

ASSOCIATE DEGREE FOR TRANSFER STATUS REPORT 2020

ASSOCIATION OF INDEPENDENT CALIFORNIA
COLLEGES AND UNIVERSITIES



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ABOUT AICCU

The Association of Independent California Colleges and Universities (AICCU) is comprised of over 80 independent, nonprofit colleges and universities, which make up the Independent California Colleges and Universities (ICCU) sector. The ICCU sector plays a pivotal role in the development of the state's model higher education offerings and in making California a symbol of innovation across the globe. Within California, ICCU institutions award over 20 percent of all undergraduate degrees and over 50 percent of graduate degrees, making them the largest preparers of California's advanced workforce.

Independent California Colleges and Universities are recognized in the state's Master Plan for Higher Education as an important provider and partner with other sectors and the state in the preparation of future leaders and the state's workforce. Independent colleges and universities are defined in California Education Code 66010 (b): As used, "independent institutions of higher education" are those nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

INTRODUCTION

PURPOSE

This report to the Legislature and Department of Finance, submitted by the Association of Independent California Colleges and Universities (AICCU) on behalf of California independent, nonprofit higher education institutions, provides an annual status update on the implementation of the Associate Degree for Transfer (ADT) Commitment between AICCU and the California Community College Chancellor's Office (CCCCO).

AICCU institutions have a strong commitment to California transfer students and are actively working to reverse the declining numbers of transfers to independent California colleges and universities. Currently, 63 of 71 undergraduate serving institutions have at least one articulation agreement with a California community college.

BACKGROUND

In 2018-19, AICCU signed an agreement with the Brown Administration to articulate ADT transfer pathways. Following that agreement, AICCU worked quickly to expand the ADT program among its member institutions through the creation of transparent transfer pathways from the CCC to the AICCU institutions. In Governor Jerry Brown's proposed 2018-19 state budget, independent, nonprofit institutions were charged with admitting 2,000 unduplicated ADT students in the 2019-20 academic year.

The ADT Commitment is the Independent California Colleges and Universities (ICCU) sector's adaptation of the ADT pathway. While similar to the California State University system (CSU) ADT, there are some differences due to the independent nature of the state's nonprofit higher education institutions, including:

- **Unit Requirements:** AICCU institutions often require more units (128) to graduate than the CSU (120). A typical course at an AICCU institution is 4 units, versus 3 units at a CSU.
- **Governance Structure:** The CSU is a centralized system while AICCU is a membership organization. AICCU member institutions are each independently governed, with individual academic senates, faculty and curriculum agreements, unlike CSU.

However, in this hallmark agreement, the AICCU ADT Commitment requires participating institutions to guarantee admission for the ADT student applying; a minimum of 60 semester/90 quarter units will transfer; and to guarantee the student starts with junior standing.

2019-2020 UPDATE

A total of 2,372 unduplicated ADT students were admitted to 36 AICCU participating institutions for the 2019-2020 academic year.¹ Three institutions were unable to meet the required submission date. *Table 1* presents the number of ADT students admitted to participating AICCU institutions since ADT collection began. It also contains the number of institutions reporting during a given time period.

Table 1: ADT Students Admitted Since Collection Began

		Institutions Reporting	De-duplicated ADT Students Admitted ²
2018-19	Fall	30	436
	Spring/Summer	34	433
	<i>TOTAL</i>		869
2019-20	Fall	35	1,435
	Spring/Summer	36	937
	<i>TOTAL</i>		2,372

OVERALL TRENDS

Since the first collection cycle began for the fall 2018 term, three key trends have emerged:

1. **Increase in Institutions Reporting:** The number of institutions submitting ADT admittance data to AICCU *has increased*. This trend reflects the challenges of securely collecting and submitting student-level admittance data within each campus (see: *Data Collection and Submission* on page 14). AICCU has found that once a campus has taken the steps to integrate collection tools into admissions materials and

¹ One institution submitted for spring/summer 2020, but not fall 2019.

² Note: for fall 2019, two of the 32 institutions did not submit full birth dates, resulting in a total of 38 cases of potential duplicates. However, given the small number of duplicates identified in this and previous collection periods, it is unlikely that this number is much lower. One institution submitted both fall and spring/summer numbers during the spring/summer 2020 term. They are included in the final spring/summer 2020 field.

student information systems (SIS), additional submission cycles become less burdensome.

