

Implementation Update: Reforming Transfer From CCC to CSU

CALIFORNIA STATE UNIVERSITY (CSU)



CALIFORNIA COMMUNITY COLLEGES (CCC)

MAC TAYLOR • LEGISLATIVE ANALYST • FEBRUARY 2, 2015

AN LAO REPORT

EXECUTIVE SUMMARY

Transfer Is a Core—Yet Historically Problematic—Feature of State’s Higher Education System. California’s students can begin their postsecondary studies at California Community Colleges (CCC) and transfer into bachelor’s degree programs at California State University (CSU) and University of California. Unfortunately, transfer students often navigate a maze of academic requirements that vary across campuses, complicating their ability to earn a bachelor’s degree within 120 semester units (four years of full-time coursework).

Recent Legislation Reformed Transfer Process. To improve the transfer process, the state enacted the *Student Transfer Achievement Reform Act* in 2010 (with various amendments subsequently enacted in 2013). The act is designed to create clearer pathways from CCC to CSU, provide an incentive for transfer students to obtain an associate degree, and reduce the number of excess units students must take to fulfill CSU’s graduation requirements. Specifically, the act requires community colleges to develop two-year (60 unit) degrees (known as “associate degrees for transfer”). Students who earn such a degree are guaranteed admission into a CSU bachelor’s degree program that can be completed within an additional two years (60 units) of CSU coursework. Although not guaranteed admission to a particular campus or degree program, these students receive priority admission to their local CSU campus and a degree program that is similar to their associate degree major.

Statute Sets Targets for CCC and CSU Implementation. To meet the act’s requirements, CCC and CSU have jointly developed 33 “transfer model curricula.” Each of these curricula identifies pre-major CCC courses that prepare students for upper-division CSU coursework in that major. The act requires that by fall 2015, each community college offer an associate degree for transfer in each of the majors corresponding to the first 25 transfer model curricula developed (if the college already offers an associate degree in that major). For other majors, community colleges must offer an associate degree for transfer within 18 months after the curriculum is finalized. The legislation requires CCC and CSU to develop four additional model curricula for “area of emphasis” associate degrees that prepare students for a broad set of related majors. Responding to concerns about limited choices for transfer students in certain CSU majors, the legislation requires CSU campuses to make every effort to accept associate degrees for transfer in every concentration within their majors.

Continued Progress, but Work Remains. The act requires our office to report on the implementation of transfer reform. Our review finds that the segments continue to make notable progress, but they may not be fully on track to meet the Legislature’s targets for implementation.

- ***Sufficient Number of Majors Covered.*** The 33 model curricula developed to date cover majors selected by roughly 80 percent of CCC to CSU transfer students. In our view, the segments have created a sufficient number of these curricula to meet the spirit of the legislation, and they currently are discussing potential subject areas to meet the more recent requirement for curricula in areas of emphasis.

- ***Community Colleges Offering Associate Degrees for Transfer in Most Required Majors.*** Several colleges already offer all of the associate degrees they are required to offer by fall 2015, and others have developed these degrees and are awaiting approval. Most colleges, however, still have a few degrees left to develop and a few colleges are lagging far behind.
- ***Many Students Remain Confused.*** Despite various communication efforts, most students entering CCC are unfamiliar with the new degrees and many who earn a regular associate degree—which may qualify them for transfer but not provide guaranteed CSU admission and the 60-unit guarantee—believe they have earned an associate degree for transfer. Recent CCC investments in education planning for students could improve understanding of transfer reform.
- ***Students Transferring Successfully.*** CSU admitted every applicant the system identified as earning an associate degree for transfer and nearly all students who earned the degree but were not identified during the application process. CSU was unable, however, to provide data on the extent to which students were admitted into their campus or major of choice, making it difficult to evaluate the effectiveness of priority admission policies.
- ***CSU's Acceptance of Associate Degrees Improving.*** Most CSU campuses accept associate degrees for transfer and honor the 60-unit guarantee in at least one concentration within each related major. Nonetheless, a few campuses are lagging in acceptance, and a few majors have low acceptance among several campuses.

Too Soon to Evaluate Student Outcomes. Growing numbers of students are earning an associate degree for transfer and successfully transferring to CSU, and about 200 of these students already have graduated from CSU with a bachelor's degree. Outcome data are too preliminary to draw conclusions, however, particularly because most of the students who have completed degrees to date began their postsecondary education before transfer reform.

LAO Recommendations. The state's transfer reform is too recent to assess its effectiveness in a comprehensive way. CCC appears on track to make additional progress in developing and approving associate degrees for transfer. CSU appears on track to make additional progress in accepting these degrees as similar to its majors and concentrations. Students could become much more familiar with available transfer pathways and many more students could enter and complete those pathways. To help the Legislature monitor these areas, we recommend one near-term report from CCC (in fall 2015) and two from CSU (in fall 2015 and fall 2016) to track the segments' progress in creating associate degrees for transfer and accepting transfer model curricula. We also recommend the Legislature require CSU annually to provide data on certain student outcomes (including admittance to campuses and programs of choice, units taken, and graduation rates), beginning fall 2018.

INTRODUCTION

Transfer Important Pathway to Bachelor’s Degree. California’s students can begin their postsecondary studies at California Community Colleges (CCC) and transfer into bachelor’s degree programs at the University of California (UC) and California State University (CSU). Unfortunately, transfer students often navigate a maze of academic requirements that vary across UC and CSU campuses, complicating their ability to earn a bachelor’s degree within 120 semester units (the equivalent of four years of full-time coursework).

State Recently Reformed Transfer Process. The Legislature and Governor enacted the *Student Transfer Achievement Reform Act* in Chapter 428, Statutes of 2010 (SB 1440, Padilla) and Chapter 720, Statutes of 2013 (SB 440, Padilla). The act, reprinted in the appendix of this report, is designed to create clearer pathways from CCC to CSU, provide

an incentive for transfer students to obtain an associate degree, and reduce the number of excess units students must take to fulfill CSU’s graduation requirements.

Two Reports Required on Impact of Act. The act requires the Legislative Analyst’s Office to provide the Legislature an initial implementation update by spring 2012 and a more comprehensive analysis of transfer reform by early 2015. In our 2012 progress report, we found that CCC and CSU had made notable progress in streamlining the transfer process but both segments had room for improvement. This report fulfills the second reporting requirement. Below, we review the purpose and features of the act and assess CCC and CSU progress toward meeting its goals and requirements. We conclude with recommendations for the Legislature’s next steps.

BACKGROUND

Transfer Process in California

1960 Master Plan for Higher Education Relies on Transfer as Pathway to Four-Year Degree. The Master Plan sought to ensure both access and quality for California’s postsecondary students by coordinating a three-tiered system of junior colleges, state universities, and research universities. The plan established different missions and student populations for each tier. It established the primary mission of CCC as providing academic and vocational instruction at the lower-division (freshman and sophomore) level to any student who could benefit. CSU’s mission is undergraduate education for the top third of California public high school graduates as well as graduate education through the master’s degree. UC’s mission is research; professional, doctoral, and other graduate

education; and undergraduate education for the top one-eighth of high school graduates. The transfer process between the open-access CCC and the more selective public universities is a key component in maintaining access to higher education for all California residents. It ensures that all students have an opportunity to earn a bachelor’s degree from a public university even if they did not qualify for university admission directly from high school.

State’s Efforts Have Focused on Improving Transfer Pathways From CCC to CSU. As shown in Figure 1 (see next page), CSU enrolls slightly more than half of CCC transfer students. Other CCC transfer students enroll at about equal rates in UC, private colleges in California, and out-of-state colleges. Given the large share of transfer students enrolling at CSU, most of the state’s reform efforts

to date have aimed at improving CCC to CSU transfer pathways.

