Evidence on What Associate Degrees For Transfer Mean to Student Equity

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Session Objectives

- Overview of legislation mandating ADTs
- Define ADT programs and their purpose
- Describe implementation of ADT programs
- Demonstrate transfer patterns of ADT students
- Influence on other student outcomes
- Evaluate disproportionate impact
- Overview of next program steps
Associate Degree for Transfer (ADT)

If a student:
• Completes 60 transferable semester units that include:
  – IGETC or CSU General Education requirements
  – 18 or more semester units in a major or area of emphasis
• Minimum GPA of 2.0 is required
• No additional local graduation requirements

Then they will:
• Earn an Associate Degree for Transfer (AA-T or AS-T)
• Have guaranteed admission into the CSU system
• Enroll in CSU with junior status
• Have priority admission for similar majors or programs
• After transfer, complete the baccalaureate degree within 60 semester units (no repeating coursework)

[Ed. Code §66746-49 – established by SB 1440 (Padilla, 2010)]
Amending ADT Statute
Ed. Code §66746-49 with SB 440 (Padilla 2013)

- Endorses the Transfer Model Curriculum (TMC) Approach
- Calls for additional TMCs to be established in “areas of emphasis”
- Requires that colleges develop ADTs in existing AA/AS degree programs
- Sets forth a timeline for development of new ADTs
- Create a CSU admission redirection process
- Develop a communications and marketing strategy
Intended Benefits for the State

• Increased degree completion – associate and baccalaureate degrees in one pathway
• Greater efficiency in transfer – “portable” curriculum and more structured transfer pathway
• Greater clarity for students and advisors
• Promotes affordability and access in higher education
• Initial focus on the “top 20” majors with greatest transfer enrollment in CSU
How Do Degrees Get Developed?

- CCC Academic Senate
- CSU Academic Senate
- Implementation & Oversight Committee
- Intersegmental Curriculum Work group

At the College:
- Faculty
- Curriculum Committee
- Articulation Officers
- Counselors
- Administrators

At the CCCC0:
- 3 Levels of Review
Development Process for: Transfer Model Curriculum (TMC), TMC Template & the Associate Degree for Transfer (ADT)

**C-ID**
- DIG develops draft **TMC** associated C-ID Descriptors.
- FDRG reviews & reconciles draft TMC.
- Draft TMC is posted for vetting **www.c-id.net**.
- California higher education faculty provide comments/feedback.
- FDRG finalizes the TMC & submits it to ICW faculty subgroup for review and approval.

**NO:** ICW Returns to FDRG for further revision

**YES:** ICW Approves

- **TMC** is posted **www.c-id.net**
- CSU campuses identify “similar” majors.

**CCC Chancellor’s Office**
- AAD approves the TMC TOP Code.
- AAD develops the **TMC Template** with criteria for consistency of templates.
- **TMC Templates** are posted on the CCC Chancellor’s Office website Feb. 1 & Sept. 1 (unless there is an error on the template)
- AAD reviews and approves the ADT proposal from the colleges.

**CCCs**
- CCC faculty must develop an **ADT** within 18 months after **TMC Template** release, if campus is currently offering a local degree in the TMC major TOP Code.
- CCC submits their C-ID courses to C-ID for review and approval.
- CCC submits their ADT with approved C-IDs to CCC Chancellor’s Office through the Curriculum Inventory for review and approval.
- CCC is authorized to offer/implemented the ADT program upon CCC Chancellor’s Office approval & assignment of the program control number.

