





# The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: November 14, 2016

SUBJECT: Associate Degrees for Transfer (ADT) Update		Item Number: 3.2	
		Attachment: Yes (2)	
CATEGORY:	Academic Affairs	TYPE OF BOARD CONSIDERATION:	
Recommended By:		Consent/Routine	
	Pamela D. Walker, Vice Chancellor	First Reading	
Approved for Consideration:		Action	
		Information	X

**ISSUE:** This item presents an update on the implementation of Associate Degrees for Transfer (ADT).

**BACKGROUND:** In fall of 2010, the governor signed Senate Bill 1440 (Padilla), establishing the Student Transfer Achievement Reform (STAR) Act. This landmark legislation, which was strongly supported by the California Community Colleges (CCC) and California State University (CSU), laid the groundwork for a streamlined statewide system of transfer. Senate Bill 1440 required that, commencing with the 2011-12 academic year, each California community college offer at least two ADTs. These new degrees, that have since been branded a “Degree with a Guarantee,” enable California Community College students to:

- Graduate from community college with an Associate Degree
- Be guaranteed admission to CSU
- Have a clear, discipline-specific transfer pathway to CSU, consisting of no more than 120 units (60 lower division and 60 upper division)
- Start at CSU with Junior status

To ensure successful implementation of the new legislation, leadership from CCC and CSU established the Senate Bill 1440 Implementation and Oversight Committee (IOC) comprised of administrators, faculty, and students. This body provided intersegmental leadership over the initiative and established policies and practices to support its successful implementation.

**(Background cont.)**

**RECOMMENDATION:** This item is presented to the Board for informational purposes.

***(Background cont.)***

In addition, as a result of the work of the IOC, enhancements were made to the CSU admissions application system, application cycles, and processes to identify transfer applicants with associate degrees for transfer.

Faculty leaders from the CCC and the CSU systems have been instrumental in the successful implementation of ADTs. An example of their contributions is their work to develop Transfer Model Curriculum (TMC) in specific disciplines which define an articulated framework of lower and upper division coursework. Colleges use TMCs as a structure for creating ADTs at the campus level. Under the ADT framework, students complete 60 semester/90 quarter units in both the CCC and CSU systems for a total of 120 degree units. Because faculty from the two systems collaborate in creating TMCs, this approach promotes well-articulated transfer pathways that are accepted across both systems.

In 2013, Senate Bill 440 (Padilla) amended the STAR Act, clarifying and expanding the requirements related to the development of ADTs. Specifically, colleges were required to develop and offer ADTs in all disciplines in which they offer an Associate degree and in which a TMC exists. Colleges were given until the 2015-16 academic year to develop ADTs in disciplines for which TMCs existed at the time the legislation took effect. For TMCs established after the bill's effective date, colleges are given 18 months to develop an ADT. The intent of Senate Bill 440 was to ensure robust, system-wide implementation of ADTs.

The successful implementation of ADTs is the most significant improvement in the CCC transfer process in many decades. It has laid the foundation for more California community college students to transfer to CSU and to complete their studies with fewer overall units. This accomplishment was the result of tremendous work at both the college and state levels.

**UPDATE:** In the roughly six years since Senate Bill 1440 became law, the CCC and CSU systems have partnered to fundamentally transform the transfer process for our students. The scope and pace of implementation of this work is remarkable. Key milestones include:

- TMCs have been developed in 36 disciplines, representing the vast majority of disciplines in which students transfer.
- Colleges have used these TMCs to develop and offer 2,227 distinct ADTs.
- ADTs have quickly become the default transfer pathway for CCC students.
- The number of CCC students earning ADTs has increased exponentially:

2011-12	722
2012-13	5,164
2013-14	11,452
2014-15	20,745
2015-16	30,917

- Of the 11,452 students who received AA-T/AS-T degrees in 2013-14, approximately 63% have transferred to CSU before the end of 2014-15.

While the progress to date is impressive, considerable work lies ahead as the CCC and CSU systems move toward fully leveraging the power of ADTs to better serve our students. For the CCCs, our efforts are predominantly focused on three areas:

- Ensuring that colleges are developing and offering ADTs in all required disciplines.

While most colleges are in compliance with the statutory requirements, some continue to lag. Colleges that have been unable to meet the obligation reported that challenges included: 1) high-unit majors (Chemistry and Biology, for example) which are difficult to keep within the 60-unit cap; and 2) delays in the approval of their courses in the common Course Identification Numbering System (C-ID).

For colleges still developing ADTs, the Academic Affairs Division of the Chancellor's Office continues to provide technical assistance to California community colleges to help them meet their requirements under Senate Bill 1440 and Senate Bill 440.

- Increasing Student Awareness of ADTs.

The rapid increase in the number of students pursuing and earning ADTs is remarkable, especially given the fact that, since the initiative's launch, the State of California has not dedicated any funding to marketing and outreach. We believe that a large-scale marketing campaign would help achieve further increases in student utilization and increase penetration into communities with low college-going rates. For this reason, we have designated Student Equity Program funding to support an outreach and marketing campaign for the ADT program. For 2016-17, \$3 million will be allocated for these purposes, with a total of \$11 million to be invested over the next five years.

- Improved Data Collection and Analysis.

To ensure effective implementation of ADT pathways, we must collect and analyze data related to student achievement. While we are currently able to measure and report baseline program data, such as the number of ADTs offered, the number of ADTs earned, and the number of ADT earners who transfer to CSU, there is a need for more robust and timely data collection and analysis. For instance, timely and accurate information about the effect ADTs have on student completion rates, units attempted, units completed, and time-to-degree would help inform and guide program implementation. Currently, research staff at the CCC and CSU Chancellor's Offices are working together to improve data collection and analysis protocols.