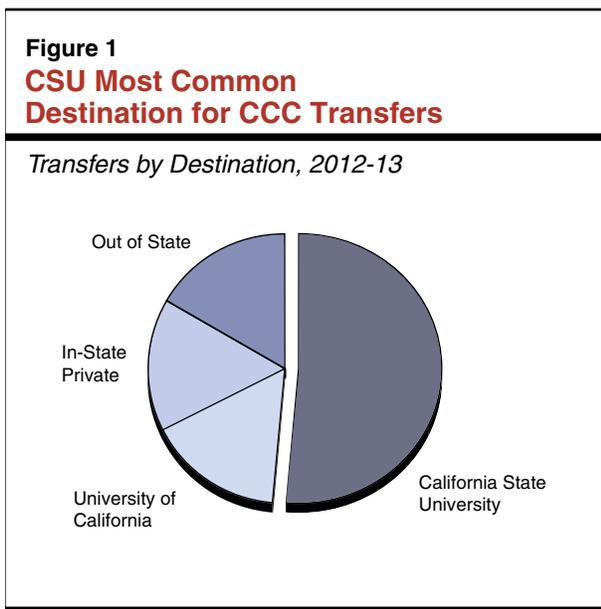
Two Significant Barriers to Transferring Between CCC and CSU. Historically, transfer students have faced conflicting and inconsistent preparatory requirements in two ways. First, for a given major, different CSU campuses could require different pre-major courses. Second, even when two CSU campuses had the same pre-major course requirements, they might disagree about which community college courses meet those requirements. For example, a Sacramento City College student planning to complete a bachelor’s degree in general communications might have wanted the option to transfer to CSU Chico or Fresno. CSU Chico required courses in public speaking, interpersonal communication, small group communication, and intercultural communication. CSU Fresno required students to complete two communication courses from a list of five. The five options included interpersonal and small group communication—two courses also required for Chico—but Fresno did not recognize Sacramento City College’s small group communication course as comparable to its own. CSU Fresno also did not recognize any of

Sacramento City College’s courses as comparable to two other courses on its list. CSU Fresno did include argumentation among its options and accepted Sacramento City College’s argumentation course, but, as indicated above, argumentation was not required by CSU Chico. This variation complicated the transfer process, increasing students’ difficulty in identifying courses that would satisfy requirements at different CSU campuses and limiting students’ campus options. As a result, the transfer process has not been as efficient or effective as envisioned in the Master Plan.

Transfer Reform

Requires Community Colleges to Create Associate Degrees for Transfer (AD-T). The 2010 reform legislation seeks to improve the transfer process by having community colleges create associate degrees specifically designed to prepare students for transfer to CSU. These degrees, known as AD-T, consist of 60 units of transferable coursework, including a minimum of 18 units in a major or area of emphasis and either 39 or 42 units of general education. (CSU approves two ways for students to fulfill their general education requirements. In both cases, overlap may exist between the major and general education units, as some courses may satisfy both requirements.) By design, the AD-T are subject specific (for example, a student can receive an AD-T in biology or economics).

CSU Must Admit Transfer Students Who Earn AD-T. Beginning in fall 2011, a student who earns an AD-T with a 2.0 grade point average (GPA) is eligible to transfer to the CSU system at the upper-division level into a bachelor’s degree program of similar subject. As explained in the nearby box, some CSU campuses and programs are impacted and cannot offer a slot to every eligible applicant. Students who earn AD-T therefore are not guaranteed admission to any *specific* campus



or program. CSU instead grants *priority* admission to (1) their local CSU campus and (2) a program or major that is “similar” to their community college major. Determination of which AD-T programs are similar to which CSU majors is left to the discretion of CSU campuses.

Enables Transfer Students With an AD-T to Complete Bachelor’s Degree at CSU in 60 Units.

Once admitted to a CSU campus and program, the reform legislation requires that students with an AD-T be able to obtain a bachelor’s degree within 60 additional units of coursework. (Transfer

students may need to complete more than 60 units at CSU if the bachelor’s degree requires all students—including those who entered CSU as freshmen—to complete more than the standard 120 units.) The statute also specifies that CSU cannot require students to repeat any courses that are similar to what they took as part of their coursework leading to an AD-T.

LAO’s First Review

Progress in First Two Years . . . In our 2012 progress report, we found that CCC and CSU had

Some CSU Campuses and Majors Are Impacted

Some California State University (CSU) campuses and academic programs have more applicants than they can accommodate. One tool the campuses use to manage enrollment is “impaction.” In contrast to most other enrollment management techniques (which still guarantee a spot for all eligible applicants), impaction allows campuses or programs to deny admission to applicants who do not meet enhanced requirements beyond statewide eligibility. We describe campus and program impaction in more detail below.

Campus Impaction. A campus can declare itself impacted when its number of qualified applicants exceeds its capacity. An impacted campus may establish admission criteria for all nonlocal applicants (applicants from a high school or community college outside of a CSU campus’s service area) that are stricter than systemwide minimum eligibility. Campuses may declare impaction at the freshman or transfer level, or both. Seventeen campuses are currently impacted for incoming freshmen, and 14 of those campuses also are impacted for transfers. Consistent with the CSU Trustees’ policy of protecting local access, impacted campuses guarantee admission to all local applicants who meet systemwide eligibility requirements.

Program Impaction. A campus can declare a program—such as mechanical engineering or nursing—impacted when the number of qualified freshman or transfer applicants to the program exceeds available capacity. Impacted programs may establish supplemental admission criteria for all applicants—local and nonlocal. For example, they can require completion of specified pre-major courses for transfer applicants and set grade point average thresholds above the systemwide requirement of 2.0. As a result, CSU-eligible local students are not guaranteed admission to impacted programs, although campuses may award them extra points or other consideration to help make them more competitive. Historically, only a relatively small number of programs were impacted—primarily programs with unusually high demand or more costly programs with enrollment limited by resource constraints. While most CSU campuses have some impacted programs, 5 of the 23 campuses have now declared all of their majors impacted (Fullerton, Long Beach, San Diego, San Jose, and San Luis Obispo).

made significant progress in implementing the statutory goals, as highlighted below.

- ***The CCC and CSU Academic Senates Opted to Create Statewide Transfer Model Curricula (TMC).*** Although not initially required by statute, the segments worked together to create statewide curricula for the most popular majors among transfer students. Each TMC identifies a set of lower-division pre-major CCC courses that prepare transfer students for upper-division CSU coursework in a particular major. TMC use an already existing course identification system (see nearby box) to serve as the basis for the new transfer degrees. By the time of our first report, the segments had created TMC for 18 of the most common transfer majors.
- ***Community Colleges Created More Than 400 AD-T.*** Fifteen colleges had developed or were developing AD-T for each academic program they offered that had an approved TMC.
- ***Most CSU Campuses Accepted Most TMC as Similar to One of Their Majors.*** CSU defined a CSU major as similar to a TMC if a student who completed an associated AD-T could successfully complete a CSU bachelor's degree within 60 additional units. Using this definition, 7 of 23 CSU campuses recognized all 18 TMC developed by March 2012 as similar to their majors and another 9 campuses recognized all but one or two TMC as similar to their majors.
- ***CSU Developed Admission Processes.*** CSU developed a process to grant admission priority to transfer students completing an

AD-T. The two segments jointly developed a short-term student verification plan for transfer applicants who identified themselves as on track to earn an AD-T.

... But Results Fell Short of Legislative Intent.

In 2012, we also identified a number of concerns, as described below.