**Note:** The process restarts when the FDRG completes their 5-year review.
Roll out of TMC Templates by Year

2011
- Administration of Justice
- Art History
- Business Administration
- Communication Studies
- Early Childhood Education
- English
- Geology
- History
- Kinesiology
- Mathematics
- Physics
- Political Science
- Psychology
- Sociology
- Studio Arts
- Theatre Arts

2012
- Anthropology
- Computer Science
- Elementary Teacher Education
- Journalism
- Geography
- Music
- Philosophy
- Spanish
- Agriculture Animal Sciences
- Agriculture Business
- Economics

2013
- Agriculture Plant Science
- Biology
- Chemistry
- Film, Television and Electronic Media
- Nutrition and Dietetics

2014
- Child & Adolescent Development
- Global Studies
- Public Health Science
- Social Justice Studies

2015
- Templates Released February 1, 2016:
ADT Program & Award Count

- **2011-12**: 800 Awards
- **2012-13**: 5,000 Awards
- **2013-14**: 11,000 Awards
- **2014-15**: 20,000 Awards

- Board of Governors adopted system-wide goals for ADT development at colleges
- SB 440 required ADT development
Impact of ADT: Research Questions
1. Student Participation in ADT Programs

1a. Are students participating in the transfer degree program?

1b. Are there differences in program participation by race/ethnicity?
2. ADT Students’ Transfer Outcomes

2a. Do students with transfer degrees apply for CSU? (Are we reaching the right population?)

2b. Do students with transfer degrees successfully transfer to CSU?

2c. Are there differences in CSU application and transfer outcomes by race/ethnicity?
3. Increased Degree Completion (ADTs or Local AA/AS) by CSU Transfer Students

3a. Is there evidence that more CSU transfers are transferring with associate degrees?

3b. Does the rate of CSU transfers with associate degrees differ by race/ethnicity?
Data

• CCCCCO students’ race/enrollment/award data

• Data matched to CSU application and enrollment records via SSN
  • Only for three most recent years

• NSC data to identify CCCCCO students who transferred to other four-year institutions
1a. Are students participating in the transfer degree program?
ADT Awards Earned as Percent of All Associate Degrees

<table>
<thead>
<tr>
<th>Year</th>
<th>ADT</th>
<th>Local AA/AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
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</tr>
<tr>
<td>2011/12</td>
<td>0.8%</td>
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<tr>
<td>2012/13</td>
<td>5.3%</td>
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<tr>
<td>2013/14</td>
<td>11%</td>
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<tr>
<td>2014/15</td>
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<td>18%</td>
</tr>
</tbody>
</table>
Framework for Comparison Groups

• TOP Codes with “available ADTs”:
  • Each TOP Code (program) with at least one ADT awarded in 2014/15 (1,181 programs)

• TOP Codes without “available ADTs”:
  • All other TOP Codes (3,997 programs)
Awards Conferred 2010/11 & 2014/15: Affected vs. Not Affected Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Affected Programs</th>
<th>Not Affected Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>10,214</td>
<td>75,402</td>
</tr>
<tr>
<td>2014/15</td>
<td>9,392</td>
<td>85,428</td>
</tr>
</tbody>
</table>

- AA/AS in not affected programs: + 13%
- AA/AS in affected programs: + 194% (Tripled)
- ADT: + 13%

**2014/15**

- AA/AS in not affected programs: 85,428
- AA/AS in affected programs: 9,392
- ADT: 20,642
1b. Are there differences in program participation by race/ethnicity?
Not-Affected Programs: Awards Earned by Race/Ethnicity

- Asian
- African American
- Hispanic
- Two or More
- White

Year Comparison:
- 2010/11
- 2014/15
Not-Affected Programs: Awards Earned by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010/11</th>
<th>2014/15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>15,000</td>
<td>20,000</td>
<td>+1.3%</td>
</tr>
<tr>
<td>African American</td>
<td>5,000</td>
<td>6,000</td>
<td>+1.2%</td>
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<tr>
<td>Hispanic</td>
<td>32,000</td>
<td>34,000</td>
<td>+1.0%</td>
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<tr>
<td>Two or More</td>
<td>10,000</td>
<td>12,000</td>
<td>+1.9%</td>
</tr>
<tr>
<td>White</td>
<td>30,000</td>
<td>33,000</td>
<td>+1.2%</td>
</tr>
</tbody>
</table>
Affected Programs:
Awards Earned by Race/Ethnicity

- Asian
- African American
- Hispanic
- Two or More
- White

2014/15 (ADT)
2014/15 (Local AA/AS)
2010/11 (Local AA/AS)
Affected Programs: Awards Earned by Race/Ethnicity

