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INSTITUTE OF CALIFORNIA

From Community College to University:
Expectations for California's New Transfer Degrees

Technical Appendices

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Appendix A: Research Methods

Our analyses of the implementation of SB 1440 are derived from three data collection efforts:

1. Interviews with system and campus officials in the CCC and CSU systems, as well as several legislative staff and outside stakeholders.
2. Data from publicly available sources related to transfer and award of degrees in the CCC and CSU systems.
3. A survey of student leaders in the CCC.

These efforts were conducted primarily during the summer and fall of 2013 (April–November). The following sections provide more information on each of these efforts.

Interviews

We conducted semi-structured interviews with more than 70 individuals, including officials in the chancellor’s offices of both the CCC and CSU, statewide Academic Senate representatives of both systems, state policy staff, and administrators, faculty, and staff from six community colleges and six CSU campuses. We do not identify the institutions included in the study because we offered anonymity to the institutions and individuals participating in the interviews to ensure participation and honest responses to our questions. The institutions were selected to ensure some variation in 1) the relative magnitude of the transfer mission within the institution, 2) the early response of the institution to SB 1440 as indicated by the number of degrees approved (CCC) or the number of majors declared similar (CSU), and 3) location in the state. Tables A1 and A2 summarize the variation in these factors across the institutions selected for interviews.

Table A1
Summary of CCCs selected for interviews

College	Relative number of transfer degrees approved as of 2012 ¹	Relative magnitude of transfer mission ²	Region of state
College 1	High	High	Southern
College 2	High	High	Southern
College 3	High	Low	Northern
College 4	Low	High	Southern
College 5	Low	High	Northern
College 6	Low	Low	Southern

NOTES:

¹ Based on the number of transfer (AA-T/AS-T) degrees approved through 2012 as shown in the CCCCCO Curriculum Inventory.

² All CCCs have a comprehensive set of missions, including the primary missions of transfer preparation, career technical education, and basic skills. Our measure of the *relative magnitude* of the transfer mission by a college was based on the ratio of annual transfers to total enrollment, with an assumption that colleges with a comparatively higher ratio of transfers to enrollment have a greater focus on the transfer mission.

Table A2
Summary of CSUs selected for interviews

University	Relative number of “similar” majors/concentrations ¹	Relative magnitude of transfer ²	Region of state
CSU 1	High	Low	Northern
CSU 2	High	High	Northern
CSU 3	Medium	High	Southern
CSU 4	Low	High	Southern
CSU 5	Low	Low	Southern
CSU 6	Low	Low	Southern

NOTES:

¹ Based on a comparative assessment of the share of majors (and concentrations within them) declared “similar” to the TMCs as shown in the TMC CSU Similar Degree Report posted on sb1440.org as of April 8, 2013.

² All CSU campuses place a priority on serving CCC transfer students. Our assessment of the *relative magnitude* of transfer to a CSU campus was based on the ratio of annual CCC transfers to that campus to its total undergraduate enrollment. Campuses with a comparatively higher ratio would be assumed to have a greater reliance on transfer to fill undergraduate enrollment slots.

The interviews were conducted during Summer 2013 (June – September), using the following list of questions, grouped by topic.

Interviewee Background/General Knowledge of SB 1440/Transfer Degrees

1. What is your understanding of the purpose of SB 1440—the legislation that requires the development of associate degrees for transfer in the community colleges? What are the legislature and (BOG/Trustees) expecting of (CCC/CSU) campuses related to developing the associate degree pathways? How well do you understand the details about how the degrees are intended to work?

Attitudes about Associate Degree Pathways

2. In your opinion, is the new associate degree pathway a better or worse option for students than other possible transfer pathways students can take to transfer? Why? How does it compare to previous efforts to reform/improve transfer?
3. What is the general opinion about the transfer degree pathways among faculty/staff (across the system/on your campus)? Are there divisions across constituencies in terms of opinion?
4. Have you heard anything about students’ responses to the new transfer degree option? If so, what have you heard [and how did you receive that information]?
5. What is your assessment of how well (campuses are/your campus is) doing in meeting goals and expectations for the new degrees? Are the goals and expectations reasonable?
6. Are there any aspects of the new pathways that you would you change? If so, why?