- ***Some Community Colleges Were Reluctant to Embrace New Degrees.*** While some colleges were rapidly developing new AD-T, overall progress systemwide was mixed. As of March 2012, most community colleges had developed four or fewer AD-T and three still offered fewer than two. About a dozen indicated at the time that they were planning to develop only a handful of AD-T.
- ***CSU Campuses Not Universally Accepting TMC.*** We identified substantial variation in the acceptance of TMC across CSU campuses, across majors, and within majors. Five CSU campuses had deemed at least 5 of the 18 approved TMC not similar to their corresponding majors. In some majors (sociology, art history, and political science), every CSU campus offering a bachelor's degree in the discipline recognized the TMC as similar, whereas in others (geology and kinesiology) as many as one-third of CSU campuses deemed the TMC not similar. Within a major such as business administration, some campuses determined all concentrations, including accounting, entrepreneurship, finance, marketing, and management, to be similar, while others provided only one similar option out of as many as 12 concentrations offered at the campus.

- ***Unclear Whether CSU's Admission Policies Were Sufficiently Prioritizing Applicants With AD-T.*** We also noted that it would require three or four admission cycles before we could evaluate the effectiveness of CSU's priority admission policy.

Follow-Up Legislation

Follow-up Legislation Set Targets for Full Implementation. In response to these concerns, the Legislature adopted Chapter 720. The follow-up legislation added four new requirements:

- ***Universal Community College Participation.*** Colleges must create an AD-T in every major and area of emphasis offered by that college for which there is a corresponding TMC (1) before the 2015-16 academic year for any TMC finalized before the 2013-14 academic year and (2) within 18 months of approval for all other TMC.
- ***Greater CSU Campus Participation.*** CSU must (1) guarantee students earning an AD-T admission to a major or concentration that either is similar to the student's AD-T or can be completed

Common Course Numbering: A Building Block for Transfer Pathways

CCC and CSU Faculty Create Common Course Descriptors and Numbers. The Course Identification Numbering System, created in 2007, simplifies the identification of comparable courses at different community colleges and universities. To this end, a faculty team develops a "descriptor" for each course. A descriptor includes basic information about the course, such as the topics covered, the knowledge and skills students should be able to demonstrate as a result of taking the course, how students are evaluated (such as through essay exams and research papers), and sample textbooks or other instructional materials that are commonly used. The faculty team posts course descriptors publicly for other CCC and CSU faculty to provide input before finalizing them. Upon establishing a descriptor, faculty give it a unique course identifier (or C-ID). For example, college algebra is designated C-ID MATH 150. To date, faculty have developed over 250 course descriptors.

Faculty Then Review Each CCC Course for Alignment With Common Number. Community college faculty can submit their course outlines for any course matching a descriptor to a team of CCC and CSU faculty for review. (Although the faculty team that develops a descriptor and corresponding C-ID is not necessarily the same team that reviews specific courses, both teams are discipline-specific. For example, one team of physics faculty creates physics C-IDs and another team of physics faculty reviews specific physics course submissions from community colleges.) If the team agrees the course matches a descriptor, they assign it the corresponding C-ID. For example, a college algebra course at Sacramento City College would be deemed C-ID MATH 150 if it met the corresponding requirements. CCC faculty can then include the course as part of an associate degree for transfer that requires C-ID MATH 150. The participation of a tenured CSU faculty member in the review of every course that goes into an associate degree for transfer has been key to CSU's acceptance of these degrees statewide.

within 60 units, (2) develop an admission redirection process for students not admitted to the campuses they applied to, and (3) make every effort to accept AD-T in all concentrations within its majors.

- **Creation of Area of Emphasis TMC.** An area of emphasis is a designation broader than a major that prepares students for

entry into a number of related majors. The segments must create two TMC in areas of emphasis before the 2015-16 academic year and two additional TMC in areas of emphasis before the 2016-17 academic year.

- **Marketing.** CCC and CSU must develop a marketing strategy to increase visibility of the new transfer degrees.

IMPLEMENTATION REVIEW

The remainder of this report fulfills the second statutory reporting requirement, which tasks our office with evaluating (1) CCC and CSU compliance with transfer reform and (2) student results.

Each of the following eight sections provides an implementation update on some aspect of transfer reform, an assessment of whether implementation is on track, and recommendations to address any related concerns. (The legislation also directs us to examine whether transfer reform should be extended to students transferring from CCC to UC. We think improving transfer pathways to UC raises additional issues beyond those we could address succinctly in this report.)

Common Course Numbering

Many Courses Have Common Number, With More on the Way. By June 2012, the segments had aligned 500 specific community college courses with a C-ID. As of November 2014, they had done so for more than 9,000 additional courses. The large increase in approved courses facilitated the creation of new AD-T. Faculty leaders expect CCC faculty to submit an additional 6,000 courses for review over the next year as they continue developing AD-T. (As a comparison, CCC campuses offered nearly 60,000 courses in the fall 2013 term. Not all of these courses, however, are major preparation courses—they include general education, remedial,

and vocational courses.)

Faculty Teams Meeting Demand for Reviews, With Some Delays. The common course number approval process is time-consuming, involving three faculty members (two from CCC, one from CSU) for each course reviewed. Despite dedicated funding from the CCC Chancellor's Office and CCC Academic Senate (supporting staff as well as small stipends and meeting costs for faculty reviewers), course approval has been delayed at times due to difficulty identifying a CSU faculty member who is available to participate for a particular discipline. Recent strategies for addressing course review backlogs, however, appear to be working such that the segments expect to meet the demand for course review in the coming year.

Transfer Model Curricula

Segments Create Additional TMC. To date, the segments have approved a total of 33 TMC, as shown in Figure 2. Faculty currently are developing one additional TMC (public health sciences) and are in the process of considering another handful.

Area of Emphasis Degrees Under Discussion. The area of emphasis TMC requirement envisioned associate degrees that would prepare students for a group of related majors instead of specializing in one major. Two area of emphasis TMC are

under development. One, currently referred to as “Diversity Studies,” will prepare students for majors such as: ethnic studies; women’s studies; and lesbian, gay, bisexual, and transgender studies. Another, currently referred to as “Global Studies,” will prepare students for various international studies majors such as Asian or Latin American studies.

Segments on Track to Accommodate Most Transfer Students. In all, the 33 TMC shown in Figure 2 cover the majors selected by roughly 80 percent of students who transfer from CCC to CSU. Statute does not provide a specific goal for the number of TMC to develop or the proportion of transfer students to be covered by TMC. In our view, the segments have created a sufficient number of TMC to meet the spirit of the legislation. Because the remaining transfer majors are small, any additional TMC would each capture less than 2 percent of all transfer students.

Recommend Legislature Continue Monitoring Development of Areas of Emphasis. Although the segments have begun discussions regarding two area of emphasis TMC, we do

not know whether CCC and CSU will approve these TMC by fall 2015, as required by statute. We recommend the Legislature continue to monitor progress on these TMC and on the two additional area of emphasis TMC required by fall 2016. The Legislature could consider additional action if

Figure 2

33 Transfer Model Curricula (TMC) Finalized

24 TMC Finalized Before 2013-14 (Listed in Order of Approval)^a

- Psychology
- Sociology
- Communication Studies
- Administration of Justice/Criminal Justice
- Mathematics
- Geology
- Physics
- Theatre Arts
- Early Childhood Education
- Kinesiology
- Art History
- Political Science
- Studio Arts
- Business Administration
- English
- History
- Music
- Elementary Teacher Education
- Journalism
- Geography
- Computer Science
- Anthropology
- Philosophy
- Spanish

9 TMC Finalized 2013-14 or After (Listed in Order of Approval)^a

- Economics^b
- Agriculture Animal Sciences
- Agriculture Business
- Agriculture Plant Sciences
- Film, Television and Electronic Media
- Chemistry
- Child and Adolescent Development
- Nutrition and Dietetics
- Biology

^a Statute requires each college to create an associate degree for transfer (AD-T) in every TMC major offered by that college. For TMC finalized before fall 2013, campuses must create AD-T before the 2015-16 academic year. For TMC finalized fall 2013 or after, campuses must create AD-T within 18 months of TMC approval.