- **Asian**
  - 2014/15 (ADT): 2,000
  - 2014/15 (Local AA/AS): 2,000
  - 2010/11 (Local AA/AS): 1,500
  - Increase: +1.8%

- **African American**
  - 2014/15 (ADT): 2,000
  - 2014/15 (Local AA/AS): 1,500
  - 2010/11 (Local AA/AS): 1,500
  - Increase: +0.3%

- **Hispanic**
  - 2014/15 (ADT): 12,000
  - 2014/15 (Local AA/AS): 12,000
  - 2010/11 (Local AA/AS): 11,500
  - Increase: +1.5%

- **Two or More**
  - 2014/15 (ADT): 0
  - 2014/15 (Local AA/AS): 0
  - 2010/11 (Local AA/AS): 0
  - Increase: +1.5%

- **White**
  - 2014/15 (ADT): 12,000
  - 2014/15 (Local AA/AS): 12,000
  - 2010/11 (Local AA/AS): 11,500
  - Increase: +1.5%
2a. Do students who earned transfer degrees apply for CSU? (Are we reaching the right population?)

2b. Do students with transfer degrees successfully transfer to CSU?
Cumulative Percent of ADT Recipients Who Applied to and Transferred to CSU, 2012/13 Cohort (n=5,093)
Various Transfer Outcomes among the 2012/13 Cohort

83% transferred to a 4-year institution within 2 years

- California State University
- University of California
- In-state private
- Out of state

Year of ADT Award

2011/12: 83%
2012/13: 83%
2013/14: 83%
2014/15: 83%
2c. Are there differences in CSU application and transfer outcomes by race/ethnicity?
### 2012/13 ADT Recipients’ Application and Transfer Outcomes (2 years), by Race

<table>
<thead>
<tr>
<th></th>
<th>Did not transfer</th>
<th>ISP/OOS</th>
<th>UC</th>
<th>CSU</th>
<th>Did not transfer</th>
<th>ISP/OOS</th>
<th>UC</th>
<th>CSU</th>
<th>Did not transfer</th>
<th>ISP/OOS</th>
<th>UC</th>
<th>CSU</th>
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</thead>
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<tr>
<td>System Total</td>
<td>80%</td>
<td>82%</td>
<td>75%</td>
<td>73%</td>
<td>87%</td>
<td>82%</td>
<td>73%</td>
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<td>(n=5,093)</td>
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<td>(n=159)</td>
<td>(n=2,099)</td>
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<td>Asian</td>
<td>72%</td>
<td>68%</td>
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<td>74%</td>
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<td>African American</td>
<td>94%</td>
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</table>
3a. Is there evidence that more CSU transfers are transferring with associate degrees?
Challenges with Data

• Unable to identify students whose intention is to transfer
  • Use Scorecard transfer/degree cohort

• This Scorecard completion metric uses 6-year follow up. Takes too long to evaluate changes.
  • Use a shorter follow up (4 years)

• The Scorecard completion metric includes transfers to any 4-year institutions as outcomes
  • Use NSC match
Percent of Transfers to CSU with a Degree in Scorecard Completion Cohort

- No degree
- AA/AS Only
- Both ADT & AA/AS
- ADT only

Year | No degree | AA/AS Only | Both ADT & AA/AS | ADT only |
--- | --- | --- | --- | --- |
2005/06 | 63.5% | 36.5% |  |  |
2006/07 | 63.0% | 37.0% |  |  |
2007/08 | 62.8% | 37.2% |  |  |
2008/09 | 65.4% | 34.6% |  |  |
2009/10 | 62.5% | 36.1% | 1.4% |  |
2010/11 | 57.7% | 36.6% | 1.4% | 3.9% |
2011/12 | 50.6% | 33.8% |  | 11.7% |
3b. Does the rate of CSU transfers with associate degrees differ by race/ethnicity?
Transfers to CSU in the Scorecard Completion Cohort: % with/without a Degree, by Year

