

Keeping the Promise

Going the Distance
on Transfer Reform



March 2016

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The value of a college degree has never been higher than it is today. Californians with a bachelor's degree earn more than \$1.3 million on average over their lifetime above their peers with only a high school diploma and are less likely to live in poverty or face unemployment.¹ For the state of California, the return on investment is also clear: for every dollar spent on higher education, the state receives \$4.50 from the increased earnings of college graduates and lower costs for providing state safety net services.² But despite these high returns to both individuals and the state, California is projected to be 1.1 million bachelor's degrees short to meet future economic demand by 2030.³ Put more directly, **California is poised to be without the workforce it needs and is producing a younger generation unprepared to participate in the 21st century economy.**

In California, 2.3 million students—70 percent of all college undergraduates—are enrolled in a California Community College and their ability to reach their college goals is directly tied to the future strength of our economy and of our state.⁴

The California Master Plan for Higher Education of 1960 envisioned a system in which most students would start their higher education journey in a community college and seamlessly transfer to a four-year university. Although transfer is a central priority for our community colleges and a majority of students say their goal is to transfer, students have faced significant challenges in doing so. In fact, of the approximately 2.3 million students enrolled in the California Community Colleges system,⁵ **only about 96,000 students transferred to a four-year university in 2013-14—that is less than four percent!**⁶

Significant, sometimes-insurmountable barriers to transfer include duplicative and inconsistent coursework, ever-changing requirements, an overwhelming number of transfer pathways, and insufficient guidance. Only the savviest of students were able to navigate a path to transfer, most of whom did so without having earned an associate degree at the community college. These barriers have led to unacceptably low rates of transfer that are costly to both the student and the state, and students are spending years at a

community college without a degree to show for their work.

It was not supposed to be this way.

In 2010, the Campaign for College Opportunity alongside key state leaders and student advocates including then Senator Alex Padilla, Chancellor Charlie Reed of the California State University (CSU), Chancellor Jack Scott of the California Community Colleges, the California State Student Association (CSSA), and the Student Senate for California Community Colleges (SSCCC)—led historic efforts to significantly increase the number of students who transfer with a degree through the passage of Senate Bill 1440, the Student Transfer Achievement Reform (STAR) Act. **The spirit of the bill was to streamline, simplify, and create a preferred transfer pathway for the majority of students hoping to transfer from the California Community Colleges to the CSU.** Students who successfully completed 60 units of transferable coursework in community college would be awarded an Associate Degree for Transfer (ADT) and receive guaranteed admission with junior standing into the CSU to finish their upper-division coursework—not to exceed 60 units.

Immediately after the adoption of historic transfer reform, faculty and college leaders from the CSU and California Community Colleges worked collaboratively to develop uniform frameworks for implementing Associate Degrees for Transfer through a joint Implementation and Oversight Committee (IOC). The IOC was responsible for creating Transfer Model Curricula (TMC), which provide a template for aligning community college coursework with CSU major requirements. These early developments were positive steps in transfer reform implementation, and improved collaboration between the California Community Colleges and the CSU only makes our higher education systems better. We strongly applaud this leadership.

When research in 2012 from the Legislative Analyst's Office and The Campaign for College Opportunity found that California Community Colleges were not offering enough Associate Degrees for Transfer and that CSU campuses

were not accepting enough, lawmakers adopted Senate Bill 440 in 2013 to expand and strengthen the transfer program by setting clear benchmarks for progress and improving marketing and outreach to students.

This report provides a comprehensive examination of the changes that have occurred in the six years since passage of SB 1440. We find that tremendous strides have been made in the ability of California Community College students to transfer to the CSU system through Associate Degree for Transfer pathways. **In fact, the number of community college students earning Associate Degrees for Transfer nearly doubled every year since SB 1440 became law, and the opportunities for successfully transferring have expanded exponentially.** Today, nearly one-half of all CSU degree programs are matched with an Associate Degree for Transfer pathway. The Legislative Analyst's Office calculated that these matched degrees cover approximately 80 percent of majors selected by students who transfer from community colleges to the CSU system.⁷

Other signs of powerful progress include:

- California Community Colleges and the CSU systems are working together to improve transfer pathways.
- The number of students earning an Associate Degree for Transfer is on the rise.
- Latinos are better represented in the Associate Degree for Transfer earner population than they are in the general California State University transfer population.
- 92 percent of Associate Degree for Transfer earners in the CSU system graduated (44 percent) or were still enrolled (48 percent) within two years after enrolling (fall 2013 cohort).

While major progress has occurred, it is also clear that serious challenges remain to ensuring the Associate Degree for Transfer pathway becomes the preferred pathway by which students transfer so that California produces the college graduates our state economy needs. Some of the challenges we find in this report include:

- Associate Degree for Transfer pathways are still not the primary transfer pathway in California, with only about eight percent of all CSU transfer students holding an Associate Degree for Transfer in 2014-15.
- Only 37 percent of Associate Degree for Transfer earners transferred to a CSU on the guaranteed pathway.
- Ten out of the 113 California Community Colleges awarded a third of all Associate Degrees for Transfer. More than half of all community colleges need to significantly increase the number of students earning an Associate Degree for Transfer.
- 93 of 113 California Community Colleges are in danger of not developing the required number of Associate Degrees for Transfer by August 1, 2016 (legislative deadline).
- Four CSU campuses enrolled 66 percent of all Associate Degree for Transfer students.
- California Polytechnic State University-San Luis Obispo lags far behind in enrolling Associate Degree for Transfer students with only nine students enrolling to date.

This report outlines next steps for going the distance on transfer reform and keeping our promise to students to provide a clearer, preferred pathway to transfer and to reaching their college dreams. It offers detailed recommendations for the California Community Colleges, the California State University system, and lawmakers on steps they can take to improve the implementation of historic transfer reform.

Just the Facts: Associate Degree for Transfer 101

Associate Degree for Transfer (ADT)

A degree students earn at a community college after taking 60 semester/90 quarter units, consisting of general education courses and courses in an academic major.

Transfer Model Curriculum (TMC)

A set of courses determined by a joint CSU and California Community Colleges faculty group to meet the lower-division course requirements for an Associate Degree for Transfer in specific academic disciplines.

What You Need to Know About SB 1440 and SB 440

SB 1440

Created a 120-unit pathway to a bachelor's degree from the California Community Colleges system to the California State University system.

Associate Degree for Transfer – Students earn no more than 60 semester/90 quarter units total, including general education requirements and 18 semester/27 quarter units in a major or area of emphasis.

Admission to the California State University System – Students who earn an Associate Degree for Transfer are guaranteed admission to the California State University system with junior standing.

California State University Course Requirements – Once in the CSU system, Associate Degree for Transfer students are not required to take any additional lower-division coursework, and must take no more than 60 semester/90 quarter units of upper-division coursework to receive a bachelor's degree.

SB 440

Amended SB 1440 to improve implementation and ensure greater progress.

Implementation Benchmarks for California Community Colleges – Community colleges are now required to develop an Associate Degree for Transfer for all Transfer Model Curricula that are offered at their campus within 18 months of their approval, and are required to develop at least two Associate Degrees for Transfer in broad areas of emphasis by fall of 2015.

Implementation Benchmarks for CSU – CSU campuses are to accept Transfer Model Curricula-aligned Associate Degrees for Transfer in every major and concentration offered by that campus.

Admission to the California State University System – Since there is no guaranteed admission to the campus and major of choice—only the system in general, the CSU is required to develop an admissions redirection process to accommodate any student who is not admitted to their campus and major of choice.

Outreach and Marketing – The California Community Colleges and CSU systems are required to develop a student-centered communication and marketing strategy to ensure that the Associate Degree for Transfer pathway becomes the preferred transfer pathway into the CSU system.

AB 2302

Associate Degree Pathway to the University of California.

It is important to note that although *Keeping the Promise* focuses on SB 1440 implementation and Associate Degree for Transfer pathways to the CSU, legislation (AB 2302 Fong) was passed at the same time as SB 1440 that called on the University of California (UC) to accept designated transfer degrees, such as Associate Degrees for Transfer. On July 7, 2015, the UC launched their transfer pathways initiative which outlines a common set of coursework community colleges students can take to prepare them for admission to 10 undergraduate majors at any UC campus. The UC also has plans to create another 11 pathways for California Community College transfer students. While the Campaign applauds the UC's efforts to simplify transfer pathways, we encourage the UC to work collaboratively with the California Community Colleges and the CSU to further streamline the pathway and increase access for California Community College students seeking admission to any public university.

SB 1440/SB 440 Implementation Progress

What progress has been made toward legislative goals?

GOAL 1: Create clearer transfer pathways that reduce excess units, thus increasing overall capacity in the California Community Colleges and CSU systems.

No evidence. Research has not been conducted to determine how many credits Associate Degree for Transfer earners are attempting and earning in their pursuit of a bachelor's degree in the CSU system. Furthermore, because only a small amount of time has passed since the implementation of Associate Degree for Transfer pathways and data is limited, it is too soon to tell whether Associate Degree for Transfer pathways have had an effect on time to degree or overall capacity in the California Community Colleges or the California State University systems. Since the California Community Colleges do not track when students start on an Associate Degree for Transfer pathway, it is difficult to determine if the pathway has or will reduce the amount of excess units community college students take.

GOAL 2: Increase the overall number of transfer students that have also earned an associate degree.

Unknown. There is no publicly available data that indicates how many CSU transfer students hold an associate degree.

GOAL 3: Produce an overall increase in the number of transfer students from the California community colleges to the CSU.

No evidence. Currently, there is no evidence to suggest that Associate Degree for Transfer pathways are contributing to an overall increase in the number of students transferring from the California Community Colleges to the CSU system. The total number of students transferring to the CSU system has been generally fluctuating between 48,000 and 57,000 since the 2000-01 academic year, and no increase can be fully attributed to Associate Degrees for Transfer.