^b Economics was finalized on February 1, 2014. Because of the 18-month window, it shares the same fall 2015 deadline as the first 24 TMC.

the segments do not meet this requirement. Once these area of emphasis TMC are finalized, we recommend the Legislature monitor community college creation of AD-T in these areas of emphasis and CSU’s acceptance of these AD-T to determine how useful this new type of degree may be as a component of the state’s transfer reform.

Associate Degrees for Transfer

Each Community College Has an AD-T Target.

The reform act requires, by fall 2015, colleges to offer an AD-T that corresponds to each of the first 25 TMC if they already were offering an associate degree in that subject. Community colleges vary in the number of degree programs they offer, and therefore the number of AD-T they must create to meet this requirement varies. For example, Fullerton College offers associate degrees in each of the first 25 TMC majors. By contrast, Palo Verde College offers associate degrees in only 5 of the 25 finalized TMC majors.

Community Colleges Expand Number of Transfer Degrees Offered.

Collectively, the 112 community colleges currently offer over 1,600 AD-T and are developing more than 100 additional degrees—an average of 16 degrees per college. This is a significant increase over 2012, when we reported that the average number of AD-T per college was four. (Some community colleges developed a number of AD-T in majors they previously did not offer.)

More Than Half of Community Colleges Appear Close to Meeting Targets . . .

Figure 3 illustrates community colleges’ progress toward

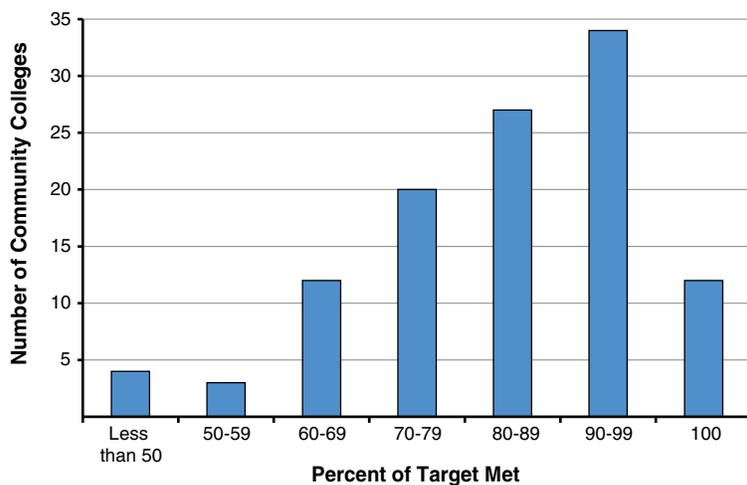
their fall 2015 AD-T targets. As of January 2015, 12 colleges already have met their targets. Several other campuses had many AD-T already approved by the CCC Chancellor’s Office but were awaiting approval for some AD-T they had developed more recently.

. . . *Others Not.* Some colleges, however, are far below their fall 2015 targets and have not yet submitted the required AD-T for approval. Thirty-nine colleges are short of their targets by at least 20 percent of required AD-T (with the number of additional AD-T required varying from 1 to 14). Given the time required to develop and approve new academic degrees, these campuses could fall short of meeting their statutory targets. The CCC Chancellor’s Office indicates it will begin working with these campuses in January 2015 to help them develop additional AD-T.

Recommend Legislature Continue Monitoring Progress of AD-T Development. Because many community colleges are making progress toward their targets and the CCC Chancellor’s Office is

Figure 3
Some Colleges Meeting Target, Others Lagging

Transfer Degrees Offered as a Percent Of Number College Must Offer by Fall 2015.



planning to address areas of poor compliance, we do not recommend legislative sanctions at this time. Instead, we recommend the Legislature direct the CCC Chancellor to report the status of AD-T development relative to statutory requirements by November 1, 2015. If colleges are falling short of legislative targets at that time, further action may be required. (As described in our 2012 report, this could include commissioning external academic reviews or limiting state funding for campuses or departments that fall short of expectations.)

Marketing Associate Degrees for Transfer

Marketing Strategy Implemented to Promote Awareness of Transfer Degrees . . . CCC and CSU have primarily marketed AD-T by using grant funding and leveraging partnerships from other projects including the CCC advertising campaign, *I Can Afford College*, which promotes financial aid awareness. The segments jointly developed marketing messages, materials to distribute to high school and community college counselors and students, radio and internet advertisements, social media campaigns, and a website, all using the tag line “A Degree with a Guarantee.” On the website (adegreewithaguarantee.com), a student can search transfer degree offerings at individual CCC and CSU campuses and find CSU admission information. In addition to these efforts, the segments have presented information at annual high school and community college counselor conferences and mailed informational and promotional materials to counselors throughout the state.

. . . But Most Students Remain Confused or Unaware of AD-T. Despite these marketing and outreach efforts, several community college counselors report that most incoming students who intend to transfer are unaware of AD-T. Other students think they earned an AD-T when in fact they earned a regular associate degree. (These

students comprise a large majority of self-identified AD-T transfer applicants to date.) The students’ confusion is understandable. After all, they earned an associate degree and intend to transfer to CSU. In addition to this confusion, some transfer students have expressed frustration with the CSU admission process because they did not understand that their transfer admission guarantee does not ensure admission to a specific campus.

Recommend Disseminating Additional Information to High School and CCC Counselors.

We recommend the segments prioritize additional information for counselors and advisers over broader marketing approaches. High school counselors can help students understand CCC transfer pathways as they consider their postsecondary options. Community college counselors and faculty advisers can help students map their path to degrees during the education planning process. Students who did not learn about AD-T earlier could learn about them during this process. (CCC already may be on track to implement this recommendation, as the CCC Board of Governors recently adopted regulations regarding mandatory education planning for entering CCC students, and the state has provided substantial student support funding for these activities.) While broader marketing efforts can be helpful (and the segments have been resourceful in using existing funds and partnerships to this end), ensuring that the counselors and faculty who conduct education planning have helpful information and tools (such as easy-to-understand degree maps) is likely among the most cost-effective investments available to the segments.

Verification of Applicants Transferring to CSU

CSU Campuses Need to Know Which Applicants Are Earning an AD-T. Once a CSU campus has verification that a student is on track to earn an AD-T, it can provide priority admission or

referral to another campus as required by statute. All CSU campuses provide several ways to verify a student's AD-T status. These include formal CCC transcripts, informal printouts of transcripts, and paper or web-based verification forms completed by college personnel.

Identification Process at CCC Is Labor-Intensive. Community colleges typically have not identified on a student's academic record the specific degree the student is pursuing until the student files for graduation or applies for transfer. At that time, CCC officials evaluate the student's transcript to determine whether the student is meeting degree requirements. This transcript evaluation has served as the initial identification for many students on track to earn an AD-T at the community colleges. The evaluation can be complicated and time-consuming, especially when a student has attended multiple community colleges.

Current Verification Process Likely to Become Increasingly Cumbersome as Number of Applicants With AD-T Grows. To date, the number of students earning AD-T has been relatively small and community colleges have been able to complete the individual verification process. As the numbers increase, however, campuses are reporting difficulty managing the workload and indicate that the manual verification process may be impractical longer term. Colleges have very high student to counselor ratios—more than 700 to 1 systemwide—and some already have experienced difficulty meeting verification deadlines.

New Tracking Practices and Tools May Ease Verification. More recently, some community colleges have begun to identify students working toward AD-T earlier in the process, such as during their initial education planning sessions, and indicating this goal in their student records. Additionally, the CCC Chancellor's Office is developing web-based tools for students and counselors to assist in academic planning,

monitoring progress, and evaluating transcripts. The office expects that as more colleges begin identifying students earlier and using the online planning tools, the verification process will become more automated and less labor-intensive for community colleges. This should improve the timing and accuracy of the information CSU receives.