2. **Increased Proportion of ADT Admits:** Among those reporting, a greater proportion of institutions have reported having at least one ADT admit when compared across cycles (57% in fall 2018 vs. 91% in fall 2019; see: *Figure 1*).
3. **Greater Fall ADT Numbers:** While AICCU institutions have a diverse range of term and admission structures, more ADT students are admitted at participating ADT institutions during the fall term (see: *Figure 2*).

Taken together, these trends show an early, promising view of the expansion of the ADT program in the ICCU sector. Future collection cycles, benefiting from a mature reporting infrastructure, will offer a clearer picture of growth of the ADT program from institutional and sector-level support of the program.

Figure 1: Institutions Reporting ADT Admits by Term

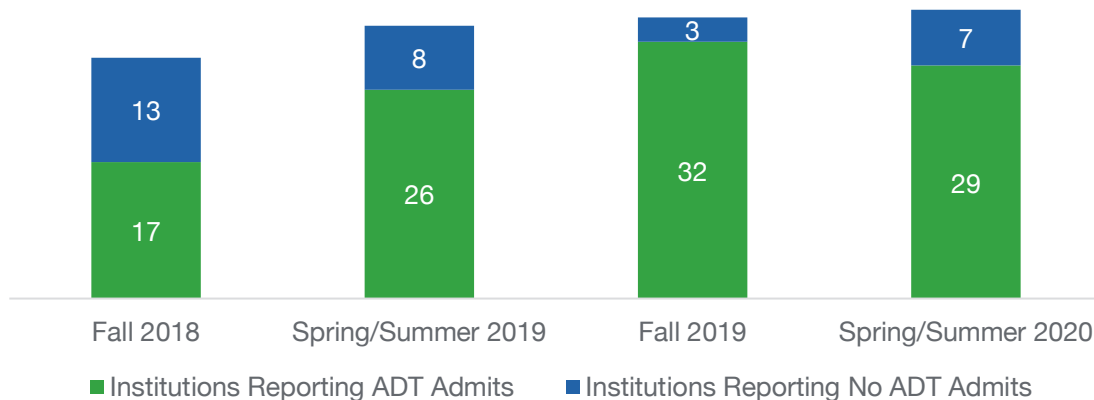
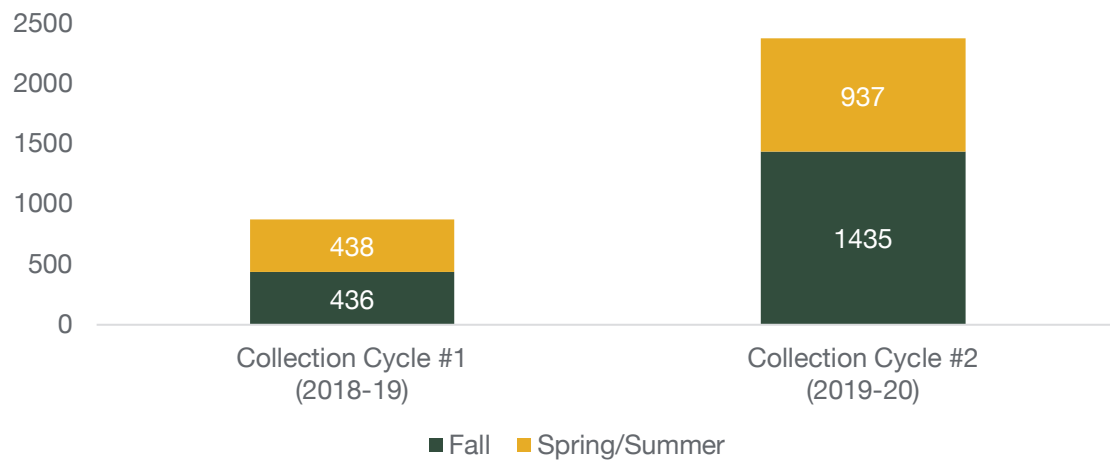


Figure 2: De-duplicated ADT Admits by Collection Cycle and Term



IMPLEMENTATION PROCESS

PLANNING

In January 2018 AICCU met regularly with the CCCCCO on the AICCU ADT Commitment, leading to the development of a sector-to-sector “master” memorandum of understanding (MOU). The master MOU was signed on July 25, 2018 by AICCU President Kristen Soares and California Community Colleges Chancellor Eloy Ortiz Oakley.³

In February 2018, AICCU created working groups among its institutions in the areas of articulation, communications, and data collection. Each working group was comprised of 8 individuals from a range of AICCU institutions: small to large enrollments, traditional to nontraditional student populations, and faith and non-faith-based institutions. These working groups met monthly via conference call to discuss and develop documents to share with all AICCU member institutions to better determine if they would be able to participate. The data working group created documents and standards on how and when to provide data to AICCU, while the communications working group discussed how to begin marketing this new pathway. The communications working group also determined that a partnership with CCCCCO for joint marketing would help raise much needed awareness of the pathway for CCC students.