[If the issues below aren’t clear after questions #1–6, then ask

- a. Is there one aspect that stands out to you as the best part of this reform initiative?
- b. Is there one aspect that stands out to you as the worst or most problematic part of this reform initiative?]

Development of Associate Degree Pathways

7. There is considerable variation across the (CCC/CSU) in the (number of degrees adopted/number of majors and pathways approved). What do you think accounts for this variation?

8. Who (on the campuses/on your campus) makes the decisions about which degrees to adopt? What factors are they considering? Do you expect many more degrees from among approved TMCs to be adopted (for CCCs)? Do you expect more majors/concentrations to be declared “similar” to the existing TMCs (for CSUs)? Why?
9. Are you aware of any particular concerns about or barriers to developing the new degree pathways?[prompts if necessary]:
 - a. Resource issues (e.g., loss of FTES, implementation costs, lack of capacity in CSU programs)?
 - b. Other issues (e.g., 60-unit cap, 18-unit major prep requirement, lack of adequate data/IT systems, implementing “priority admission”)?]

Alignment of Degree Pathways with State Economy

10. Do you think the development/adoption of degree pathways has considered state and regional job market needs? If so, what has been done—how has that worked? If not, do you think it should be a consideration?
11. How well do you think the transfer degrees offered align with current job market demands?
12. What are the plans to develop additional TMCs? Will workforce needs be a consideration moving forward? If so, how will that work? What other factors will guide the choice of additional TMCs?

Public Data

We collected the following publicly available data related to transfer and award of degrees in the CCC and CSU systems:

- Patterns of transfer and award of degrees by discipline/major for the years 2008 to 2010, from the California Postsecondary Education Commission’s archived online data (www.cpec.ca.gov). The disciplines were defined based on Classification of Instructional Program (CIP) codes, matched to the 25 TMCs as follows: Administration of Justice – 430100, 450400; Anthropology – 450200; Art History – 500701, 500703; Business Administration – 520000; Communication Studies - 090100; Computer Science – 110700; Early Childhood Education – 131200; Elementary Education – 240101; English – 230000; Film, Television, and Electronic Media – 090700; Geography – 450700; Geology – 400600; History – 540000; Journalism – 090400; Kinesiology – 310500, 510900, 512308; Mathematics – 270000; Music – 500900; Philosophy – 380000; Physics – 400800; Political Science – 451000; Psychology – 420000; Sociology – 451100; Spanish – 160905; Studio Arts – 500702; Theatre – 500500.
- AA-T/AS-T degrees approved and offered at each of the 112 colleges in the CCC, from the CCCCCO Curriculum Inventory (<http://curriculum.cccco.edu>), as of the end of 2012 (to represent the early implementation stage) and as of January 24, 2014 (to represent current status).
- Similarity of majors/concentrations at each of the 22 campuses of the CSU (excluding Maritime Academy), from the CSU-TMC Alignment table compiled and provided by the CSU Chancellor’s Office, including the table dated April 8, 2013 (to represent the early implementation phase) and as of January 24, 2014 (to represent current status).
- Award of AA-T/AS-T degrees by each of the 112 colleges in the CCC in 2011–12 and 2012–13, from the CCCCCO Datamart (<http://datamart.cccco.edu>), as of January 24, 2014.
- Estimated number of job openings in California with entry-level education at the bachelor’s degree level, from the California Employment Development Department, Labor Market Information Division, *Occupational Employment Projections 2010–2020*. Estimated job openings by occupation, defined by Standard Occupational Codes (SOC), were matched to the disciplines covered by the 25 TMCs by using

the National Center for Education Statistics' crosswalk from the 2010 CIP to the 2010 SOC codes (available at <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>).