CSU Admission

For Verified Students, Guaranteed Admission Systemwide. From fall 2012 through spring 2014, more than 5,300 CCC students earning AD-T applied for CSU admission. About 2,100 of these students were identified as AD-T earners at the time of application, and CSU admitted all 2,100. (Some of these students did not earn an AD-T, even though CSU identified them as on track to do so.) The other 3,200 students did not indicate on their applications that they were earning an AD-T, or did not provide verification of their AD-T status. Although this second group of students did not receive admission priority under the state's transfer reform, CSU admitted 93 percent of them—all but 238—under the university's regular transfer admission policies.

Unclear if CSU Admitted Students to Campus of Choice . . . More than 97 percent of applicants with AD-T applied to one campus. Although CSU admitted all applicants with verified AD-T, some of these students may not have been admitted to their desired campus or program. Although statute does not guarantee admission to any specific campus or program, the legislation asks our office to determine the degree to which CSU was able to admit applicants to their campus of choice. The CSU Chancellor's Office reports that it is unable to measure whether students were admitted to their first choice campus. Three campuses with every major impacted estimated that they denied admission to roughly 10 to 50 percent of AD-T

applicants and redirected them to a nonimpacted campus. Most of the students they redirected were applicants from nonlocal community colleges.

. . . **Or Program of Choice.** As noted earlier, statute requires CSU to admit an AD-T student into either a similar program or a program that can be completed in 60 units. CSU reports that it is unable to measure the degree to which applicants were admitted into a similar program, as opposed to a different one that meets the 60-unit requirement. CSU campuses might have redirected some applicants who applied to an impacted program, such as business administration, to a non-impacted major that could be completed in 60 units, such as economics.

Systemwide GPA Bump Has Little Effect, Campus Policies Have Greater Impact. CSU implemented a systemwide policy providing admission priority to transfer applicants with AD-T, as required by statute. The policy provides a “bump” of 0.2 points to a student’s GPA (on a scale of 0 to 4) for admission to impacted campuses and 0.1 points for admission to impacted programs. Admission personnel we interviewed at several campuses reported that the systemwide policy has not made a difference for most students. Most applicants with an AD-T meet the requirements for admission to their campus of choice without the extra points, and for those applicants who do not meet the eligibility requirements, the GPA bump is too small to make them competitive. In response, several campuses have created additional policies to prioritize these applicants. For example, one campus awards applicants with an AD-T up to 0.8 additional GPA points for some of its impacted programs. Another campus first admits eligible local and nonlocal applicants with an AD-T before admitting other transfer applicants as capacity permits. These campus-initiated policies resulted in greater priority for applicants with AD-T than the systemwide policy.

Recommend Legislature Require CSU to Provide Data on Student Admission by Campus and Program. As noted earlier, CSU appears to be admitting all applicants with an AD-T somewhere in the system, but how many of these students campuses are redirecting to a different campus or program is unclear. We recommend the Legislature direct CSU to provide data annually, beginning November 2018, on the degree to which CSU admitted students to their campus of choice and to a program that is similar to their transfer degree. By 2018, CSU should have had adequate time to develop a system that can report these data.

CSU Acceptance of Transfer Model Curricula

More CSU Campuses Accept TMC. Figure 4 (see next page) summarizes CSU’s acceptance of TMC as of November 2014. In general, campuses have embraced the majority of TMC, with 19 of 23 campuses accepting all but 1 or 2 TMC as similar to an existing degree program. Four of these campuses (Chico, Long Beach, East Bay, and Maritime Academy) recognize the 60-unit guarantee for at least 1 concentration in every TMC major. (CSU will report acceptance of two newer TMC, Child and Adolescent Development and Nutrition and Dietetics, by spring 2015.)

Within Majors, CSU Campuses Accept TMC for Additional Concentrations. As of November 2014, degree options for students with AD-T have increased notably since our 2012 report. In business administration, for example, 10 CSU campuses recognize the 60-unit guarantee for all concentrations they offer and another 7 recognize the guarantee for the majority of their business concentrations. By contrast, in 2012 only eight campuses had done so for all, and four for a majority, of their business concentrations.

Some CSU Campuses Lagging in TMC Acceptance. A few CSU campuses still have several majors they do not deem similar to a TMC. In

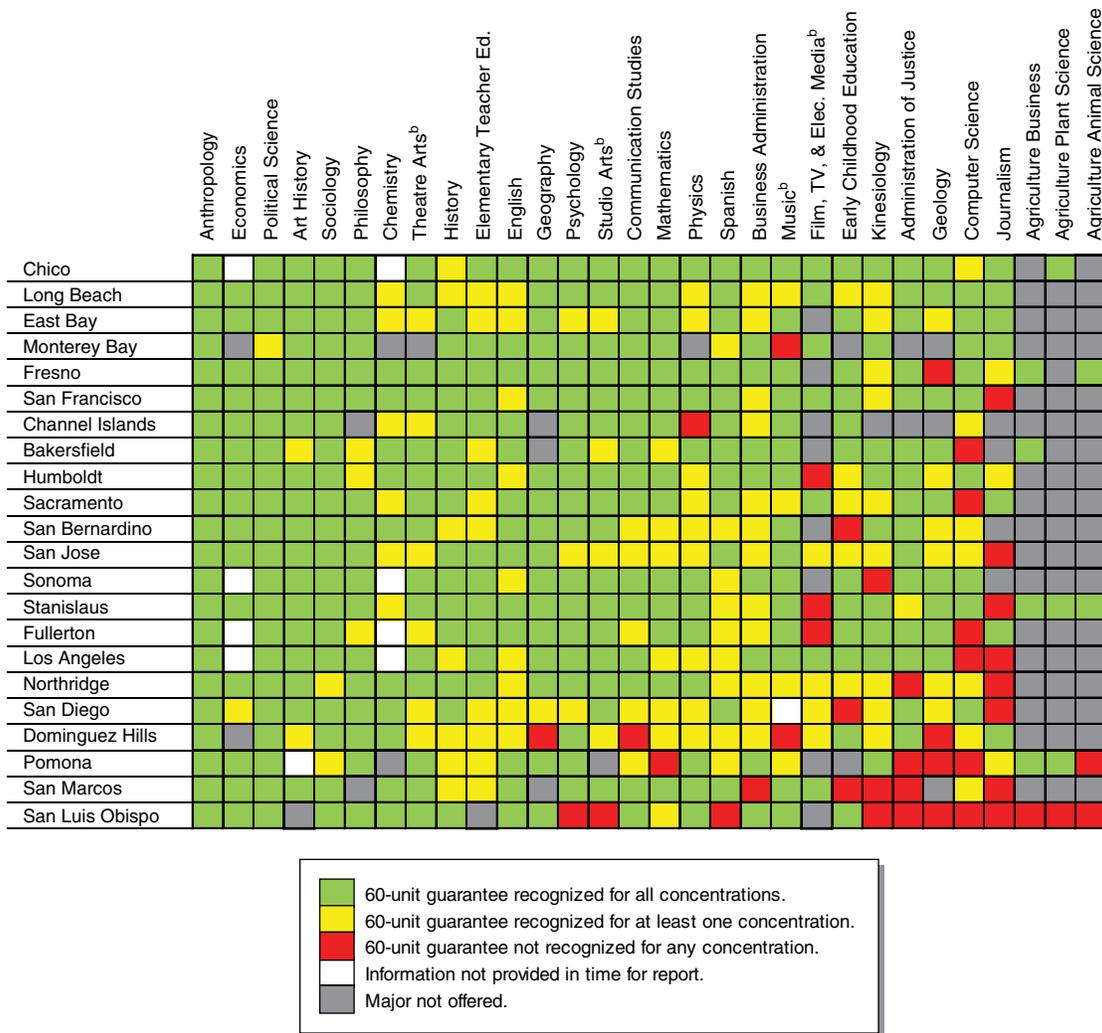
addition, several campuses continue to recognize the TMC as similar only for a few concentrations within a large number of majors. Figure 5 shows a sample of CSU campuses and a subset of their business concentrations. Several of these campuses recognize general business, entrepreneurship, and human resources as similar to the business

administration TMC, but not management, accounting, finance, and marketing.