Institutions were requested by AICCU to review which ADT majors could be articulated based on the transfer model curriculum (TMC) crafted by the CSU and CCC and accept those that fit their academic standards. An institution could accept as many ADT majors as it found appropriate and aligned with their degree offerings. AICCU then developed a webpage⁴ to provide up-to-date information to the public on the AICCU ADT Commitment, including which ADT majors articulated to degrees at each participating institution. Additionally, as AICCU institutions accept new majors or articulate new pathways, AICCU updates its online matrix⁵ of participating institutions, list of accepted majors, and timeline for when applicants will begin to be accepted.

³ <https://bit.ly/2ywKUwK>

⁴ aiccu.edu/transferstudents

⁵ <https://bit.ly/2xBu14g>

Finally, AICCU developed, printed, and distributed a *Transfer Guide*⁶ to all 114 CCC Transfer Centers. This guide provides a profile for each AICCU institution that accepts transfers, with ADT transfer pathways noted on each institutional profile page and information on accepted majors and when they would be accepted. The guide and flyers were mailed to all CCC Transfer Centers in August 2019.

⁶ aiccu.edu/resources

DATA COLLECTION AND ANALYSIS

PLANNING AND DESIGN

AICCU convened an ADT Data Working Group to develop a reporting timeline⁷ that aligned with institutional admission calendars and an institutional tracking general standard⁸ were provided to all participating institutions.

COLLECTION PROCESS

Each institution was provided a generic Excel workbook containing basic fields for each student record. Institutional representatives were instructed to work across departments to collect relevant student admit records, sign an MOU for data sharing between AICCU and the institution, encrypt the student record workbook and upload to an assigned Dropbox folder. Once records were submitted, AICCU decrypted workbooks and conducted analysis in Microsoft Excel. This included de-duplicating records and aggregating total ADT students admitted to the regional level.

After the initial data collection cycle, AICCU shifted collection and analysis to RStudio, allowing for the creation of reproducible scripts to manage 39 institutional Dropbox folders, cleaning and importing encrypted workbooks, and analyzing records at the institutional and aggregate level. In addition to standardizing the cleaning and analysis process, this change has enabled GIS visualizations of pathways throughout the state, in turn providing member institutions with valuable insight into the ways that the ADT program links students to institutions. Future reports will take advantage of this longitudinal data management approach to report additional improvements in outcomes at not only the sector-level, but regionally and institutionally as well.

⁷ Appendix 1

⁸ Appendix 2

Figure 3: 2019-20 Collection Landing Page Visual

Reporting Process



Additional refinements were made in the third data collection cycle for students admitted for the fall 2019 period based on the first year's learnings. This included streamlining collection language, migrating the cloud storage platform to Microsoft OneDrive, and creating an ADT collection landing page (see: *Figure 4*) that was dynamically updated with frequently asked questions, links to critical resources, and simplified visualizations to provide clear submission instructions. Initial collection for the third collection concluded in April 2020, with an expediated fourth collection completing on June 2020.

SUCCESSSES

INSTITUTIONAL SUPPORT

When the “master” MOU was signed between AICCU and CCCCCO, 36 AICCU institutions had agreed to be a participating institution in the ADT Commitment. Since the “master” MOU was signed, an additional three AICCU institutions have signed on to participate, and several others have expressed interest and begun reviewing majors with their faculty senates. There are 76 AICCU undergraduate-serving institutions, and this positive response from over half of them to adopt the ADT shows the strong commitment to serve and provide more access to the ADT student population specifically, and CCC transfer students broadly.

ADDITIONAL TRANSFER PATHWAYS

Many AICCU institutions have long standing transfer agreements with their local community colleges, and in some cases local CSU. Of AICCU’s 76 undergraduate serving institutions, 63 have at least one articulation agreement⁹ with a CCC, and the additional 13 institutions have a webpage dedicated for transfer students to learn more about transfer options.