Student Survey

We conducted a survey of student leaders across the CCC system, focusing on their knowledge and opinions about the AA-T/AS-T degrees, and their perception of the more general level of knowledge among students on their campuses and the level of interest in this new pathway to transfer. We developed an online survey using Survey Monkey, and sent invitations to participate to student leaders across the CCC using email addresses gathered from college websites. We also arranged for state-level student leaders to post a notice about the survey on a listserv used by student leaders across the CCC system, and to send a follow-up reminder about the survey through the same listserv. The timing of our data collection efforts was not ideal for achieving the broadest participation. Students are not easily reached during the summer, and the fall term generally brings a turnover in student leadership. According to state-level student leaders, contact information for new student leaders at the colleges is not available until well into the fall term, beyond the date by which we needed to have all data collected and analyzed. A total of 84 student leaders representing 38 community colleges completed the survey, answering the following questions:

1. What is your goal for enrolling in a community college? (transfer to a university, earn a certificate [no immediate plans for transfer], earn an associate degree [no immediate plans for transfer], improve job skills without a certificate/degree, other [specify])
2. Which community college are you currently attending, or did you most recently attend? (if attending more than one, select the one where you have taken more classes)
3. How many terms (not including summer terms) have you attended a community college?
4. How informed do you think you are about the process for transferring to a university? (very well informed, somewhat informed, somewhat uninformed, not at all informed)
5. How hard do you think it is to learn what you need to do to prepare to transfer to a university? (very easy, somewhat easy, somewhat difficult, very difficult)
6. Have you heard of the new associate degrees for transfer to the CSU? (yes, no)
7. If yes, how much do you know about the ways in which the new associate degree for transfer is different than other options for preparing for transfer? (a lot, quite a bit, a little, nothing at all)
8. Where do students at your college generally learn how to prepare for transfer, such as the right courses to take and what to do differently depending on where they might want to transfer? (free response)
9. How do students at your college generally view the process of preparing for transfer? (very clear/easy to understand, somewhat clear/easy to understand, somewhat confusing/difficult to understand, very confusing/difficult to understand)
10. How many students do you think know that this new associate degree for transfer is an option? (most students know about it, quite a few students know about it, some students know about it, very few students know about it)
11. Have you learned about the new associate degrees for transfer in any of the following ways? Please select all that apply. (in emails describing the associate degrees for transfer, from my college's website, from my college's course catalog, from my college's Facebook page or other social media sites, from posters around the campus, on the radio, at orientation, at a workshop on the transfer process, during class from an instructor, during advising from a counselor)

12. Is your college doing anything else that hasn't already been mentioned to help students learn about the new associate degrees for transfer? (free response)
13. How effective do you think your college's efforts are at making sure students know about the associate degrees for transfer? (very effective, somewhat effective, somewhat ineffective, not at all effective)
14. Do you have any suggestions about how colleges could improve what they are doing to inform students about the new associate degrees for transfer? (free response)
15. If you are interested in transferring to a university, are you planning to earn an associate degree for transfer (an AA-T or AS-T)? (yes, no, don't know, not interested in transferring [please skip to question 18])
16. If yes, which reasons best explain why you are thinking of choosing that option? Please select all that apply. (I will finish my lower division work more quickly, I will know which courses I need to take to get ready to transfer, it will help me get into the CSU of my choice, it will help me get into the major of my choice, it will keep me from repeating courses once I get to a CSU, it will make it more likely that I will finish my bachelor's degree, I will have to take fewer courses once I get to a CSU, it will help me be better prepared to succeed at a CSU, other [please specify])
17. If no, which reasons best explain why you are not considering an associate degree for transfer? Please select all that apply. (I am not interested in transferring to a CSU, I don't know enough about the new associate degrees for transfer, there isn't one in my field/major, I have been advised against it by counselors, I have been advised against it by faculty, there are other better options for me in my major even if I go to a CSU, there is no value to getting an associate degree, other [please specify])
18. In general, at your college, do you think many students are considering the new associate degree for transfer? (yes, no, don't know)
19. If yes, what do you think their main reasons are for wanting to earn the new associate degree for transfer? Please select all that apply. (it will help them finish their lower division work more quickly, it will help them know which courses they need to take to get ready to transfer, it will help them get into the CSU of my choice, it will help them get into the major of their choice, it will keep them from repeating courses once they get to a CSU, it will make it more likely that they will finish a bachelor's degree they will have to take fewer courses once they get to a CSU, it will help them be better prepared to succeed at a CSU, other [please specify])
20. If no, what do you think their main reasons are for not pursuing the associate degree for transfer? Please select all that apply. (they are not interested in transferring to a CSU, they don't know enough about the new associate degrees for transfer, there isn't one in their field/major, they have been advised against it by counselors, they have been advised against it by faculty, there are other better options for me in their major even if they go to a CSU, there is no value to getting an associate degree. other [please specify])
21. How effective do you think the associate degrees for transfer will be in helping community college students in any of the following ways? (very effective, somewhat effective, somewhat ineffective, not at all effective)
 - a. Help students understand how to become eligible to transfer to a CSU (such as what courses to take)
 - b. Improve the advising students receive about preparing for transfer
 - c. Reduce mistakes students make in choosing courses to prepare for transfer
 - d. Reduce the time it takes for students to transfer and earn a bachelor's degree
 - e. Reduce the total number of units students earn at a community college before transferring
 - f. Reduce the total number of units students earn at a CSU after transferring