Various Reasons for Not Accepting TMC as Similar to Majors/Concentrations. Campuses express the following reasons for not recognizing the 60-unit guarantee for certain majors and concentrations.

Figure 4
CSU Campuses Accept Transfer Model Curricula (TMC) in Many Concentrations^a

Level of TMC Acceptance for Concentrations in Each Major



^a California Maritime Academy's sole TMC-related major, business administration, recognizes the unit guarantee.
^b Table only includes Bachelor of Arts and Bachelor of Science concentrations. Bachelor of Fine Arts and Bachelor of Music concentrations generally do not recognize the unit guarantee.

- **High-Unit Degrees.** Some CSU campuses require more than the standard 120 units for certain degree programs, for example, in computer science but also in other TMC majors. (Statute exempts high-unit programs from the 60-unit guarantee.)
- **Degrees With Minors.** Some disciplines tend to require students to complete a minor in addition to the major. For example, the national accrediting body for journalism requires that bachelor’s degree programs incorporate a minor (in history or politics, for example). Completing both the major and minor at the upper-division level may require more than 60 units.
- **Majors With Multiple Tracks.** Some majors offer distinct tracks for students. For example, kinesiology students planning to attend graduate school for physical therapy may require a different curriculum than those entering various fitness fields, and a single TMC may not accommodate the requirements of both tracks.
- **Substantive Differences.** CSU campuses report that some of their majors have notable substantive differences from TMCs such that they effectively should not be considered the same. Channel Islands, for example,

offers an “applied physics” major that requires students to take unique applied courses instead of focusing on the general theory courses in the physics TMC.

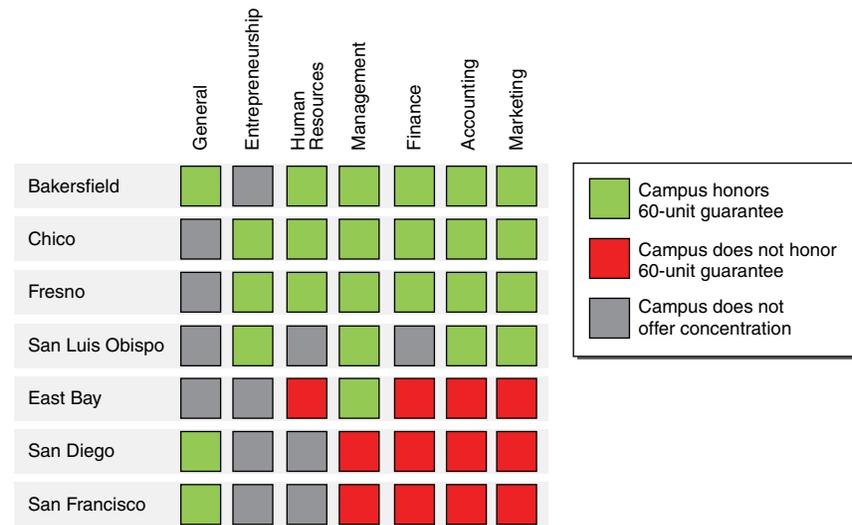
Some Exceptions Justified, Others Less So.

CSU faculty in a few majors understandably have struggled to fit the TMC structure to their disciplines for the reasons provided. (The segments opted to develop different pathways than the 60-60 framework for a few of these disciplines, as described in the box on the next page.) For most of the majors and concentrations campuses have deemed “not similar” to a TMC, however, discrepancies are more a matter of faculty preference than fundamental differences in structure or content. In these cases, CSU faculty could make relatively small adjustments to their curricula that would align them to TMC.

CSU Efforts to Reduce High-Unit Majors Should Improve TMC Acceptance. The CSU Chancellor’s Office has directed campuses to reduce

Figure 5
Acceptance of Business Administration Transfer Model Curriculum Varies by Concentration and Campus

Selected Concentrations Within Business Major



all high-unit bachelor of arts and science degree programs to 120 units. Campuses must request approval from the Chancellor for any exceptions to this policy. Ten campuses already have complied. The Chancellor currently is reviewing campuses' remaining high-unit degree programs—about 40 in engineering and 40 in other majors—and determining whether to allow them to remain above 120 units. As the number of high-unit TMC-related majors declines, overall TMC acceptance should improve.

Recommend Legislature Continue to Monitor TMC Acceptance. CSU campuses still are reviewing new TMC and adjusting their degree programs, and each month campuses are deeming additional majors and concentrations as similar to TMC. Given CSU's seemingly good faith effort and continued progress, we believe any legislative action to improve CSU's compliance would be premature. We recommend, however, that the Legislature ask CSU to report on TMC acceptance by concentration November 1, 2015 and November 1, 2016. If acceptance continues to be low for certain campuses, majors, or concentrations, the Legislature could consider additional steps at that time.

Student Outcomes

Growing Number of CCC Students Earning AD-T. As of spring 2014, about 18,000 students

have graduated from CCC with AD-T. As shown in Figure 6, the number of AD-T earners increased substantially, from 807 students in 2011-12 to nearly 12,000 students in 2013-14.

Growing Number of AD-T Graduates Enrolling in CSU. Of approximately 5,000 AD-T earners admitted to CSU from fall 2012 through spring 2014, more than 4,000 enrolled. Enrollments increased significantly from fall 2012, when only 161 students identified as AD-T earners enrolled, to fall 2013 when more than 3,000 enrolled. Although we do not have final data for 2014-15, CSU reports that nearly 7,000 new AD-T graduates enrolled in the fall term. Despite this considerable growth, the number of transfer students with AD-T is still modest relative to CSU's annual new transfer class of more than 50,000.

First Bachelor's Degree Graduates Emerge at CSU. As of spring 2014, about 200 AD-T earners emerged with bachelor's degree from CSU, most them graduating in a few historically popular transfer majors (for example, business administration, psychology, communications).

Student Outcome Data Too Preliminary to Draw Conclusions. Many AD-T graduates began their postsecondary academic careers before transfer reform and did not set out intentionally to earn an AD-T. Instead, they happened to complete the required courses by the time the degree became available. The AD-T earners who transferred to