INCREASE IN REPORTED ADMITS

Since beginning collection in the fall 2018 period, AICCU has observed positive changes in ADT participation at both the student and segment level. Reported AICCU ADT admits have increased each collection cycle, from 409 unduplicated admitted ADT students for fall 2018 to 1,435 unduplicated admitted ADT students for fall 2019, while at the institutional level, there has been an increase in participating institutions reporting ADT student admits (53% in fall 2018 to 77% in fall 2019). These positive changes can be attributed to a few factors:

- **Increase in Participating AICCU members:** from the fall 2018 to fall 2019 collection cycle, 9 institutions became eligible to submit student-level records to AICCU, increasing the total from 30 institutions to 39.
- **Streamlined Submission Process:** learnings from earlier collections helped create greater clarity and trust between member institutions and AICCU. As well, feedback from earlier collections helped improve language to accommodate the diverse range of timeframes and terminology in AICCU institutions.

⁹ <https://bit.ly/2Kk0m23>

- **Improved Capacity:** given the de-centralized nature of ADT transcript reporting, as well as lead time necessary to incorporate ADT record capturing, there was significant time and coordination needed at each institution to capture, record, and submit student-level ADT records to AICCU. Once the early process was confirmed, key tools such as application-level reporting were rolled out and formalized, allowing for a smoother collection process.
- **Continued Support for the ADT Program:** a number of institutions have leveraged community partnerships to support the ADT program (see Case Study: Fresno Pacific University).

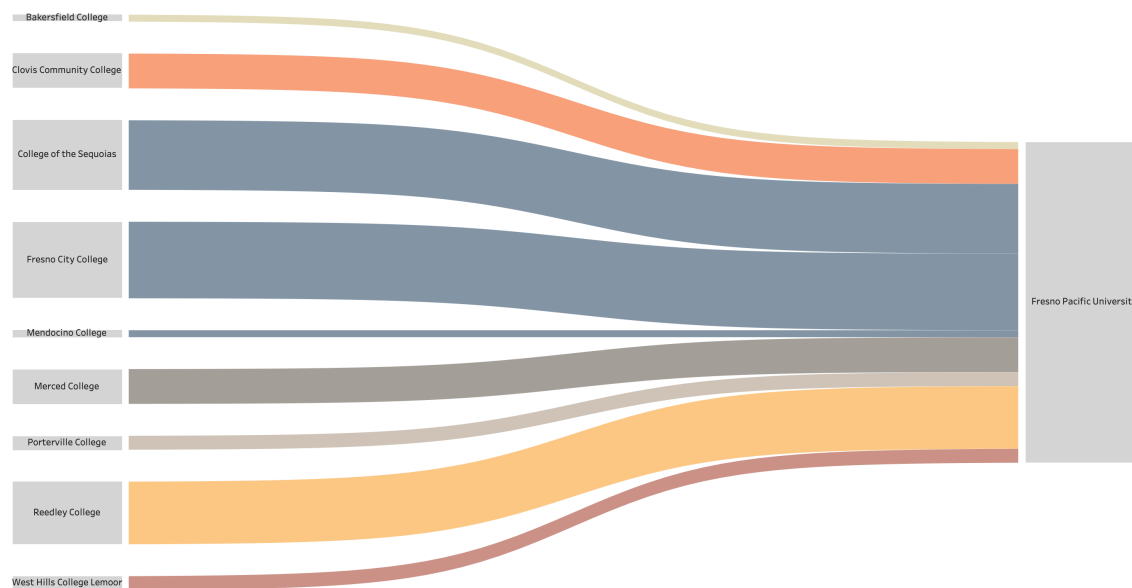
CASE STUDY: FRESNO PACIFIC UNIVERSITY

Fresno Pacific University (FPU)¹⁰ is an example of a long-standing, strong partnership not only with local CCCs, but also with CSU Bakersfield, Fresno, and Stanislaus. FPU actively communicates with its local CCCs and CSUs to ensure all students with a desire to earn a bachelor's degree are able to do so. These partnerships also allow students who may be unable to enroll due to capacity at the CSU or impacted majors to transfer to FPU to complete their bachelor's degree. FPU has created an online resource¹¹ for students and counselors at a partner CCC or CSU to search and review equivalencies for transfer course work. FPU provides transfer students with a degree completion program, which guarantees a student can complete in two years. If the student is unable to complete in two years, FPU will assume all additional tuition cost needed for the student to complete their bachelor's degree.