GOAL 4: Make the Associate Degree for Transfer the preferred pathway for community college students seeking to transfer to the CSU.

Signs of progress. Although there has been tremendous progress in implementing Associate Degrees for Transfer pathways, 92 percent of students transferring are still doing so without an Associate Degree for Transfer. However, the proportion of all Associate Degree for Transfer earners transferring to the CSU system (38 percent), and the share of all students transferring to the CSU system who are Associate Degree for Transfer earners (eight percent) is growing each year, so there is some evidence to suggest that Associate Degree for Transfer pathways are gaining popularity and being utilized more.

California Community Colleges



The California Community Colleges have made significant contributions to the growth of the Associate Degrees for Transfer program, which has translated to increased access to more structured transfer pathways across the 113 colleges in the California Community Colleges system. As can be observed in Table 1, over the span of a little more than three years, eight new Transfer Model Curriculum disciplines have been finalized and almost 1,500 new Associate Degree for Transfer pathways were adopted. In fact, over 150 Associate Degree for Transfer pathways were added between June 2015 and December 2015 alone. Whereas in November 2012, community colleges offered only an average of five degree pathways, now the average number of Associate Degrees for Transfer offered by all community colleges is 18—with 47 community colleges offering 20 or more.



Community colleges offer an average of 18 Associate Degrees for Transfer per campus.

Finalized Transfer Model Curricula (TMC) as of October 21, 2015

Associate in Arts for Transfer (AA-T) TMCs

Anthropology*	Geography	Political Science
Art History	History	Psychology
Communication Studies	Journalism	Sociology
Economics*	Kinesiology	Spanish*
Elementary Teacher Education	Music	Studio Arts
English	Philosophy*	Theatre Arts

Associate in Science for Transfer (AS-T) TMCs

Administration of Justice	Computer Science*
Agriculture Animal Sciences*	Early Childhood Education
Agriculture Business*	Film, Television, and Electronic Media*
Agriculture Plant Sciences*	Geology
Biology*	Mathematics
Business Administration	Nutrition*
Chemistry*	Physics

* New TMCs Finalized Since November 2012

Source: California Community Colleges Chancellor's Office, Associate Degrees for Transfer Summary.



32 majors have been developed for Associate Degrees for Transfer.

Table 1: Significant Increase in Development of Degrees Since November 2012

Growth in Transfer Model Curriculum (TMC) and Associate Degree for Transfer (ADT) Development between November 2012 and January 2016

	November 2012	January 2016	Percent Increase
Total TMCs Developed	24	32	33%
Total ADT Developed	501	1,991	297%
Average ADT Developed per Community College	5	18	260%

Source: Campaign for College Opportunity and California Community Colleges Chancellor's Office

1,991 total Associate Degree for Transfer pathways have been developed.



By August 1st, 2016, community colleges must have all Associate Degrees for Transfer pathways in place for degrees they currently offer, yet only 20 of 113 community colleges have developed all of the degrees required by that deadline. Of the remaining community colleges, 277 degree pathways remain undeveloped and only 55 are currently in

the process of being developed.⁸ Assuming all 55 of those pathways are developed by the deadline, the California Community Colleges would have developed 2,046 Associate Degree for Transfer pathways covering approximately 90 percent of the degrees required by August 1st, 2016.

Number of California Community Colleges Compliant with SB 440 (as of 1/27/2016)

Fully compliant	20
1 undeveloped degree	18
2-4 undeveloped degrees	58
5 or more undeveloped degrees	17
Total number of California Community Colleges	113



Associate Degree for Transfer (ADT) Progress for California Community Colleges (as of 1/27/2016)

College	# of Active ADTs	% of ADTs Req. by 8/1/16	College	# of Active ADTs	% of ADTs Req. by 8/1/16	College	# of Active ADTs	% of ADTs Req. by 8/1/16
Alameda, College of	9	82%	Glendale Community	21	88%	Pasadena City	19	95%
Allan Hancock	16	76%	Golden West	21	100%	Porterville	11	100%
American River	23	96%	Grossmont	19	79%	Redwoods, College of the	15	88%
Antelope Valley	22	96%	Hartnell	18	86%	Reedley	23	92%
Bakersfield	23	82%	Imperial Valley	16	84%	Rio Hondo	21	94%
Barstow	9	100%	Irvine Valley	24	92%	Riverside City	21	95%
Berkeley City	15	100%	Lake Tahoe Community	13	100%	Sacramento City	22	92%
Butte	23	85%	Laney	13	93%	Saddleback	23	85%
Cabrillo	22	81%	Las Positas	16	80%	San Bernardino Valley	15	75%
Cañada	23	92%	Lassen	16	100%	San Diego City	21	91%
Canyons, College of the	21	100%	Long Beach City	20	83%	San Diego Mesa	21	84%
Cerritos	25	93%	Los Angeles City	14	78%	San Diego Miramar	17	89%
Cerro Coso Community	10	100%	Los Angeles Harbor	13	87%	San Francisco, City College of	22	100%
Chabot	19	86%	Los Angeles Mission	13	87%	San Joaquin Delta	21	95%
Chaffey	25	89%	Los Angeles Pierce	15	100%	San Jose City	11	92%
Citrus	18	90%	Los Angeles Southwest	14	78%	San Mateo, College of	16	84%
Clovis	14	88%	Los Angeles Trade/Tech	5	83%	Santa Ana	24	83%
Coastline Community	9	69%	Los Angeles Valley	22	85%	Santa Barbara City	23	85%
Columbia	15	94%	Los Medanos	18	90%	Santa Monica	14	88%
Contra Costa	18	82%	Marin, College of	20	80%	Santa Rosa Junior	21	78%
Copper Mountain	16	100%	Mendocino	21	95%	Santiago Canyon	19	90%
Cosumnes	21	78%	Merced	21	84%	Sequoias, College of the	19	79%
Crafton Hills	24	96%	Merritt	9	100%	Shasta	14	93%
Cuesta	24	89%	MiraCosta	9	75%	Sierra	28	100%
Cuyamaca	17	89%	Mission	16	89%	Siskiyous, College of the	11	58%
Cypress	19	100%	Modesto Junior	22	81%	Skyline	18	100%
DeAnza	12	75%	Monterey Peninsula	23	88%	Solano	19	83%
Desert, College of the	20	71%	Moorpark	27	96%	Southwestern	23	88%
Diablo Valley	25	100%	Moreno Valley	15	94%	Taft	12	92%
East Los Angeles	18	95%	Mt. San Antonio	13	87%	Ventura	18	86%
El Camino	23	82%	Mt. San Jacinto	17	94%	Victor Valley	10	91%
Evergreen Valley	8	67%	Napa Valley	17	100%	West Hills – Coalinga	9	69%
Feather River	10	67%	Norco	14	100%	West Hills – Lemoore	14	88%
Folsom Lake	15	83%	Ohlone	23	92%	West Los Angeles	18	90%
Foothill	20	87%	Orange Coast	24	89%	West Valley	22	92%
Fresno City	20	91%	Oxnard	18	90%	Woodland Community	10	100%
Fullerton	24	83%	Palo Verde	5	100%	Yuba	13	81%
Gavilan	20	87%	Palomar	13	65%	STATEWIDE	1,991	88%

Colleges in blue have developed 100% of the number of ADT as required by CA Education Code Section 66746(b).
Colleges in black have between 1 and 4 undeveloped ADT. *Colleges in orange* have 5 or more undeveloped ADT.⁹

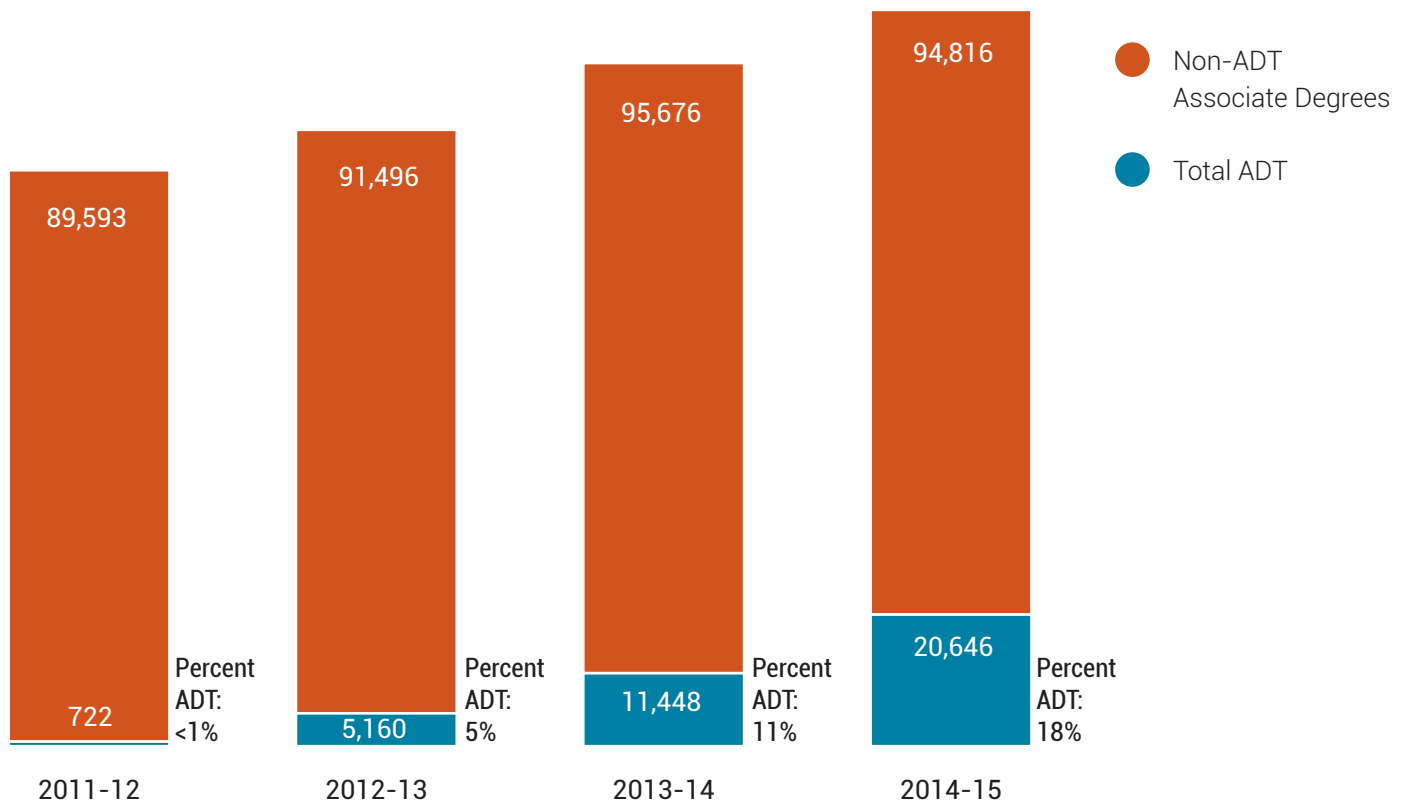
Associate Degrees for Transfer Production