Developing Transfer Curricula for Specialized Majors

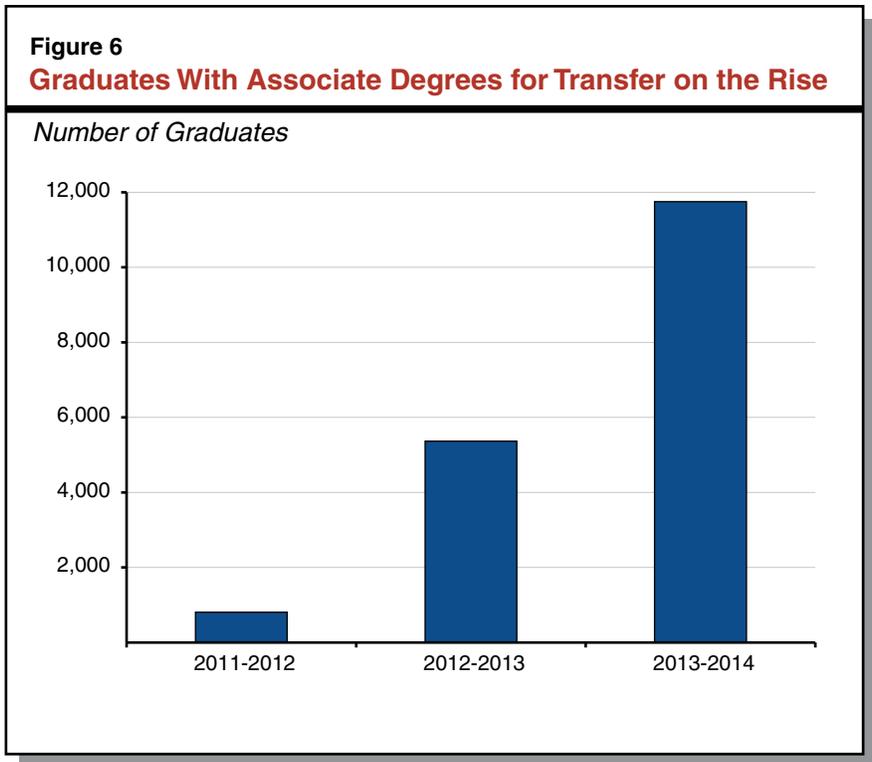
Faculty Develop Separate Transfer Curricula for a Few Majors. Several popular transfer majors do not easily fit into the 60-60 framework established by transfer reform. For some of these majors, the segments opted to develop transfer model curricula (TMC), requiring some community colleges and CSU campuses to revise their curricula. For another small group of majors, segments decided to develop separate transfer curricula (not TMC) that would accommodate the disciplines' unique frameworks. Currently, CCC and CSU faculty groups are developing specialized transfer curricula for nursing, engineering, and information technology.

CSU and graduated by spring 2014 are therefore not necessarily representative of future transfer students. These students also comprise a small portion of CCC and CSU graduates. In 2013-14, AD-T earners comprised 11 percent of all CCC associate degree graduates. The roughly 200 students who have graduated from CSU are very small relative to the roughly 80,000 bachelor's degree CSU annually confers.

Unclear if Graduates Are Completing Fewer Units.

As noted earlier, one of the goals of transfer reform was to enable students to earn a CCC associate degree within 60 units and a CSU bachelor's degree within an additional 60 units. Although data on bachelor's degree graduates to date would not be meaningful for the reasons described above, current and future evaluations of the act will require accurate and meaningful data on the number of units transfer students take. CCC is able to report the number of units its AD-T graduates complete, but current CSU data management practices do not permit the university to accurately measure unit accrual.

Recommend Legislature Require CSU to Provide Accurate Unit Count and Graduation Rates for AD-T Students. We recommend CSU make data on student outcomes under transfer reform publicly available. (CCC already publishes comparable data on its student outcomes.) For students in each cohort, data should include: (1) the number of transferable CCC units taken before the start of the first semester at CSU; (2) the



number of units taken as fully matriculated CSU students, and (3) the proportion who graduate from CSU within two and three years. The data should distinguish between students who enroll and remain in a major similar to their AD-T and students who enroll in a different major, change majors, or add a minor, thereby forfeiting the 60-unit guarantee.

We recommend the first posting be due by November 1, 2018 and contain data on the student cohorts entering fall 2014 through fall 2016. By 2018, more students will have had an opportunity to enroll at a community college, select a major from a broad range of AD-T offered, complete their community college degrees, transfer to a CSU campus, and complete their junior and senior years. For these reasons, the graduating class of spring 2018 should provide a meaningful representation of AD-T transfers. In addition, three years should provide sufficient time for the CSU Chancellor's Office to improve the accuracy of its unit tracking system.

SUMMARY

Figure 7 summarizes our findings and recommendations.

Segments Mostly Complying With Legislative Requirements and Goals. Both CCC and CSU have made considerable progress in implementing transfer reform. The segments have adopted statewide processes that streamline transfer for a large majority of students. Community colleges offer or are developing AD-T for most approved TMC, and CSU campuses accept more AD-T for more majors and concentrations. Both the number of AD-T community colleges award and the number of AD-T graduates CSU campuses admit are growing rapidly. If these trends were to continue, the segments would meet the Legislature's objective of making AD-T the preferred transfer pathway for students across the state.

Although Segments Lagging in Some Areas, Legislative Sanctions Would Be Premature.

Despite the progress of many campuses in meeting transfer reform goals, some campuses are lagging behind. With the fall 2015 deadline for AD-T development approaching, some community colleges still have work to do, with several campuses far from meeting their targets. Likewise, CSU campus acceptance of TMC is lagging at a few campuses, particularly in some

popular concentrations. Moreover, many students are confused about transfer reform, and challenges remain in student tracking and verification. The segments are making a good faith effort to comply with statutory goals, however, and new education planning tools hold promise to improve student awareness, advising, tracking, and verification. As a result, we believe corrective legislative action at this time would be premature.

More Information in Coming Years Could Help Legislature Continue to Track Segments' Progress. The state's transfer reform is too recent to assess its effectiveness in a comprehensive way. Within the year, CCC appears on track to make additional progress in developing and approving AD-T. CSU appears on track to make additional progress in accepting TMC as similar to its majors and concentrations. Students could become much more familiar with available transfer pathways and many more students could enter and complete those pathways. To help the Legislature monitor these areas, we recommend one near-term report from CCC (in fall 2015) and two from CSU (in fall 2015 and fall 2016) to track the segments' progress in creating AD-T and accepting TMC. We also recommend CSU annually make data publicly available, beginning fall 2018, that would provide information on student outcomes.

Figure 7

Summary of Findings and Recommendations

| Findings | Recommendations |
|---|--|
| Transfer Model Curricula (TMC) | |
| <p>CCC and CSU have developed TMC for 33 majors.</p> <p>TMC cover majors chosen by 80 percent of transfer students.</p> <p>Segments are developing “area of emphasis” TMC and transfer curricula for specialized majors.</p> | <p>No immediate legislative action. Consider additional steps if segments do not meet fall 2015 statutory goal to develop area of emphasis TMC.</p> |
| Associate Degrees for Transfer (AD-T) | |
| <p>Community colleges are offering most required AD-T.</p> <p>Some colleges may not meet fall 2015 statutory targets to offer AD-T in every one of the first 25 TMC majors in which they already offer associate degrees.</p> | <p>Require CCC Chancellor’s Office to report to Legislature by November 1, 2015 each community college’s compliance with statutory targets.</p> |
| Marketing | |
| <p>Students remain confused about AD-T transfer process despite marketing campaign.</p> | <p>Focus CCC and CSU outreach efforts on providing information and education planning tools for high school and CCC counselors.</p> |
| CSU Admission | |
| <p>CSU admitted all applicants identified as on track to earn AD-T.</p> <p>The degree to which these applicants are being admitted to campus or program of choice remains unclear.</p> <p>Systemwide policy (bonus points) to prioritize admission for these applicants has little effect. Local campus policies have greater impact.</p> <p>Identifying which CSU applicants are on track to earn AD-T is labor-intensive and impractical as number of students increases, but new online student planning tools may improve identification process.</p> | <p>Require CSU annually, beginning November 1, 2018, to provide data on the extent to which students are admitted to their first choice campus and into similar majors.</p> <p>Monitor CCC development of new tools to track students intending to transfer.</p> |
| 60-Unit Guarantee | |
| <p>CSU campuses provide 60-unit guarantee for more degree programs overall, but acceptance is lagging in some TMC majors and popular concentrations.</p> | <p>Require CSU to submit two reports to Legislature on campus acceptance of TMC: one by November 1, 2015, and one by November 1, 2016.</p> |
| Student Outcomes | |
| <p>Number of AD-T awarded at CCC rapidly increased from about 800 students in 2011-12 to nearly 12,000 students in 2013-14.</p> <p>Graduation rates are relatively high for first cohort of AD-T transfers at CSU, but early results may not be indicative of future student success rates.</p> <p>CSU Chancellor’s Office does not accurately track number of CSU course units that students complete after transfer to CSU.</p> | <p>Require CSU to make annually available data on CSU units taken and graduation rates for AD-T transfers beginning November 1, 2018.</p> |

AN LAO REPORT

APPENDIX

The Student Transfer Achievement Reform Act

Article 3 of Chapter 9.2 of Part 40 of Division 5 of Title 3 of the Education Code.