- g. Open up more space in transferable courses at the community colleges
22. Are there other good things that you think might happen because of the associate degrees for transfer? (free response)
 23. Can you think of any problems that could be created by these new degrees? (free response)
 24. Do you expect the associate degree for transfer option to change anything about the following choices students make about transfer? (significant change, some change, little change, no change)
 - a. Which university system to transfer to—CSU, UC, private, out-of-state
 - b. Which CSU campus to attend
 - c. Which major/field of study to pursue
 - d. Whether to earn an associate degree before transferring
 25. Please provide any other comments you have about the associate degrees for transfer (free response)

Appendix B: AA-T/AS-T Degrees by Community College

Table B1 summarizes the number of AA-T/AS-T degrees approved and offered by each of the CCCs at two points in time—as of the end of 2012, and as of January 24, 2014—to allow for observation of the progress in development of the degrees. The table also shows the total number of AA-T/AS-T degrees actually awarded to students by each college in 2011–12 and in 2012–13.

Table B1
Number of AA-T/AS-T degrees offered and awarded at each CCC

College	Number of degrees				College	Number of degrees			
	Offered ¹		Awarded ²			Offered ¹		Awarded ²	
	2012	Current	2011–12	2012–13		2012	Current	2011–12	2012–13
Alameda	2	3	0	1	Marin	5	7	3	23
Allan Hancock	2	7	5	6	Mendocino	4	13	2	45
American River	12	14	16	91	Merced	4	13	35	114
Antelope Valley	2	6	5	14	Merritt	2	3	0	2
Bakersfield	4	4	3	31	MiraCosta	2	8	12	24
Barstow	2	2	0	3	Mission	10	14	0	0
Berkeley City	5	11	2	25	Modesto	2	15	6	12
Butte	4	17	0	18	Monterey Peninsula	3	12	0	4
Cabrillo	4	16	0	8	Moorpark	8	19	70	169
Canada	7	10	5	24	Moreno Valley	2	7	0	9
Canyons	5	6	14	68	Mt. San Antonio	6	10	36	134
Cerritos	5	12	13	91	Mt. San Jacinto	2	9	0	36
Cerro Coso	3	5	2	3	Napa Valley	4	14	0	5
Chabot	6	14	0	68	Norco	3	6	2	16
Chaffey	9	17	7	62	Ohlone	4	6	13	38
Citrus	11	15	39	231	Orange Coast	6	16	40	144
Coastline	4	6	0	8	Oxnard	1	12	0	20
Columbia	2	6	0	1	Palo Verde	2	4	0	0
Contra Costa	2	3	0	11	Palomar	3	7	5	45
Copper Mountain	2	6	0	4	Pasadena City	13	13	33	264
Cosumnes River	5	15	12	54	Porterville	4	7	1	9
Crafton Hills	10	12	0	65	Redwoods	3	4	0	0
Cuesta	2	16	2	24	Reedley	5	8	0	86
Cuyamaca	3	10	0	0	Rio Hondo	3	8	16	52
Cypress	5	17	0	114	Riverside City	6	9	2	25
DeAnza	4	9	5	46	Sacramento City	6	13	14	110
Desert	7	12	10	46	Saddleback	4	14	46	160
Diablo Valley	5	18	42	228	San Bernardino Valley	2	10	0	22
East LA	4	9	1	25	San Diego City	5	8	0	16
El Camino	4	16	0	77	San Diego Mesa	2	14	1	85
Evergreen Valley	3	4	7	40	San Diego Miramar	5	8	1	46
Feather River	2	4	1	0	San Francisco	3	10	29	54