¹⁰ <https://www.fresno.edu/admission/degree-completion/transfer-agreements>

¹¹ <https://da.fresno.edu/DCequivalencies.aspx>

Figure 4: Spring 2019 Transfer Visualization



CASE STUDY: NATIONAL UNIVERSITY

AICCU has observed a number of unique contributions by California's independent, nonprofit institutions in response to growing workforce needs and student interest. An example of this is National University's creation of an ADT-like pathway for students in cybersecurity (see Figure 3): in consultation with community college partners and student interest, National University has developed a cybersecurity pathway mirroring the traditional ADT, providing students with the same matching ADT scholarship that is provided to traditional ADT students,¹² and creating high-quality promotional materials to inform CCC counselors to encourage transfer¹³ (see Figure 4).

¹² <https://www.nu.edu/admissions/undergraduate/transferinformation/adt-pathways/>

¹³ <https://www.nu.edu/wp-content/uploads/2020/02/CA-Community-College-Cyber-Security-Pathways.pdf>

Figure 3: National University Example Pathway

Bachelor of Science in Cybersecurity Pathway: Cabrillo College

To earn a bachelor's degree from National University students must complete a minimum of 180 quarter units. Requirements include but are not limited to the university's general education program (to include upper division and cultural diversity), the preparatory courses listed below, major core coursework and any additional courses necessary to fulfill overall program requirements.

The table below maps National University's Foundation Technology courses to equivalencies identified at Cabrillo College.

Cabrillo College	National University
Equivalent Transfer Course	Preparatory Courses Required (7 courses; 31 quarter units)
CIS 75 Fundamentals of Computer Security	CYB 200 Introduction to Cybersecurity
CIS 90 Introduction to UNIX/Linux	CYB 211 Operating System Fundamentals
CIS 81 Computer Network Fundamentals	CYB 212 Introduction to Networking
No Equivalent Cabrillo College Course	CYB 213 Data Fundamentals for Cybersecurity
No Equivalent Cabrillo College Course	CYB 214 Quant Tools for Cybersecurity Pro
OR	OR
MATH 12/12H Elementary Statistics/Honors	MTH 210 Probability & Statistics
No Equivalent Cabrillo College Course	CYB 215 Fund of Virtualization and Cloud Comp
CIS 15 Cloud Programming with Python	CYB 216 Programming for Cybersecurity

Figure 4: National University Promotional Materials (Cybersecurity)

INTERESTED IN A BS OR MS DEGREE IN CYBERSECURITY?

In partnership with the California Community Colleges (CCC), National University has developed Academic Pathways that build upon the coursework at community colleges to help you reach your academic goals.

HERE'S HOW ACADEMIC PATHWAYS WORKS:

Step 1) Review your California community college's cybersecurity degree offerings.

Step 2) Complete either IGETC or CSU breadth general education certification and recommended cybersecurity curriculum at a California community college.

Step 3) Submit your CCC transcripts and apply to National University's Bachelor of Science in Cybersecurity program.

National University has developed degree pathway maps for the California community colleges currently offering Associate Degrees in Cybersecurity.

If your CCC has developed a cybersecurity program recently and you would like National University to review curriculum, please contact **Bill Reid** at wreid2@nu.edu or **Chris Simpson** at csimpson@nu.edu.

NATIONAL UNIVERSITY
Veteran Founded. Nonprofit.

CHALLENGES

AICCU engaged with the CCCCCO on the template campus MOU, which was based on the “master” MOU. While some of the provisions were previously discussed and agreed upon, subsequent requests for additions by the CCCCCO for inclusion in campus MOUs conflicted with the “master” MOU and state statute that were negotiated. While AICCU continues to work with CCCCCO on campus MOUs, it should be noted that these additions have created confusion at the campus level about the ability to participate in the program, whether accepted ADT applicants could be counted towards the statutory benchmarks, and whether participating institutions could report their numbers for inclusion.