This growth in TMC development and Associate Degree for Transfer implementation has resulted in increases in the number of community college students earning an Associate Degree for Transfer, nearly doubling every year since the law went into effect (Figure 1).

Associate Degree for Transfer students are also comprising an increasingly larger share of all associate degree earners each year—going from only five percent in 2012-13, rising to approximately 11 percent in 2013-14, and reaching nearly 18 percent in 2014-15.

Figure 1: Associate Degrees for Transfer are Making Up a Larger Share of All Associate Degrees Awarded Each Year

ADT Awarded and Non-ADT Associate Degrees Awarded



Source: California Community Colleges Chancellor's Office

Associate in Science for Transfer Degrees

There is national and state priority placed on increased participation in science, technology, engineering, and mathematics (STEM) fields. By 2018, California will need approximately 540,000 additional STEM associates and bachelor's degree earners to meet the state's economic needs.¹⁰ Although there is a shrinking gap between the number of Associate in Science Degrees for Transfer (AS-T) and Associate in Arts Degrees for Transfer (AA-T), it does not appear that STEM degrees have been a significant proportion of Associate Degree in Science for Transfer production.

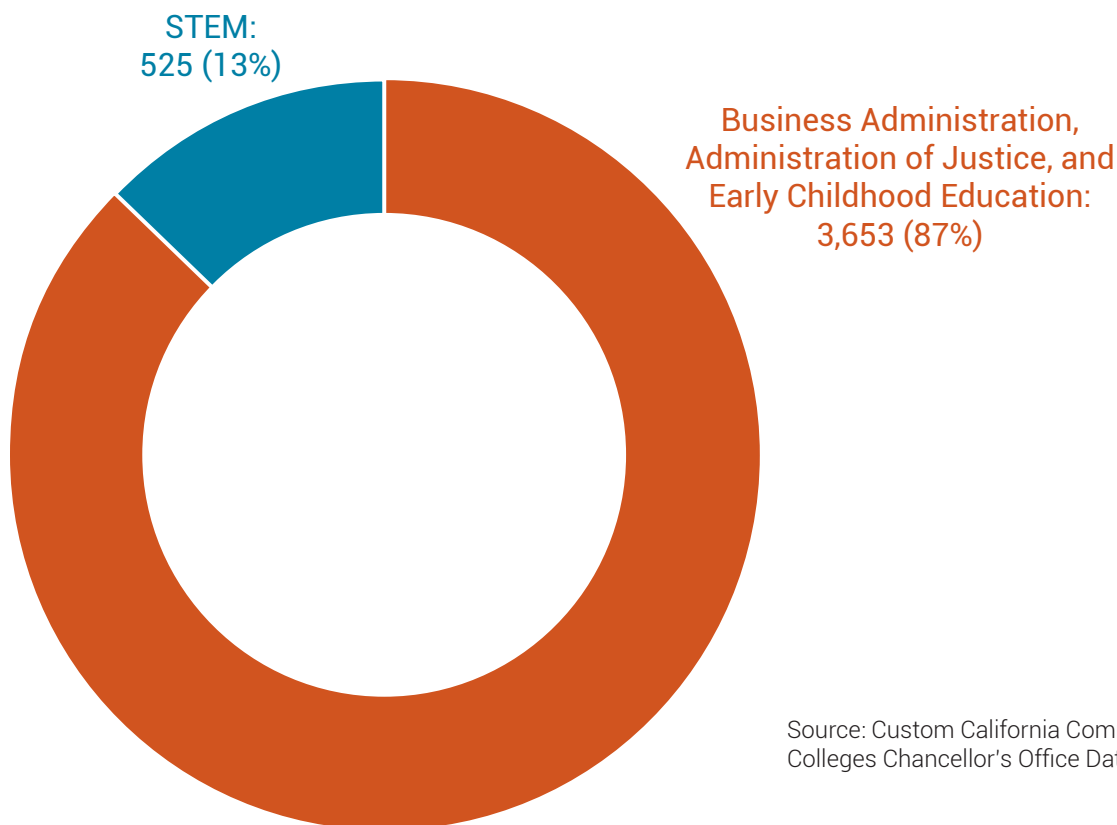
For example, data provided by the California Community Colleges Chancellor's Office indicates that a little over 4,000 students earned an Associate in Science for Transfer degree in 2013-14.¹¹ Taking a closer look reveals that almost 90 percent of those degrees were in non-STEM fields, such as Business Administration, Administration of Justice, and Early

Childhood Education (Figure 2). Traditional STEM fields—such as Computer Science, Geology, Mathematics, and Physics—made up only five percent of all Associate Degrees for Transfer awarded in 2013-14.

STEM disciplines are difficult to fit into the “60 + 60” format of the Associate Degree for Transfer pathway.¹² STEM students often put off taking general education courses early in their academic career to focus on additional math and science coursework needed for their major. As such, STEM degrees were not prioritized in the initial stages of Associate Degree for Transfer implementation. It is possible that with the addition of seven new STEM degrees since 2012 (Agriculture Business & Food Industry Management, Agriculture Animal Sciences, Agriculture Plant Sciences, Biology, Chemistry, Nutrition & Dietetics, and Public Health Science) that STEM disciplines will comprise a larger share of Associate in Science for Transfer degrees in the future.¹³

Figure 2: More Associate in Science for Transfer (AS-T) Degrees, But Concerns Remain for STEM Progress

STEM versus Non-STEM Degrees Awarded out of all Associate in Science for Transfer Degrees, 2013-14



Source: Custom California Community Colleges Chancellor's Office Dataset

California State University



Across the entire system, the CSU offers 2,518 unique bachelor's degree options.¹⁴ Out of all the degrees offered by the CSU system, approximately 1,142¹⁵ degrees are matched to an Associate Degree for Transfer pathway, leaving 1,376 degrees offered by the CSU unmatched to Associate Degree for Transfer pathways (Figure 3). Unmatched majors can potentially create inequities in the CSU system, providing advantages and access for students who enroll as first-time freshmen while limiting options for students seeking to earn their bachelor's degree in a timely fashion as guaranteed by this transfer pathway. While tremendous progress has been made, only 45 percent of all degree major concentrations offered in the CSU system are accessible via the Associate Degree for Transfer pathway.



What is a major concentration?

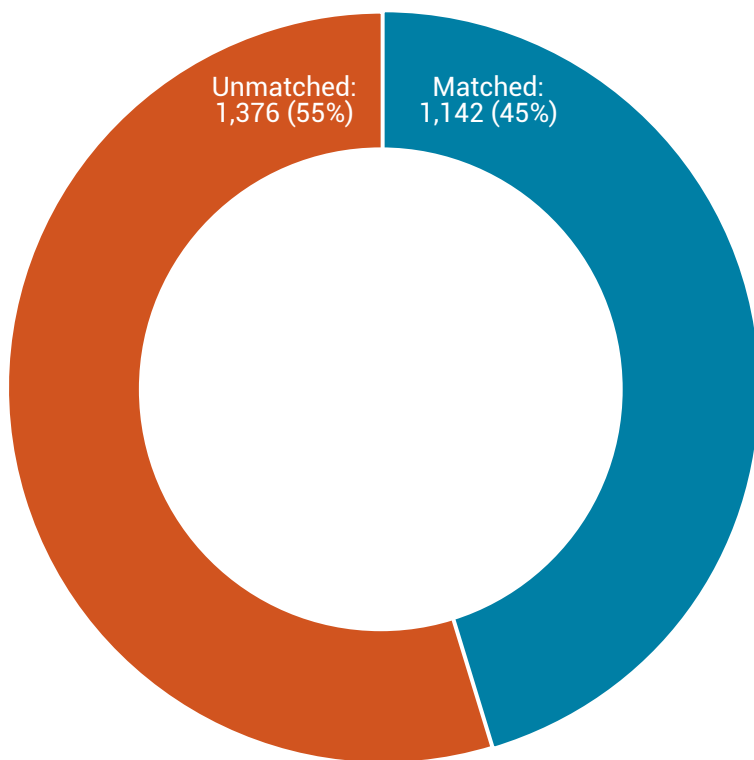
A major concentration is a sub-discipline within a particular major. For example, a CSU campus may offer a Business Administration degree, but within that degree program there may be several concentrations such as Accounting, Marketing, or Finance. Transfer students should have the same degree options as first-time freshmen students, so a key marker of success for the Associate Degree for Transfer program is whether students can access all available major concentrations at the CSU with their Associate Degree for Transfer.