66745. This article shall be known, and may be cited as the Student Transfer Achievement Reform Act.

66746. (a) Commencing with the fall term of the 2011-12 academic year, a student who earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both of the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district and meeting the requirements of an approved transfer model curriculum.

(2) Obtainment of a minimum grade point average of 2.0.

(b) (1) (A) As a condition of receipt of state apportionment funds, a community college district shall develop and grant associate degrees for transfer that meet the requirements of subdivision (a). A community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements, for a student to be eligible for the associate degree for transfer and subsequent admission to the California State University pursuant to Section 66747.

(B) Before the commencement of the 2015-16 academic year, a community college shall create an associate degree for transfer in the major and area of emphasis offered by that college for any approved transfer model curriculum finalized prior to the commencement of the 2013-14 academic year.

(C) A community college shall create an associate degree for transfer in every major and area of emphasis offered by that college for any approved transfer model curriculum approved subsequent to the commencement of the 2013-14 academic year within 18 months of the approval of the transfer model curriculum.

(D) Before the commencement of the 2015-16 academic year, there shall be the development of at least two transfer model curricula in areas of emphasis and, before the commencement of the 2016-17 academic year, there shall be the development of at least two additional transfer model curricula in areas of emphasis.

(2) The condition of receipt of state apportionment funding contained in paragraph (1) shall become inoperative if, by December 31, 2010, each of the state's 72 community college districts has submitted to the Chancellor of the California Community Colleges, for transmission to the Director of Finance, signed certification waiving, as a local agency request within the meaning of paragraph (1) of subdivision (a) of Section 6 of Article XIII B of the California Constitution, any claim of reimbursement related to the implementation of this article.

AN LAO REPORT

(c) A community college district is encouraged to consider the local articulation agreements and other work between the respective faculties from the affected community college and California State University campuses in implementing the requirements of this section.

(d) Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.

(e) This section shall not preclude enrollment in nontransferable student success courses or preclude students who are assessed below collegiate level from acquiring remedial noncollegiate level coursework in preparation for obtaining the associate degree. Remedial noncollegiate level coursework and nontransferable student success courses shall not be counted as part of the transferable units required pursuant to paragraph (1) of subdivision (a).

66747. (a) (1) Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall guarantee admission with junior status to any community college student who meets all of the requirements of Section 66746, with admission to a program or major and concentration, as applicable, that meets either of the following:

(A) Is similar to the student's community college transfer model curriculum-aligned associate degree for transfer, as determined by the California State University campus to which the student is admitted.

(B) May be completed with 60 semester units of study beyond the community college transfer model curriculum-aligned associate degree for transfer, with completion ability determined by the California State University campus to which the student is admitted.

(2) Admission to the California State University, as provided under this article, does not guarantee admission for a specific major or campus.

(3) Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall grant a student priority admission to his or her local California State University campus and to a program or major and concentration that is similar to the student's community college transfer model curriculum-aligned associate degree for transfer, as determined by the California State University campus to which the student is admitted.

(4) A California State University campus shall accept transfer model curriculum-aligned associate degrees for transfer in every major and concentration offered by that California State University campus that meets the requirements of paragraph (1). A California State University campus shall additionally make every effort to accept transfer model curriculum-aligned associate degrees for transfer in each of the California State University concentrations.

(5) As used in this section, a "concentration" is an area of specialization within a major degree program.

(b) A student admitted under this article shall receive priority over all other community college transfer students, in accordance with subdivision (b) of Section 66202, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012-13 academic year. A student admitted pursuant to this article shall have met the requirements of an approved transfer agreement consistent with subdivision (a) of Section 66202.

(c) The California State University shall develop an admissions redirection process for students admitted under this article who apply for admission to the California State University, but are not accepted

into the California State University campuses specifically applied to. This process shall be aligned with the guaranteed admission into the California State University system under subdivision (a).

66748. (a) The California State University may require a student transferring pursuant to this article to take additional courses at the California State University so long as the student is not required to take any more than 60 additional semester units or 90 quarter units at the California State University for majors requiring 120 semester units or 180 quarter units. Specified high unit majors shall be exempt from this subdivision upon agreement by the Chancellors of the California State University and the California Community Colleges and their respective academic senates.

(b) Community college transfer units shall not be applicable to upper division requirements at the California State University, unless agreed upon by the local Academic Senates of the California State University and the California Community Colleges and the transferred units do not exceed the required 60 semester units or 90 quarter units required pursuant to paragraph (1) of subdivision (a) of Section 66746.

(c) The California State University shall not require students transferring pursuant to this article to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer granted pursuant to Section 66746.

66748.5. The California Community Colleges and the California State University, in consultation with students, faculty, student service administrators, the State Department of Education, the California Education Round Table, and other key stakeholders, shall develop a student-centered communication and marketing strategy in order to increase the visibility of the associate degree for transfer pathway for all students in California that includes, but is not necessarily limited to, all of the following:

(a) Outreach to high schools in accordance with existing high school outreach programs and activities performed by the colleges and universities.

(b) Information on the pathway prominently displayed in all community college counseling offices and transfer centers.

(c) Associate degree for transfer pathway information provided to all first-year community college students developing an education plan to aid them in making informed educational choices.

(d) Targeted outreach to first-year students through campus orientations and student support services programs offered by the campus that may include, but are not necessarily limited to, Federal TRIO Programs, First-Generation Experience, MESA, and Puente.

(e) Information on the pathway prominently displayed in community college course catalogs.

(f) Information on the pathway prominently displayed on the Internet Web sites of each community college, each campus of the California State University, and on the CaliforniaColleges.edu Internet Web site.

66749. (a) The Legislative Analyst's Office shall review and report to the Assembly Committee on Higher Education, the Senate Committee on Education, and the respective education finance budget subcommittees of the Assembly and the Senate in the spring of 2012, an update on the implementation of this article.

(b) The Legislative Analyst's Office shall also review and report to the Assembly Committee on Higher Education, the Senate Committee on Education, and the respective education finance budget subcommittees of the Assembly and the Senate, within four years of implementation of this article, on both of the following:

AN LAO REPORT

(1) The outcomes of implementation of this article, including, but not limited to, all of the following:

(A) The number and percentage of community college students who transferred to the California State University and earned an associate degree for transfer pursuant to this article.

(B) The average amount of time and units it takes a community college student earning an associate degree for transfer pursuant to this article to transfer to and graduate from the California State University, as compared to the average amount of time and units it took community college transfer students prior to enactment of this article, and compared to students using other transfer processes available.

(C) Student progression and completion rates.

(D) Other relevant indicators of student success.

(E) The degree to which the requirements for an associate degree for transfer take into account existing articulation agreements and the degree to which community colleges facilitate the acceptance of credits between community college districts, as outlined in subdivisions (c) and (d) of Section 66746.

(F) It is the intent of the Legislature that student outcome data provided under this subdivision include the degree to which the California State University was able to accommodate students admitted under this article to a campus of their choice and a major that is similar to their community college major.

(2) Recommendations for statutory changes necessary to facilitate the goal of a clear and transparent transfer process, including whether this article should be made applicable to students transferring from community colleges to the University of California.

AN LAO REPORT

LAO Publications

This report was prepared by Jason Constantouros and Judy Heiman and reviewed by Jennifer Kuhn. The Legislative Analyst's Office (LAO) is a nonpartisan office that provides fiscal and policy information and advice to the Legislature. To request publications call (916) 445-4656. This report and others, as well as an e-mail subscription service, are available on the LAO's website at www.lao.ca.gov. The LAO is located at 925 L Street, Suite 1000, Sacramento, CA 95814.