College	Number of degrees				College	Number of degrees			
	Offered ¹		Awarded ²			Offered ¹		Awarded ²	
	2012	Current	2011–12	2012–13		2012	Current	2011–12	2012–13
Folsom Lake	4	6	11	47	San Joaquin Delta	4	11	0	15
Foothill	2	7	2	15	San Jose City	2	6	0	11
Fresno City	6	11	1	16	San Mateo	11	12	4	75
Fullerton	18	18	2	280	Santa Ana	4	19	10	61
Gavilan	5	9	8	53	Santa Barbara City	6	9	80	149
Glendale	3	9	0	17	Santa Monica	5	6	3	77
Golden West	12	17	19	117	Santa Rosa	7	16	22	202
Grossmont	2	13	2	32	Santiago Canyon	7	16	2	97
Hartnell	5	12	0	3	Sequoias, College of the	3	6	1	42
Imperial Valley	8	10	0	57	Shasta	4	9	0	26
Irvine Valley	6	13	3	39	Sierra	9	16	22	124
Lake Tahoe	4	8	0	17	Siskiyou	8	8	1	3
Laney	2	3	0	2	Skyline	6	7	0	58
Las Positas	4	8	0	4	Solano	3	6	3	6
Lassen	7	10	0	5	Southwestern	2	8	0	17
Long Beach City	9	11	25	144	Taft	4	7	2	8
LA City	2	2	1	13	Ventura	8	13	12	132
LA Harbor	3	4	0	0	Victor Valley	4	6	0	20
LA Mission	2	3	0	4	West Hills – Coalinga	2	2	0	1
LA Pierce	2	2	0	43	West Hills – Lemoore	3	3	3	5
LA Southwest	2	2	0	2	West LA	3	3	0	9
LA Trade/Tech	2	2	0	2	West Valley	3	15	0	0
LA Valley	3	7	3	21	Woodland	4	8	0	0
Los Medanos	5	10	2	30	Yuba	2	3	0	0

NOTES:

¹ 2012 figure includes degrees approved in 2011 and 2012, and current figure includes all degrees approved as of January 24, 2014, as shown in the CCCC Curriculum Inventory.

² As shown in the CCCC Datamart, Program Awards Summary Report as of January 24, 2014.

Appendix C: Acceptance of TMCs as “Similar” by CSU Campus

Table C1 summarizes the acceptance of TMCs as similar by each of the CSU campuses as of April 2012 (it is identical to Figure 5 in the LAO’s 2012 report). Table C2 shows the status as of January 24, 2014, with the added dimension of indicating how broadly the campuses accept the TMCs into concentrations within the major.

TABLE C1
Variation in acceptance of TMC by CSU campus as presented in LAO report

- ✓ Indicates campus has deemed at least one degree option within the major similar to the Transfer Model Curriculum (TMC)
- Indicates campus does not offer the major, as determined by the CSU Chancellor's Office
- ✗ Indicates campus has deemed all degree options within the major not similar to the TMC

