the ADT, and consulting with the systemwide academic senate or other faculty as necessary, determine whether the selected rationales are reasonable and make recommendations to the colleges as appropriate.
- To the extent its reviews identify specific challenges in offering the ADT in certain subject areas, notify the appropriate committee or group so that it may consider those challenges when revising transfer model curricula.

For Recommendation 13, a survey was created and disseminated in April 2025 to gather information on Associate Degree for Transfer (ADT) offerings by the California community colleges. In May and June of 2025, the Chancellor's Office divisions of Educational Services and Support and Research analyzed the responses and prepared a report to inform the process required by Recommendation 13. The report along with this process will be presented to the California Community Colleges Curriculum Committee (5C) at their October 2025 meeting. 5C will:

- Review the report;
- Review a selection of the rationales for not offering the ADT, with a focus on the areas in which it would most benefit students to have an available ADT pathway;

- Establish criteria to determine whether the selected rationales are reasonable;
- Identify specific challenges colleges face for not being able to offer an ADT in specific subject area;
- Notify the colleges, the California Community Colleges chief instructional officers (CIO), and the Academic Senate for California Community Colleges (ASCCC) about this process and the results of the first analysis by December 20, 2025:

## PROCESS

In order to ensure colleges are offering ADTs that are of value to students and have the needed support to do so, the Chancellor's Office will disseminate a survey in early April, beginning in 2025 requiring colleges to respond to the survey within one month of its dissemination. See Appendix A. Survey years will be every three years, 2025, 2028, 2031, as determined feasible based on staffing and funding.

The Chancellor's Office research and academic divisions will summarize the survey results in a report and provide to the California Community Colleges Curriculum Committee (5C) by October of the survey year. 5C will:

- Review the report;
- Review a selection of the rationales for not offering the ADT, with a focus on the areas in which it would most benefit students to have an available ADT pathway;
- Establish criteria to determine whether the selected rationales are reasonable;
- Identify specific challenges colleges face for not being able to offer an ADT in specific subject area;
- Notify the colleges, the California Community Colleges chief instructional officers, and the Academic Senate for California Community Colleges (ASCCC) about the process and
  - the established criteria,
  - the challenges colleges face, and
  - recommendations to the colleges, the CCCCIO, and ASCCC on ADT offerings and TMC review by December 20 of each survey year.

In the notification letter, 5C should include some background information about why this process was developed and implemented.

## APPENDIX A

### ***Sample survey***

To be completed by the college CIO or designee with collaboration of appropriate college faculty and staff.

1. For each ADT offered (this was not done in April 2025):
  - Number of declared majors

September 10, 2025

- Number of degrees awarded
2. For each ADT that is not offered:
- Reason for not offering the ADT:
    - No follow up/explanation needed:
      - College does not offer the program
      - College is in the process of creating the ADT
      - Nearby college offers the ADT
      - The ADT does not have enough student enrollment to justify resources to sustain offering the ADT
    - Follow up/explanation requested:
      - College does not have faculty, facilities, or resources to offer the ADT
      - Service area or nearby transfer/receiving institutions do not have a similar baccalaureate degree for students to transfer into
      - College cannot fit the required courses within the 60-unit maximum
  - Which ADTs could be offered with:
    - additional resources to support course sharing agreements with nearby colleges,
    - nearby transfer institutions designating similar baccalaureate degrees,
    - an increase in the maximum units of the ADT such as up to 66 units for high-unit STEM majors
3. Provide a brief narrative of additional ADTs that the college would like to offer and the recourses needed to do so.

## APPENDIX B

This process integrates consultation with “with the systemwide academic senate or other faculty as necessary, determine whether the selected rationales are reasonable and make recommendations to the colleges as appropriate” and “[notifying] the appropriate committee or group so that it may consider those challenges when revising transfer model curricula”.