Although less than half of all pathways are accessible through an Associate Degree for Transfer pathway, the good news is that the existing pathways cover nearly 80 percent of majors selected by students who transfer from California Community Colleges to CSU.¹⁶ Some degrees that remain unmatched to a Transfer Model Curriculum may be expected since priority was given to developing degrees in the most popular academic disciplines chosen by transfer students. Examples of some of the unmatched degrees in less popular

disciplines include Apparel Design/Merchandising, European Studies, French, Meteorology, and Wine and Viticulture. Of interest, however, are the unmatched degrees in fields where Transfer Model Curricula have already been developed (e.g., Biology or Computer Sciences) yet remain inaccessible due to the inability of some CSU campuses to align their academic programs with existing Associate Degree for Transfer pathways.

Figure 3: Less Than Half of All Degrees Offered at CSU are Matched with an Associate Degree for Transfer Pathway

Total Number of CSU Degrees by Concentration Matched with an Associate Degree for Transfer Pathway



Source: California Community Colleges Chancellor's Office and California State University¹⁷

* Existing Associate Degree for Transfer pathways cover nearly 80 percent of majors selected by students who transfer to the CSU.

The amount of Associate Degree for Transfer pathways available on each campus, as well as the percentage those Associate Degree for Transfer pathways represent out of all degrees offered at each campus, varies significantly across the CSU system. For example, CSU Stanislaus offers 132 degrees and 70 percent of them can be accessed through an Associate Degree for Transfer pathway. On the other hand, California Polytechnic State University-San Luis Obispo offers 140 degrees and only 25 percent of those degrees are accessible through an Associate Degree for Transfer pathway (Table 2).

The inability of campuses like California Polytechnic State University-San Luis Obispo to match their bachelor's degrees with Associate Degree for Transfer pathways has certain impacts, such as:

1. reducing the number of potential campuses where students can receive guaranteed admission,
2. limiting options for students transferring on an Associate Degree for Transfer pathway,
3. negating the guarantee that students will not be required to take or retake additional lower-division coursework, and
4. negating the guarantee that students will not be required to take more than 60 upper-division units.

Table 2: Degrees by Concentration Matched with a Transfer Model Curriculum (TMC) out of Total Degrees by Concentration Offered at CSU Campuses

Campus	Number of Degrees Matched with TMC	Number of Degrees NOT Matched with TMC	Percentage of Degrees Matched with TMC
Stanislaus	93	39	70%
San Marcos	43	24	64%
Channel Islands	32	18	64%
Bakersfield	58	35	62%
Monterey Bay	37	28	57%
Fresno	65	58	53%
San Francisco	57	51	53%
Los Angeles	61	56	52%
Sacramento	67	66	50%
Humboldt	44	44	50%
Chico	57	67	46%
Long Beach	60	71	46%
Fullerton	52	64	45%
Pomona	43	54	44%
East Bay	57	73	44%
San Bernardino	51	68	43%
Northridge	57	77	43%
Sonoma	37	50	43%
Dominguez Hills	48	69	41%
San Jose	53	90	37%
San Luis Obispo	35	105	25%
San Diego	34	162	17%
Maritime Academy	1	7	13%
Systemwide	1,142	1,376	45%

Source: California State University and California Community Colleges Chancellor's Office¹⁸

Note: **Orange campuses** are below the CSU systemwide average.

While some campuses have simply not accepted Associate Degree for Transfer pathways they feel are incompatible with current degree offerings, San Diego State University, for example, modified their curriculum for certain majors to accommodate students transferring with an Associate Degree for Transfer.¹⁹ This level of accommodation could be a positive step in increasing access for Associate Degree for Transfer students seeking to transfer to high-demand campuses. However, the distinction being made between the two degrees and the apparent differences in preparation could potentially create a system in which one degree is valued differently or more than the other (i.e., the general track is more rigorous or “better” than the applied track).

For English, Liberal Studies, Psychology, and Kinesiology majors at San Diego State, students who are transferring with an Associate Degree for Transfer are placed into a pathway to a specialized “applied” degree. We expect that institutions (such as San Diego State) offering different degree options for Associate Degree for Transfer students will fully inform students of the differences between the majors and their implications for career and graduate school preparation. We also expect college leaders to articulate and defend the need for these separate track degrees.

Assessing the Success of Associate Degree for Transfer Earners in both the California Community Colleges and the CSU

Each year, more students are earning Associate Degrees for Transfer at the community college level and more of those Associate Degree for Transfer earners are transferring to the CSU. Fortunately, unlike in years past, data exists now that provide better insight into many areas that were previously unexplored, including:

- the demographic makeup of Associate Degree for Transfer earners in the California Community Colleges system,
- which community colleges are producing the most Associate Degree for Transfer earners,
- how well Associate Degree for Transfer earners fared in the California Community Colleges system,
- to which CSU campuses Associate Degree for Transfer earners enroll, and
- how many Associate Degree for Transfer earners have graduated after transferring to a CSU.

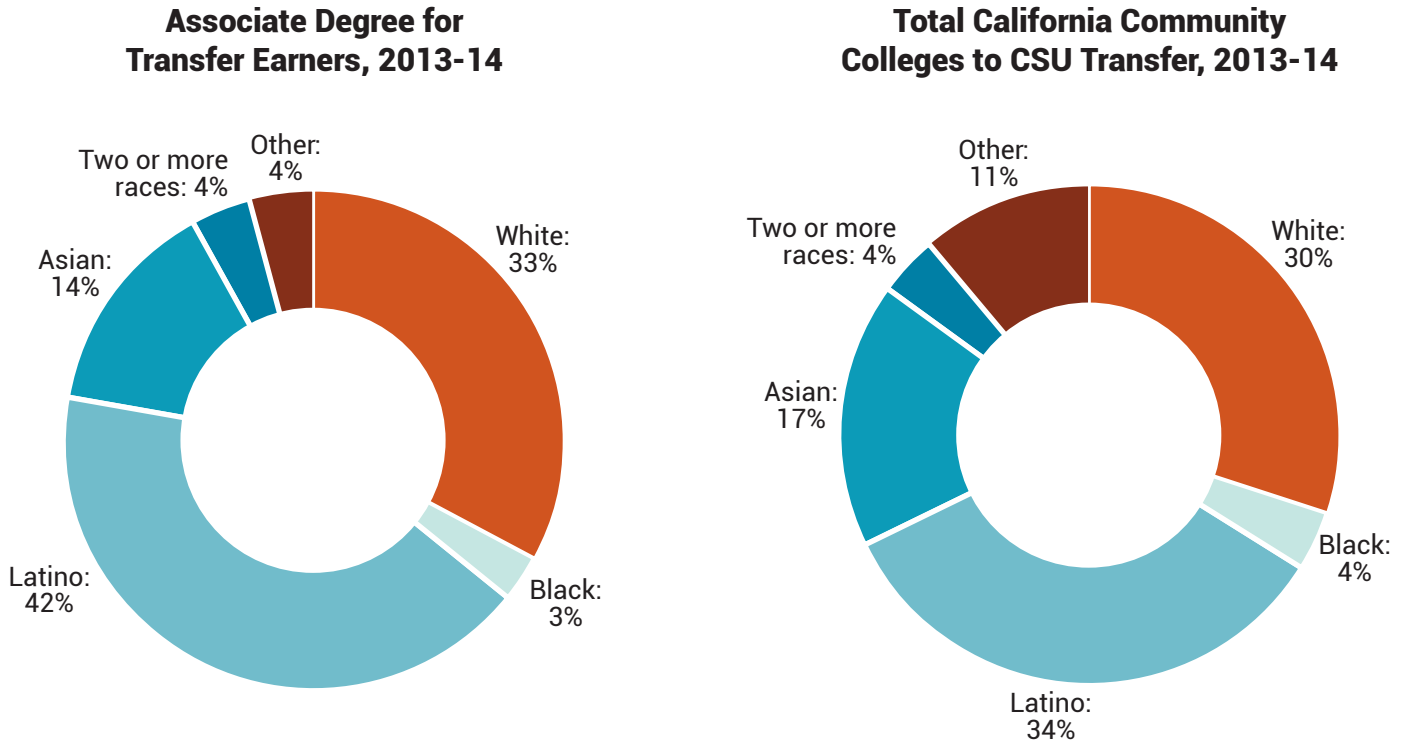
Associate Degree for Transfer Earners in the California Community Colleges System

At the time this study was conducted, the California Community Colleges Chancellor’s Office provided data for 16,659 students who earned an Associate Degree for Transfer between the fall 2010 semester and the spring 2014 semester. Because a large proportion of these Associate Degree for Transfer were awarded in the 2013-14 academic year (over 11,000) and since that is the most current data available, we will focus primarily on the 2013-14 academic year data for the following analysis.

For the most part, the demographic makeup of Associate Degree for Transfer earners is similar to the racial/ethnic composition of the general CSU transfer population (Figure 4). A noticeable difference does exist, however, between the two populations—that of the general CSU transfer population and that of Associate Degree for Transfer earners: While Latinos represent 34 percent of all transfer students from the community colleges to the CSU, they represent 42 percent of all Associate Degree for Transfer earners. If the population of Associate Degree for Transfer earners maintains its current diversity as it continues to grow, it is possible that these degree pathways could lead to increased diversity—especially among Latino students—in the CSU transfer population as a whole.