CSU Campus	Sociology	Art History	Political Science	Physics	History	Comm. Studies	Theater Arts	Admin. Of Justice	English	Psychology	Studio Art	Bus. Admin.	Music	Elementary Ed.	Math	Early Childhood Ed.	Geology	Kinesiology
East Bay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fullerton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Humboldt	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
San Francisco	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
San Jose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sonoma	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	–	✓	–
Bakersfield	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
Chico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓
Long Beach	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
Sacramento	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓
Channel Islands	✓	✓	✓	–	✓	✓	–	–	✓	✓	–	✓	–	✓	✗	✗	–	–
Fresno	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗
Monterey Bay	✓	✓	✓	–	✓	✓	–	–	✓	✓	✓	✗	✗	–	✓	✓	–	✓
Northridge	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓
San Luis Obispo	✓	–	✓	✓	✓	✓	✓	–	✓	✗	–	✓	✓	–	✓	✓	–	✗
Pomona	✓	✓	✓	✓	–	✓	✓	–	✓	✓	✗	✓	✓	✓	✗	–	✗	–
Stanislaus	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓
San Marcos	✓	✓	✓	✗	✓	✗	✓	–	✓	✗	✓	–	✓	✓	✗	–	–	✗
Dominguez Hills	✓	✓	✓	–	✓	–	✓	✗	✓	✓	✓	✗	✗	✓	✗	✓	✗	✗
Los Angeles	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✓	✗	✓	✓	✗	✗	✓	✓
San Bernardino	✓	✓	✓	✓	✓	✗	✗	✓	✗	✓	✓	✓	–	–	✓	✗	✗	✗
San Diego	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗

TABLE C2
Current variation in acceptance of TMC by CSU campus (as of January 24, 2014)

- ✓ Indicates campus has deemed more than half of degree options within the major similar to TMC
- ✓ Indicates campus has deemed at least one degree option within the major similar to TMC, but half or less of all options
- Indicates campus does not offer a related major, as determined by the CSU Chancellor's Office
- ✗ Indicates campus has deemed all degree options within the major not similar to the TMC

CSU Campus	Art History	Anthropology	Political Science	Philosophy	Sociology	Studio Art	Early Childhood Ed.	History	English	Theater Arts	Bus. Admin.	Physics	Psychology	Comm. Studies	Elementary Ed.	Math	Admin. Of Justice	Geography	Music	Spanish	Kinesiology	Computer Science	Geology	Film, TV, Elec. Media	Journalism
Channel Islands	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	–	–	✓	✓	–	✓	–	–	–
Stanislaus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	–
Chico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bakersfield	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	–	✓	–	–
Sonoma	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	–	✓	–	–
Long Beach	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
East Bay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	✓
San Francisco	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
Sacramento	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓
Humboldt	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
San Jose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
Fullerton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	✓	✗	✓
Northridge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	✓	✗
Los Angeles	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	–
Fresno	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	–	✗
San Diego	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✗	✗
San Marcos	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	–	✓	✓	✗	✓	–	✓	✗
Monterey Bay	✓	✓	✓	✓	✓	✓	–	✓	✓	–	✓	–	✓	✓	✓	✓	–	✓	✗	✓	✓	✓	–	✗	✓
Dominguez Hills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	✗	✗	✓	✓	✓	✗	✗	✓
Pomona	✓	✓	✓	✓	✓	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✗	✗	–	✓
San Bernardino	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✗	–	–
San Luis Obispo	–	✓	✓	✓	✓	–	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	–	✓	✓	✗	✗	–	–	–	✗

Appendix D: Additional Summaries of Analyses

TABLE D1
Relationship of number of AA-T/AS-T degrees in CCCs to possible barriers to implementation

Factor	Correlation with number of transfer degrees developed as of 2012 ¹
Transfer focus (ratio of transfers to total enrollment, average for 2008 to 2010)	.359 p < .0001
College size (average enrollment, 2008 to 2010)	.196 p < .05
Response of primary CSU partner (percent of TMCs with major deemed “similar” as of 2012)	-.0029 p = .976

NOTES:

¹ P-values less than .05 are commonly considered statistically significant.

TABLE D2
Relationship of share of TMCs declared similar in CSUs to possible barriers to implementation