LACK OF AWARENESS AND VISIBILITY OF AICCU INSTITUTIONS

There continues to be a lack of visibility for AICCU institutions that have adopted the ADT on adegreewithaguarantee.com, the main ADT website. Only the 12 AICCU participating institutions that have signed the MOU are listed on the website, and the list is difficult to find, excluding the remaining 28 that are accepting ADT students but have not signed the MOU.¹⁴ Additionally, as the CCCCCO maintains marketing and outreach efforts, ADT-accepting AICCU participating institutions that have not signed the campus MOU cannot conduct their own marketing.

ONGOING DISAGREEMENT REGARDING “ANTI-DISCRIMINATION” LANGUAGE

Inserted to the language of the campus MOU is language that prohibits faith-based institutions from hiring employees from within their faith. This limits the ability of many faith-based institutions to sign the MOU, though they continue to participate in the ADT program.

GENERAL LACK OF FAMILIARITY OF INDEPENDENT INSTITUTIONS AS A TRANSFER OPTION

The CCCCCO 2018 report on the ADT noted the lack of general awareness of the program and uptake by students. AICCU member institutions face the additional

¹⁴<https://adegreewithaguarantee.com/Portals/0/ADA%20PDF%20Files/ADT%20AICCU%20Social%20Media%20Flat%20File%20V9.pdf?ver=2020-05-19-231341-833×tamp=1589930042736>

challenge of not being considered as real transfer options for students. This is due to: limited amount of time a counselor spends with a student; lack of familiarity with the nonprofit higher education sector; and misconception that nonprofit institutions are too expensive.

DATA COLLECTION AND SUBMISSION

Given the diversity of the independent, nonprofit higher education sector in California, the institution-level collection of ADT student admits were left up to each institution. Interviews conducted in fall 2019 revealed that the process involved a significant investment of upfront time and collaboration between provosts, admission officers, IT staff, registrars, and institutional researchers. Given that different community college district offices notate ADT degrees differently on transcripts, admissions officers often relied on manual transcript reviews to ensure that all students were captured.

As an example, California Lutheran University utilized staff from Admission, Registrar and Institutional Research departments to streamline the process, setting up procedures at every level of the process to capture potential ADT students admits from community college transcripts, as well as through applications and the National Student Clearinghouse. In speaking to other contacts, AICCU confirmed that while the composition of institution-level ADT teams may have been different, the amount of work and coordination remained high at each participating institution. AICCU believes this is a testament to the segment's continued commitment to the ADT program and serving the students of California. Further opportunities for collaboration will be explored between AICCU and the CCCCO to take the burden off individual institutions. Additionally, AICCU will continue to support learning communities to support best practices and streamline the labor-intensive collection process in the future.

SECTOR-LEVEL TRENDS AND THE IMPACT OF COVID-19

While the two collection cycles completed thus far have shown positive growth of ADT students admitted to California independent institutions, the COVID-19 pandemic may disrupt these trends in the coming years due to its impact on students, families, and higher education institutions.

AICCU believes that this underscores the limitations of a single measure of segmental commitment via a number of de-duplicated student admits. It neither reflects the larger disruptions in postsecondary education nor provides a

comprehensive view of the independent segment's continued efforts toward supporting the Associate Degree for Transfer program specifically or transfers broadly.

AICCU will continue to work with policymakers and the public toward a more holistic measure of the independent segment's commitment to the ADT pathway, especially when it is linked to student financial support that is critically important during these economically difficult times. As well, AICCU institutions remain committed to supporting transfer students and institutional pathways, particularly during this period of uncertainty.

CONCLUSION

AICCU institutions are strongly committed to their students, including California's transfer students. The growth in the number of unduplicated admitted ADT students accepted from 409 in Fall 2018 to 1,435 in Fall 2019 indicates significant progress among the independent, nonprofit university sector. The Cal Grant program represents a significant public-private partnership with the state that has endured for 65 years to help California students from all backgrounds achieve their academic and college goals. AICCU ADT participating institutions remain committed to increasing access to higher education for California's transfer students and growing the ADT pathway. AICCU remains firm in its commitment to California community college students and increasing ADT transfer applications to participating institutions and looks forward to continuously strengthening our ongoing partnership with the CCCCCO, the Department of Finance, and the Legislature.

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ABOUT THIS REPORT

AICCU has completed this status reporting requirement to provide policymakers and the public a clearer understanding of its member institutions and the students they serve. AICCU is not a system office (such as found with the public segments); rather, it is the organizational voice for California's independent, nonprofit colleges and universities. The completion of this survey is a testament to our interest in and commitment to all our students.