Figure 4: Latinos are better represented among Associate Degree for Transfer earners than they are among community college transfers to the CSU

Associate Degree for Transfer Earners and Total CSU Transfer Population by Race/Ethnicity, 2013-14



Source: Custom California Community Colleges Chancellor's Office Dataset and California State University, Division of Analytic Studies

In terms of total Associate Degree for Transfer production, the top 10 Associate Degree for Transfer producing institutions were responsible for awarding nearly one out of every three Associate Degrees for Transfer in 2013-14 (Table 3). **Some community colleges are doing exceptionally well. For example, Citrus College, Moorpark College, and Grossmont College are all in the top 10 percent for Associate Degree for Transfer production despite being smaller campuses in terms of total student enrollment. Over 30 percent of all associate degrees awarded went to Associate Degree for Transfer students on campuses like San Diego Mesa College, Diablo Valley College, and Long Beach City College.**

We are encouraged by California Community Colleges that are leading the way in terms of producing Associate Degree for Transfer graduates, such as Pasadena City College, Diablo Valley College, and Fullerton College. **However, we are concerned by the performance of a number of Los Angeles**

area colleges, such as LA Harbor, LA Southwest, and LA Mission, which each sent over 200 students to the CSU yet produced fewer than 10 Associate Degrees for Transfer (See Table 4).

Demonstrated Excellence

Smaller campuses in top 10% of ADT production → Citrus, Moorpark, Grossmont

Campuses where over 30% of associate degrees were ADTs → Diablo Valley, San Diego Mesa, Long Beach City

Table 3. California Community Colleges Producing the Most Associate Degree for Transfer Earners in 2013-14

Campus	Number of ADT Awarded	Percent of ADT Awarded out of All Associate Degrees Awarded by Campus	Number of Students Transferred to CSU	Total Full-time Equivalent Student Enrollment
Pasadena City College	420	16.4%	1,257	23,716
Diablo Valley College	407	33.1%	1,092	17,276
Fullerton College	394	24.2%	1,239	23,587
Citrus College	383	19.5%	589	11,537
Moorpark College	355	27.7%	915	11,627
Sierra College	332	13.6%	1,074	14,761
San Diego Mesa College	324	32.5%	751	14,668
Santa Rosa Junior College	320	17.0%	925	19,780
Grossmont College	316	18.4%	689	12,181
Long Beach City College	307	30.4%	929	19,189
Systemwide Average	103	10.3%	501	10,109

Source: California Community Colleges Chancellor's Office, Custom California Community Colleges Chancellor's Office Dataset, Custom California State University Chancellor's Office Dataset

Table 4. California Community Colleges Producing the Fewest Associate Degree for Transfer Earners in 2013-14

Campus	Number of ADT Awarded	Percent of ADT Awarded out of All Associate Degrees Awarded by Campus	Number of Students Transferred to CSU	Total Full-time Equivalent Student Enrollment
Barstow Community College	6	1.9%	38	2,479
Copper Mountain College	6	3.8%	31	1,510
Feather River College	5	2.2%	43	1,586
LA Harbor College	5	0.6%	382	6,029
LA Southwest College	4	0.8%	122	4,767
Merritt College	2	0.9%	116	4,252
College of the Siskiyous	2	1.2%	36	2,482
West Hills College—Coalinga	2	0.8%	91	2,210
Cerro Coso Community College	1	0.4%	58	2,892
LA Mission College	1	0.1%	298	5,386
Systemwide Average	103	10.3%	501	10,109

Source: California Community Colleges Chancellor's Office, Custom California Community Colleges Chancellor's Office Dataset, Custom California State University Chancellor's Office Dataset

Another important marker of success for the Associate Degree for Transfer Program is determining how long it takes students to complete their Associate Degree for Transfer after they first enrolled in a California Community College. The dataset provided to us by the California Community College Chancellor's Office is restricted to students who earned an Associate Degree for Transfer before the 2014-15 academic year, so only students who began their community college career in the fall of 2010 (i.e., the fall of 2010 cohort) have had at least four years to graduate.²⁰ **As seen in Table 5, the majority of students earning an Associate Degree for Transfer in the fall 2010 cohort did so in four years.**²¹ However, these figures do not capture 100 percent of the students in the fall 2010 cohort, as some students from the fall 2010 cohort may still be enrolled but have not graduated yet.

Associate Degree for Transfer Earners in the California State University System

The number of students earning an Associate Degree for Transfer transferring to a CSU is still relatively small compared to all community college students who transferred to a CSU. **Of the 17,000 students who have earned an Associate Degree for Transfer between 2011-12 and 2013-14, only 37 percent enrolled in a CSU campus.** Since this data only applies to students who transferred and continued on an Associate Degree for Transfer pathway, it is possible that more Associate Degree for Transfer earners enrolled in the CSU but did not identify themselves as an Associate Degree for Transfer student or they switched majors. It is also unknown whether Associate Degree for Transfer earners enrolled in the University of California system, a private in-state university, or an out-of-state university.



Are Associate Degree for Transfer Students Accumulating Fewer Credits?

One of the key goals of SB1440/440 was to limit the amount of excess credits students earned within the community colleges prior to transfer. However, the California Community Colleges do not track when a student begins to work on an Associate Degree for Transfer. As a result, it is extremely difficult to determine whether Associate Degree for Transfer pathways reduce the amount of excess credits students accumulate prior to transferring.

Table 5: Majority of Associate Degree for Transfer Earners Finished in Four Years or More

Percentage of Associate Degree for Transfer Earners Finishing within Four Years, Fall 2010 Cohort

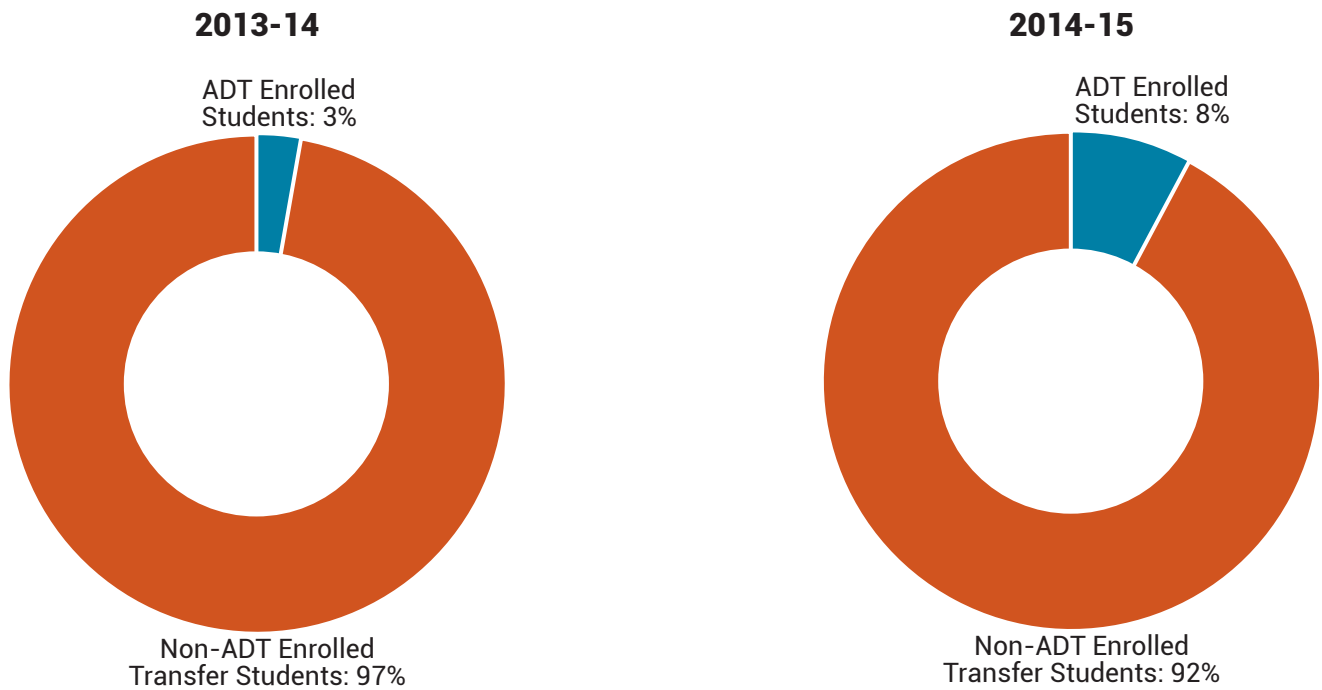
	Earned ADT in 2-3 years	Earned ADT in 4 years
Fall 2010 Cohort	35%	65% ²²

Source: Custom California Community Colleges Chancellor's Office dataset.

Important measures are trending upward for Associate Degree for Transfer students. For example, Associate Degree for Transfer earners have increased from approximately three percent of all CSU transfers in 2013-14 to nearly eight percent in 2014-15 (Figure 5). Additionally, more Associate Degree for Transfer earners are transferring to a CSU each year, with 31 percent of degree earners transferring in 2013-14 and 38 percent transferring in 2014-15 (Figure 6).²³ The increase in the number of Associate Degree for Transfer students transferring to a CSU between 2013-14 and 2014-15 (2,728 students) is a positive step, as more students are benefiting from the guaranteed admission to the CSU system and the guaranteed 60-unit path to a bachelor's degree. Guaranteed admission and the guarantee of 60 units to earn the bachelor's degree are two critical pieces for students who face a competitive environment where capacity at many CSU campuses is a challenge and lengthy time to degree is a significant expense that keeps college from being affordable.²⁴

Figure 5: Associate Degree for Transfer Students Represent a Larger Share of All Transfers to the CSU Each Year