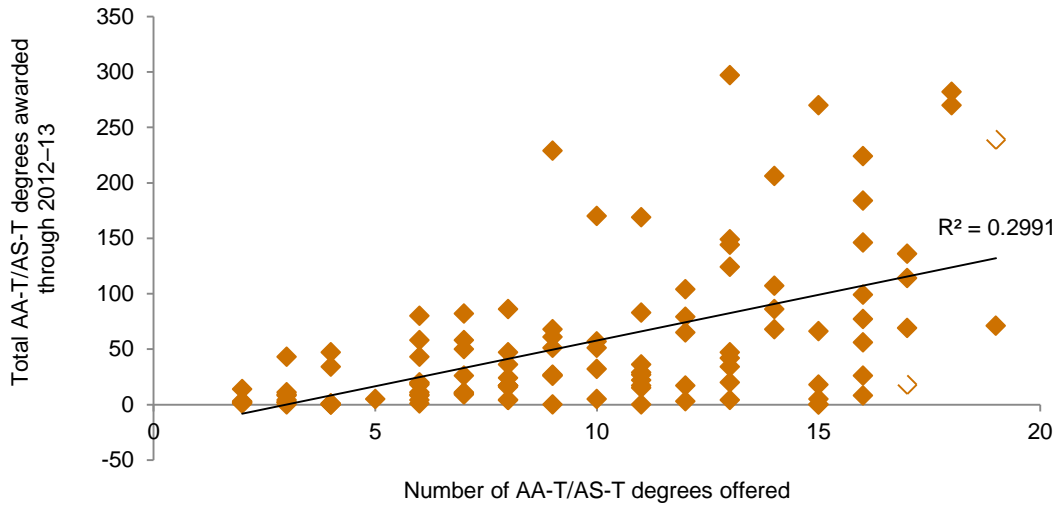
Factor	Correlation with share of TMCs declared similar to at least one major as of 2012 ¹
Transfer dependence (ratio of transfers to undergraduate enrollment, average for 2008 to 2010)	.155 p = .48
University size (average undergraduate enrollment, 2008 to 2010)	-.206 p = .35
Response of primary CCC partner (number of AA-T/AS-T degrees developed as of 2012)	.367 p < .10

NOTES:

¹ P-values less than .05 are commonly considered statistically significant.

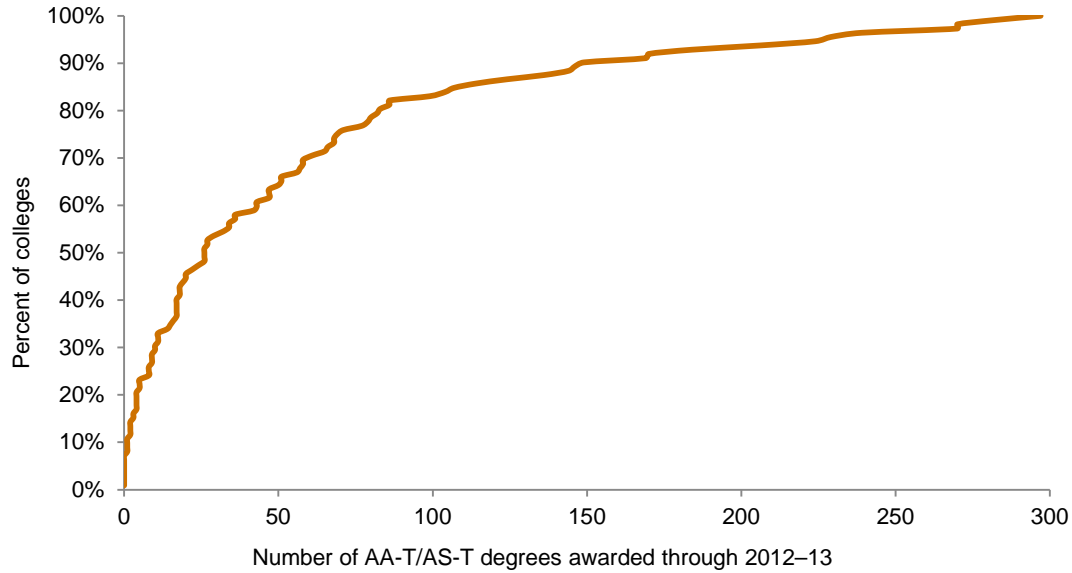
SOURCE: CCCCCO Datamart.

FIGURE D1
Only modest relationship between number of transfer degrees a college offers and the total number it has awarded



SOURCE: Based on authors' examination of CCCC Curriculum Inventory (degrees offered) and CCCC Datamart (degrees awarded).

FIGURE D2
Most colleges not yet awarding many transfer degrees to students; over 80% of colleges have awarded fewer than 100



SOURCE: Authors' calculation using data from CCCC Datamart.



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