- **No degree**
- **AA/AS Only**
- **Both ADT & AA/AS**
- **ADT only**

Year | No degree | AA/AS Only | Both ADT & AA/AS | ADT only |
--- | --- | --- | --- | --- |
2005/06 | 63.5% | 36.5% | 0% | 11.7% |
2006/07 | 63.0% | 37.0% | 20% | 1.4% |
2007/08 | 62.8% | 37.2% | 40% | 1.4% |
2008/09 | 65.4% | 34.6% | 60% | 1.4% |
2009/10 | 62.5% | 36.1% | 80% | 4.2% |
2010/11 | 57.7% | 36.6% | 100% | 3.9% |
2011/12 | 50.6% | 33.8% | 100% | 11.7% |
Transfers to CSU in the Scorecard Completion Cohort: % with/without a Degree, by Race

- **Asian**
  - No degree: 59.80%
  - AA/AS only: 12.60%
  - ADT or ADT & AA/AS: 18.70%

- **African American**
  - No degree: 54.60%
  - AA/AS only: 34.10%
  - ADT or ADT & AA/AS: 40.00%

- **Hispanic**
  - No degree: 41.30%
  - AA/AS only: 15.20%
  - ADT or ADT & AA/AS: 28.50%

- **Two or more races**
  - No degree: 56.30%
  - AA/AS only: 15.20%
  - ADT or ADT & AA/AS: 28.50%

- **White**
  - No degree: 56.00%
  - AA/AS only: 13.80%
  - ADT or ADT & AA/AS: 30.20%
Findings on Transfer Degree Recipients, Systemwide

- Overall participation in ADT programs has increased
- A high % of ADT recipients applied for CSU within 2 years (87%)
- A high % of ADT recipients transferred to CSU within 2 years (72%)
- The share of the ADT degree recipients in the entire CSU transfer population has increased
Findings on ADT Degree Recipients by Race/Ethnicity

• African-Americans and Hispanics least likely to transfer without a degree
• African Americans least likely to transfer with an ADT
• However, there are very small racial gaps in ADT earners’ CSU application and transfer behavior
• Perhaps getting underrepresented groups to participate in the ADT program will reduce the racial/ethnic gap in completion
Future Questions

• Do ADTs create **new opportunities** for transfer to under-represented students?
• Do transfer degree programs **increase the efficiency** of transfer?
Takeaways for Local Researchers

• Colleges can investigate the gaps in the program participation by race, or any other characteristics.

• Colleges can also investigate the gaps in the transfer rate attributable to the transfer degree by student characteristics, using:
  • Scorecard cohorts (some shortcomings, but...)
  • Or, new Student Success field on goals later on
  • NSC match to identify CSU transfers
Getting an AA-T or an AS-T Degree...

makes it easy to transfer from a California community college into the CSU system. Check out our degree options to find one that's right for you.

What's New

New AA-T Available in Geography
The CCC and CSU systems have added Geography as a new associate of arts for transfer (AA-T). You can... Read More

Lindsay Hughes, AA-T in communication studies, going to Cal Poly, San Luis Obispo
Lindsay Hughes almost dropped out of high school. Now, Hughes, 24, a proud owner of a newly minted... Read More

Important Dates

Thursday, August 1, 2013
Applications for admission to CSU campuses will open Aug. 1, 2013 for the Spring 2014 term. Read More

Tuesday, October 1, 2013
Applications for admission to CSU campuses will open Oct. 1, 2013 for the Fall 2014 term. Read More

View All
New! Marketing Campaign

• Launches Summer 2016, $3m allocated first year, $2m annually thereafter
• Special focus towards CA under-represented pops
• Last campaign in 2012 with little $$
• Specifics:
  • Focus groups, www.adegreewithaguarantee.com refresh, & Spanish!
  • Staffing for outreach events
  • Media buys to targeted tier markets
  • Collateral for colleges, CBO, FBO, High Schools, etc.
For more information ...

- Public Marketing Site
  www.adegreewithaguarantee.com

- Implementation Site
  www.sb1440.org

- Contact (Program/Policy)
  Bob Quinn (bquinn@cccco.edu)
  Erin Larson (elarson@cccco.edu)

- Contact (Research)
  Atsuko Nonoyama (anonoyama@cccco.edu)