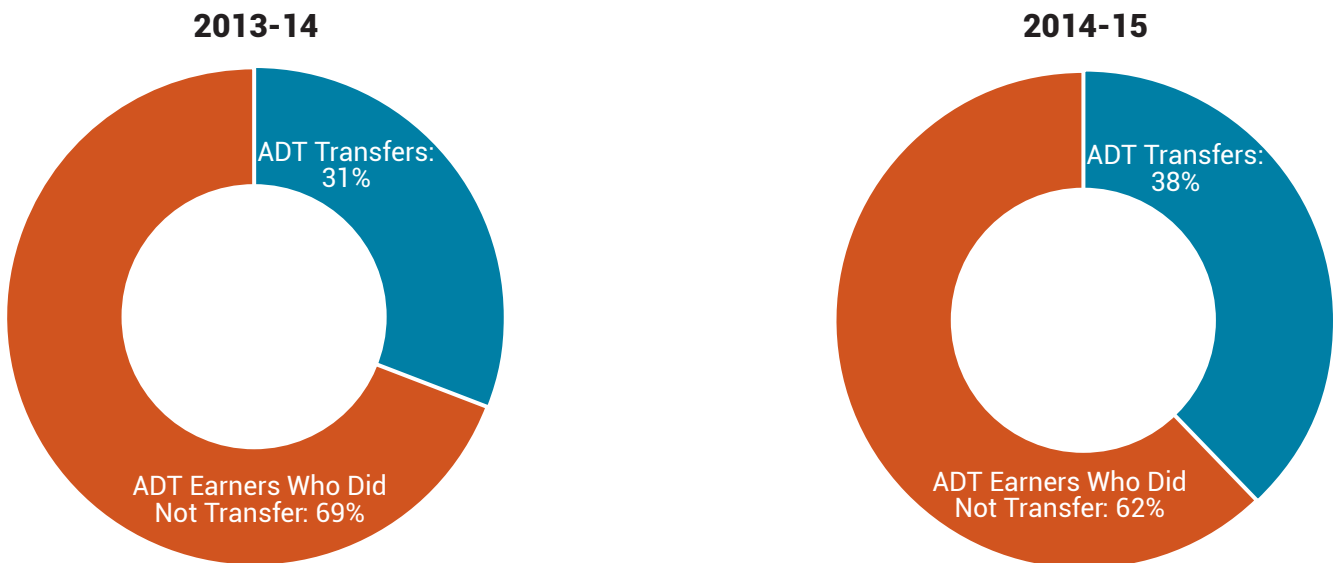
Percent of Associate Degree for Transfer Students Enrolling in the CSU out of the Total CSU Transfer Population



Source: California State University, Division of Analytic Studies; Custom California State University Chancellor's Office Dataset

Figure 6: Of All Students Earning an Associate Degree for Transfer, More are Transferring to CSU Each Year

Percent of Associate Degree for Transfer Earners Transferring to a CSU out of All Associate Degree for Transfer Earners



Source: Custom California State University Chancellor's Office Dataset

At the CSU campus level, the majority of Associate Degree for Transfer earners are enrolling in a handful of CSU campuses. In fact, just four of the 23 CSU campuses (i.e., CSU Fullerton, Long Beach State, Sacramento State, and San Diego State) have enrolled approximately 66 percent of all Associate Degree for Transfer students between fall 2012 and winter 2015 (Table 6). It is encouraging that these four CSU campuses are among the most competitive campuses, yet are the top destinations for Associate Degree for Transfer admitted students. **Approximately 90 percent of admitted Associate Degree for Transfer students enrolled in the CSU system during the term to which they were admitted.**

★ Just four of the 23 CSU campuses (CSU Fullerton, Long Beach State, Sacramento State, and San Diego State) have enrolled approximately 66 percent of all Associate Degree for Transfer students between fall 2012 and winter 2015.

Table 6: Almost 6,500 Associate Degree for Transfer Students Enrolled in the CSU

Total Associate Degree for Transfer Earners Admitted to and Enrolled in a CSU Campus, Fall 2012–Winter 2015

Campus	Total ADT Students Enrolled
Fullerton	1,987
Long Beach	985
Sacramento	655
San Diego	583
Fresno	285
Northridge	261
Sonoma	254
Los Angeles	244
East Bay	228
Pomona	179
Chico	152
San Francisco	140
Monterey Bay	106
Dominguez Hills	100
San Jose	56
Humboldt	46
Bakersfield	41
San Bernardino	41
Channel Islands	29
Stanislaus	29
San Luis Obispo	9
San Marcos	8
Systemwide	6,418

Source: Custom California State University Chancellor’s Office Dataset

The total number of Associate Degree for Transfer students enrolling is not the only important measure to consider, since that does not provide context for how those Associate Degree for Transfer earners fit into the larger transfer pool of a CSU campus. For example, CSU Northridge enrolled 161 Associate Degree for Transfer earners in the fall of 2014, which ranked them 6th for total Associate Degree for Transfer students enrolled. However, Associate Degree for Transfer earners made up only three percent of all transfer students enrolled that fall which placed CSU Northridge at 15th using this measure.

An encouraging finding is that at the top four Associate Degree for Transfer student enrolling campuses, Associate Degree for Transfer earners also made up an above average²⁵ share of all transfer students in the fall of 2014, ranging from nine percent at Sacramento State to 28 percent at CSU Fullerton (Table 7). Some campuses were far below average in the fall 2014 semester, however, with some enrolling Associate Degree for Transfer earners in the single digits (California Polytechnic State University-San Luis Obispo = five students, and CSU San Marcos = two students). If the goal is to make Associate Degrees for Transfer the preferred pathway, campuses need to explain why they are not enrolling significantly more Associate Degree for Transfer students.

Table 7: Popular Campuses Lead the Way in Associate Degree for Transfer Enrollment
Upper-Division Transfer Students by CSU Campus, Fall 2014

Campus	Number of ADT Transfer Students	Number of All Upper-Division Transfer Students	Percentage of ADT Students of All Upper-Division Transfer Students
Fullerton	879	3,089	28.5%
Sonoma	112	691	16.2%
San Diego	453	2,952	15.3%
Long Beach	423	3,556	11.9%
Sacramento	287	3,229	8.9%
Fresno	146	1,733	8.4%
Monterey Bay	54	793	6.8%
Pomona	134	2,455	5.5%
Chico	69	1,282	5.4%
Los Angeles	111	2,780	4.0%
San Francisco	112	2,846	3.9%
Humboldt	31	813	3.8%
East Bay	71	1,914	3.7%
Bakersfield	22	630	3.5%
Northridge	161	5,293	3.0%
Dominguez Hills	69	2,493	2.8%
Stanislaus	20	850	2.4%
San Jose	55	3,498	1.6%
Channel Islands	12	1,023	1.2%
San Luis Obispo	5	644	0.8%
San Bernardino	14	2,109	0.7%
San Marcos	2	1,506	0.1%
Systemwide	3,242	46,179	7.0%

Source: California State University, Division of Analytic Studies and Custom California State University Dataset

So what happens to Associate Degree for Transfer earners once they arrive at a CSU campus? In total, 860 (of 7,161) Associate Degree for Transfer students have transferred to a CSU campus and earned a bachelor's degree between fall 2012 and winter 2015. When it comes to graduation rates for Associate Degree for Transfer earners who transfer to a CSU, the conclusions we can draw are limited due to the limitations of the available data and the newness of the pathway. There are, however, some useful insights we can gain into the performance of Associate Degree for Transfer earners in the CSU system in terms of their retention and graduation rates. Early data suggests that Associate Degree for Transfer students may be performing better than

traditional transfer students when it comes to graduation rates. **For Associate Degree for Transfer earners who started in the CSU in the fall of 2013 (i.e., the fall 2013 cohort), approximately 44 percent graduated and an additional 48 percent were retained within two years, for a combined graduation/retention rate of 92 percent (See Table 8).**²⁶ It is encouraging that the fall 2013 cohort of Associate Degree for Transfer earners seems to be performing at comparable or slightly better rates than the most recent cohort of all community college transfer students. However, since we only have data for one cohort (i.e., fall 2013) and the sample size is small, this data should be interpreted with caution as future cohorts could perform differently.

Table 8: 92 Percent of Associate Degree for Transfer Earners Graduated or Were Still Enrolled Two Years After Enrolling in the CSU System

CSU Graduation and Continuing Rates for Fall 2004 and Fall 2012 Cohort of California Community College Transfers, and Fall 2013 Cohort of Associate Degree for Transfer Earners

	Percent Graduated Within Two Years	Percent Continuing/Still Enrolled Within Two Years	Graduated or Continuing Within Two Years
All California Community College Transfers Enrolled, Fall 2004	24.4%	51.4%	75.8%
All California Community College Transfers Enrolled, Fall 2012*	28.3%	54.0%	82.3%
Associate Degree for Transfer Earners Enrolled, Fall 2013	43.9%	48.1%	92.0% ²⁷

* Most recent available two-year graduation/continuing data.
Source: California State University, Division of Analytic Studies; California State University Custom Dataset



Effective Marketing and Outreach Needed to Go the Distance on Transfer Reform

The findings of this report suggest that only a small fraction of students earning an associate degree are doing so through an Associate Degree for Transfer pathway. Similarly, less than half of students earning an Associate Degree for Transfer are transferring to the CSU system. One potential reason could be due to the lack of information students have access to regarding their options for earning both an Associate Degree and being guaranteed transfer admission. To better understand how students may be receiving information about the Associate Degree for Transfer program at the CSU level, we conducted an informal scan of websites for the 16 CSU campuses that are impacted for upper-division transfer student admissions.

Our analysis found that many CSU campuses maintained information about Associate Degree for Transfer pathways, but the usefulness of the information was often clouded by lack of specificity regarding what steps students needed to take to meet eligibility requirements for their major. Additionally, only three of the 16 campus websites we analyzed provided any information regarding majors deemed similar to Associate Degree for Transfer pathways (see Appendix A). The CSU system has committed to additional staff training and redesigning websites to improve the quality of information as needed.

Limitations to Evaluating Transfer Reform

Lack of good data inhibits our ability to fully evaluate SB 1440/SB 440

The amount we *do not* know about Associate Degree for Transfer implementation and student outcomes is probably equal to what we do know—and what we *do not* know may have more serious implications for determining whether transfer reform is being implemented faithfully. Thus, the shortcomings that remain related to data collection and data transparency must be addressed so that students can truly benefit from a smooth and clear pathway through community college and into the CSU.

Below we have identified the major issues we encountered while collecting and analyzing Associate Degree for Transfer data:

1. Important data about the level of acceptance for TMCs in various concentrations within majors is no longer being collected by the CSU Chancellor's Office.

Understanding how Transfer Model Curricula are accepted at each CSU campus is critical to knowing whether Associate Degree for Transfer earners have equal access to CSU degrees at each campus. For example, the Legislative Analyst's Office reported in February of 2015 that campuses like San Diego State and San Francisco State honored the 60-unit transfer guarantee for the General concentration of their Business Administration major, but not the other four similar concentrations they offer (Management, Finance, Accounting, and Marketing).²⁸ With the available data and without confirmation directly from CSU campuses, researchers and policymakers can only speculate about which unmatched degrees may reasonably be deemed compatible to a Transfer Model Curriculum, are not applicable because it is a high-unit degree, or is a degree that is not offered by the institution at all. Recently chaptered legislation, AB 1016 (Santiago), requires the CSU to submit two reports to the Legislature on campus acceptance of transfer model curricula by concentration, on or before December 1, 2016, and on or before December 1, 2017, respectively.²⁹ With these reports, we expect that the CSU will provide a detailed explanation of TMC acceptance for concentrations at each campus.

2. At this point, we only know about Associate Degree for Transfer earners who are transferring to a CSU campus. We do not know how many are transferring to the UC or other universities.

It is important that we know how many Associate Degree for Transfer earners are transferring to four-year institutions other than a CSU to get a clearer picture of how many students both earn the degree, transfer to any four-year university, and eventually earn a bachelor's degree.

3. We still do not know much about Associate Degree for Transfer earners within the CSU system.

Application Data – Data were provided for where Associate Degree for Transfer earners were admitted and enrolled, but we do not know how many were rejected or redirected, to which campuses they applied, or how many enrolled at a CSU campus outside of the Associate Degree for Transfer pathway.

Demographic Data – Due to Federal Educational Rights and Privacy Act (FERPA) regulations, approximately 30 percent of the data for the race/ethnicity of Associate Degree for Transfer earners in the CSU system was redacted. This redaction was done to protect the privacy of CSU students. However, we expect the CSU will find a way to present this data in a manner consistent with FERPA so we can understand who is benefiting from the Associate Degree for Transfer pathways and whether or not these students reflect the diversity of the California Community College system and if any racial inequities exist.³⁰

Academic Major Data – Due to Federal Educational Rights and Privacy Act (FERPA) regulations, approximately 70 percent of the data for the academic major of Associate Degree for Transfer earners was redacted. This redaction was done to protect the privacy of CSU students. However, we expect the CSU will find a way to present this data in a manner consistent with FERPA so that resources and services can be directed

according to the specific academic needs of Associate Degree for Transfer students.³¹

4. Future research needs to better understand outcome measures for Associate Degree for Transfer students in the CSU system.

SB 1440 and SB 440 are intended to reduce time to degree and the number of credits needed to earn a bachelor's degree. Currently, we do not know with certainty:

- how many academic years it took for a student to earn a bachelor's degree,
- if they acquired more than 60 units after transferring to a CSU while remaining on an Associate Degree for Transfer pathway,
- if there is any variation depending on the CSU campus,
- if students are faring better or worse by race/ethnicity or socioeconomic background, or
- if the race/ethnicity or socioeconomic backgrounds of Associate Degree for Transfer students enrolling at a CSU matches the overall population of Associate Degree for Transfer earners in general.

5. We need better information about how admissions policies are being implemented in the CSU system for Associate Degree for Transfer students.

SB 1440 establishes guaranteed admission to the CSU system for Associate Degree for Transfer earners, but no direction is provided regarding how admissions policies are supposed to be implemented at the campus level. We need better information to understand how campus-level admissions policies are affecting the enrollment of Associate Degree for Transfer students.

These challenges should be addressed by ensuring greater data availability and transparency for the public and policymakers. We are heartened by the considerable and commendable progress that has been made in the development of the Associate Degree for Transfer pathway. However, in order to keep the promise to an entire generation of college students, we must ensure that the pathway is smooth, that the guarantee of admission into the CSU is a reality, and that students are able to realize their goals of transferring and earning a bachelor's degree. The findings and recommendations in this report should enable and inspire policymakers, university leaders, and advocates of equity in higher education to go even further by implementing reforms that fully realize the vision of historic transfer reform—to go the distance and fulfill the promise—so that significantly more California community college students earn a degree, transfer to a four-year university, and return to their local communities to make them stronger with the higher education training they received.

Conclusion

The state of California's promise to each new generation of students is to provide an accessible, affordable, and quality higher education to every student who has the desire to achieve a college education. But our state has fallen short on that promise. We need to acknowledge and act on the real barriers our colleges and universities put in front of students that keep them from achieving their college dreams.

The transfer maze has stumped students for decades. With only four percent of the 2.3 million community college students transferring to a four-year university, California cannot meet the economic demand for a more highly educated workforce. The historic effort five years ago to create a streamlined, simplified, and preferred pathway for students hoping to transfer from a California Community College to a California State University campus has shown much progress, but we have yet to go the distance on transfer.

While the Associate Degree for Transfer program is growing, it is also evident that it is far from being the preferred transfer pathway to the CSU system, with Associate Degree for Transfer earners making up only eight percent of all CSU transfer students. Unanswered questions are producing significant challenges to fully evaluating the success of the

Associate Degree for Transfer program and better data must be collected and shared about the successes and failures of the Associate Degree for Transfer program to determine exactly what is needed to improve success for thousands of hopeful transfer students.

We know that our colleges and universities can and must do better if we are going to improve transfer for the sake of our students, our economy, and the state.

Every community college must significantly grow the number of Associate Degree for Transfer earners annually, ensure that they offer the maximum number of degrees, effectively communicate with students about the degree pathways, and provide an on-ramp for students that makes earning an associate degree and transferring a reality.

Each CSU must demonstrate that Associate Degree for Transfer earners are finding a spot on its campus, more Associate Degree for Transfer earners are enrolling annually, and more Associate Degree for Transfer earners are graduating with their bachelor's degree within 60 units.

This is what it means to go the distance on transfer reform and our students deserve this promise to be kept!

Recommendations

California must fulfill its promise of a seamless higher education system. A critical component to fulfilling that promise is achieving the goals of SB 1440, including 1) to reduce the amount of credits accumulated and increase enrollment capacity in the California Community Colleges and CSU systems, 2) to grow the number of associate degree earners, 3) to increase the number of students transferring to the CSU system, and 4) to ensure that Associate Degree for Transfer students have a guaranteed spot in the CSU system.

In order to ensure these goals are achieved, The Campaign for College Opportunity recommends the following:

Recommendations for policymakers:

- Continued legislative oversight of the Associate Degree for Transfer program is necessary to monitor progress being made toward accomplishing the legislative goals of SB 1440 to 1) create clearer transfer pathways that reduce units and increase overall capacity in the community colleges and the CSU, 2) increase the overall number of transfer students that have also earned an associate degree, 3) produce an overall increase in the number of transfer students from the California community colleges to the CSU, and 4) make the Associate Degree for Transfer the preferred pathway for community college students seeking to transfer to the CSU. Additionally, there is no incentive for community colleges and CSU campuses to be fully compliant and no penalty for not being fully compliant.
- The State budget and future policies should continue to support efforts that promote success in the Associate Degree for Transfer program, including efforts to make this the defacto pathway for any student intending to transfer and to coordinate the pathway beyond the CSU with the University of California and other independent colleges and universities that are seeking well prepared transfer students from the community colleges. For example, leading the way are nine Historically Black Colleges and Universities (HBCUs), all of which guarantee admission with junior standing to any Associate Degree for Transfer earner with a GPA of 2.5 or higher.

- Policymakers should require each community college to set goals for how many first-time freshmen they enroll on an Associate Degree for Transfer Pathway annually, and then track the progress of students through completion of the Associate Degree for Transfer program to ensure they are adhering as closely as possible to the 60-unit path to the CSU.

Recommendations for California Community College leaders:

- The Board of Governors, community college presidents, and community college district board of trustees must work together to ensure that every community college is 100 percent compliant in the development of Associate Degrees for Transfer by August 1st, 2016.
- More than half of all community colleges need to significantly increase the number of students earning an Associate Degree for Transfer. This is especially true for campuses like Los Angeles Southwest College, Los Angeles Harbor College, and Los Angeles Mission College, all of which awarded less than 10 Associate Degrees for Transfer in 2013-14.
- The California Community College Student Success Initiative should include information about Associate Degree for Transfer completion in the Student Success Scorecard.

Recommendations for California State University leaders:

- CSU campuses that create separate bachelor's degree tracks only offered to Associate Degree for Transfer students should ensure that students understand the differences between the degree options and that they are truly appropriate and necessary.
- Where appropriate, CSU campuses should be asked to explain why they are unable to match their bachelor's degree offerings with Associate Degree for Transfer pathways and why they are not enrolling more Associate Degree for Transfer students. For example, California Polytechnic State University-San Luis Obispo

has matched only 25 percent of its majors to Associate Degree for Transfer pathways and enrolled only nine Associate Degree for Transfer students.

Recommendations for both the California Community Colleges and California State University:

- California Community Colleges and California State University leaders should expand regional collaboration with each other and with local school districts, and model best practices to produce and enroll more Associate Degree for Transfer students.
- Educators, administrators, and student support providers should be equipped with the professional development and information necessary to understand Associate Degree for Transfer pathways and promote the pathway to students. Budgets and practices should support expanding communications and marketing of the pathway along with professional development for staff to properly guide and counsel students.

Recommendations for data collection:

The newness of historic transfer reform makes it difficult to fully evaluate its effectiveness. To fully understand implementation of this historic legislation, the Legislature should call upon leaders of the California State University Chancellor's Office and the California Community College Chancellor's Office to collect and annually report critical systemwide and campus level data that provides students, the public, and policymakers with the following information:

- if or when students declare their intent to obtain an Associate Degree for Transfer,

- the number of students on the Associate Degree for Transfer pathway in both the California Community College System and the CSU system,
- the number of Associate Degree for Transfer verified applicants to the CSU system,
- the number of Associate Degree for Transfer verified students admitted to a campus they applied to,
- the number Associate Degree for Transfer verified students denied admission to the CSU system,
- the number of Associate Degree for Transfer verified students redirected (including those that actually enrolled),
- time to degree both in the California Community Colleges and the CSU,
- retention rates for Associate Degree for Transfer students both in the California Community Colleges and the CSU,
- total units earned (pre and post transfer),
- the number of degrees awarded by California Community Colleges and CSU campuses, and
- disaggregate all data by race.

The data collected should inform future strategies and practices that ensure the historic promise of a clear pathway to earn an Associate Degree for Transfer and enroll in a CSU campus provides more Californians becomes a reality.

Appendix A

Informal Scan of Websites for CSU Campuses Impacted for Upper-Division Transfer Students

Has ADT Information	No ADT Information	Provided List of Similar Majors	No List of Similar Majors
Fresno	San Luis Obispo	San Diego	Fresno
San Diego	San Marcos	San Jose	Fullerton
San Jose	San Bernardino	Sonoma	Long Beach
Fullerton	Pomona		Los Angeles
Long Beach			Chico
Los Angeles			Northridge
Sonoma			Pomona
Chico			Sacramento
Northridge			San Luis Obispo
Sacramento			San Marcos
East Bay			East Bay
San Francisco			San Francisco
			San Bernardino

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Infographic Sources

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Signs of Excellence and Going the Distance - Data obtained from custom student level data sets provided to the authors by California Community College Chancellor's Office and the California State University Chancellor's Office

Endnotes

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- ⁵ This 2.3 million figure includes all students, including those who may have no intention of transferring.
- ⁶ Authors calculations based on University of California (14,617 fall 2013 data only), California State University (56,565, 2013-14 college year), and California Community Colleges (in-state private=11,000 and out-of-state=14,247, both 2013-14 college year) data.
- ⁷ Constantouros, J. & Heiman, J. (2015). Implementation Update: Reforming Transfer from CCC to CSU. *Legislative Analyst's Office*. Retrieved from <http://www.lao.ca.gov/reports/2015/edu/reforming-transfer/reforming-transfer-020215.pdf> on February 25, 2016.
- ⁸ The California Community Colleges Chancellor's Office reports whether an institution is developing an AD-T in their monthly progress report.
- ⁹ These percentages were calculated by dividing the number of ADTs offered (active) by the number of ADTs offered (active) plus ADTs not offered but required by 8/1/2016 per CA Education Code Section 66746(b). Data source: California Community Colleges Chancellor's Office, Associate Degree for Transfer (ADT) Progress Report - As of December 31, 2015.
- ¹⁰ Carnevale, A.P., Smith, N., & Melton, M. (2011). STEM: State Level Analysis. *Georgetown University Center on Education and the Workforce*. Retrieved from <http://files.eric.ed.gov/fulltext/ED525307.pdf> on February 10, 2016.
- ¹¹ This is for students who earned an Associate of Science for Transfer degree in the fall of 2013 and the spring of 2014.
- ¹² Moore, C. & Shulock, N. (2014). From Community College to University: Expectations for California's New Transfer Degrees. *Public Policy Institute of California*. Retrieved from <http://www.ppic.org/main/publication.asp?i=1088> on February 5, 2016.
- ¹³ Although these findings provide additional context for ADT earners, we do not have evidence regarding how ADT earners compare to traditional transfer students when it comes to STEM majors in the CSU.
- ¹⁴ This figure includes every unique major/concentration combination for all 23 campuses.

¹⁵ Our analysis included 2 TMCs that were still in the process of being finalized but were included in the dataset: Public Health Science and/or Child & Adolescent Development. This does not affect the inferences drawn from this data, as only 28 of the 1,376 matched degrees are in those two disciplines.

¹⁶ Constantouros, J. & Heiman, J. (2015). Implementation Update: Reforming Transfer from CCC to CSU. *Legislative Analyst's Office*. Retrieved from <http://www.lao.ca.gov/reports/2015/edu/reforming-transfer/reforming-transfer-020215.pdf> on February 25, 2016.

¹⁷ California Community College Chancellor's Office, A Degree with a Guarantee website. Retrieved from <http://adegreewithaguarantee.com/Degrees.aspx> on December 9, 2015; California State University, Search CSU Degrees website. Retrieved from http://degrees.calstate.edu/degree_list/csu-degree-programs on December 9, 2015.

¹⁸ California Community College Chancellor's Office, A Degree with a Guarantee website. Retrieved from <http://adegreewithaguarantee.com/Degrees.aspx> on December 9, 2015; California State University, Search CSU Degrees website. Retrieved from http://degrees.calstate.edu/degree_list/csu-degree-programs on December 9, 2015.

¹⁹ San Diego State University. (2016). Fall 2016 Transfer Majors. Retrieved from <http://arweb.sdsu.edu/es/admissions/transfers/apply/majors.html> on February 25, 2016.

²⁰ Due to the fact that AD-T pathways have only been available since 2010, the ability to track the progress of students and determine any significant differences in the performance of cohorts of students over time is extremely limited or impossible in some cases. Additionally, many of the students who earned an AD-T between 2010 and 2014 started taking classes at a community college well before AD-T pathways existed, so understanding outcomes related to those students is not particularly useful or relevant to understanding the effectiveness of AD-T pathways. One method of comparison that the data allows would be to look only at students who began their education at a community college after the AD-T pathways were implemented and earned an AD-T within two, three, or four years. As the program currently operates, there is no official indication of when a student starts on an AD-T path, so there is no evidence of how many students begin an AD-T degree. For that reason, we cannot assume that later cohorts of AD-T earners begin AD-T pathways earlier in their community college careers than earlier cohorts. However, it is possible that by restricting the sample and analyzing only students who entered after AD-T pathways were implemented that these students may have received more intentional advising or made more purposeful decisions to pursue an AD-T pathway.

²¹ Interpret the four-year findings with caution since there could be more students from the fall 2010 cohort earning an AD-T in more than four years or are still currently enrolled. Also, we do not know whether the students in this cohort were full-time or part-time students.

²² Percentages represent the number of students who graduated within two, three, or four years divided by the total number of students who graduated within that time.

²³ This is assuming students who were awarded an AD-T in one year are likely to enroll sometime within the following academic year. Because we are not able to directly link AD-T earners from the CCC dataset with the AD-T earners enrolled in the CSU dataset, these percentages should be interpreted with caution as opportunities for students from older cohorts to inflate enrollment percentages increase as the years progress.

²⁴ Bell, A. & Valliani, N. (2014). The Real Cost of College: Time & Credits to Degree at California Community Colleges. *The Campaign for College Opportunity*. Retrieved from http://collegecampaign.org/wp-content/uploads/2014/07/Real_Cost_of_College_Full_Report_CCC-1.pdf on February 22, 2016.

²⁵ CSU systemwide average is 7 percent.

²⁶ When it comes to interpreting these rates, it is important to note that sample sizes vary greatly between the two samples of all community college transfer students in the fall 2012 cohort (41,072 students) and the fall 2013 cohort of AD-T earners (1,218).

²⁷ 97 students (approximately 8 percent) out of the 1,218 in the sample had no data regarding whether they were still enrolled or graduated as of spring 2015. We included these students in the calculations and assumed they were no longer enrolled and had not graduated as of spring 2015. Using these assumptions, the cumulative graduation/retention figure could be higher if some of these students in fact graduated or were retained within two years, but the figure could not be lower.

²⁸ Constantouros, J. & Heiman, J. (2015). Implementation Update: Reforming Transfer from CCC to CSU. *Legislative Analyst's Office*. Retrieved from <http://www.lao.ca.gov/reports/2015/edu/reforming-transfer/reforming-transfer-020215.pdf> on February 25, 2016.

²⁹ California Assembly Bill No. 1016, Chapter 437. Retrieved from http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_1001-1050/ab_1016_bill_20151002_chaptered.pdf on February 12, 2016.

³⁰ While the CSU does collect this data, they were not permitted to provide it to us in the same dataset as the other information we requested about Associate Degree for Transfer students.

³¹ While the CSU does collect this data, they were not permitted to provide it to us in the same dataset as the other information we requested about Associate Degree for Transfer students.

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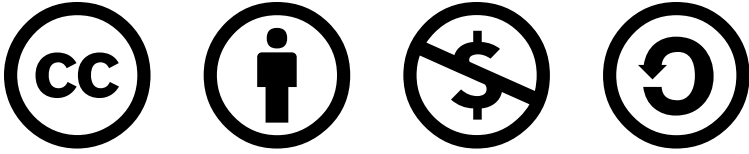
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The Campaign for College Opportunity is a broad-based, bipartisan coalition, including business, education and civil rights leaders that is dedicated to ensuring that all Californians have an equal opportunity to attend and succeed in college in order to build a vibrant workforce, economy and democracy. The Campaign works to create an environment of change and lead the state toward effective policy solutions. It is focused upon substantially increasing the number of students attending two- and four-year colleges in California so that we can produce the 2.3 million additional college graduates that our state needs.

For more information, visit: www.collegecampaign.org.

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