

Date of Hearing: April 22, 2021

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

AB 928 (Berman) – As Amended March 18, 2021

SUBJECT: Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.

SUMMARY: Establishes the Associate Degree for Transfer (ADT) Intersegmental Implementation Committee (IIC) to serve as the primary entity charged with the oversight of the ADT. Specifically, **this bill:**

- 1) Makes several Legislative findings and declarations, including, but not limited to:
 - a) The 1960 Master Plan for Higher Education promised an accessible, affordable, and high-quality higher education for all California students who qualify. The transfer pathway, from community college to four-year institution, is an integral component of the master plan's commitment to access and affordability;
 - b) Many students attend community college with the hope of transferring to complete a bachelor's degree. However, the master plan did not say how transfer would work in practice for students;
 - c) A report released in September 2020 by the Public Policy Institute of California (PPIC) found that a large gap exists between the number of students who hope to transfer and those who do: 19% of students with a stated transfer goal do so within four years; 28% do so within six years;
 - d) The PPIC report also found that equity gaps are a big concern. While Latino students represent 51% of students who declare a degree or transfer goal, they represent 35% of those who transfer within four years; Black students represent 7% and 5%, respectively; and,
 - e) There is a clear need to further streamline and make the transfer process easier for students to navigate, especially during these challenging and unprecedented times.
- 2) Establishes the ADT IIC for the following purposes:
 - a) To serve as the primary entity charged with the oversight of the ADT for the sole purpose of strengthening the pathway to ensure it becomes the primary transfer pathway in California between campuses of the California Community Colleges (CCC) and the University of California (UC), the California State University (CSU), and other participating institutions, so that more students can avail themselves of the pathway's benefits;
 - b) To enhance coordination and communication between participating institutions by providing a venue by which they can regularly meet and address issues that are impeding the purpose of continued progress in the ADT pathway; and
 - c) To provide the Legislature and the Governor with recommendations to support.

- 3) Requires that the membership of the ADT IIC must reflect its intersegmental function by including a cross-section of the stakeholders who will be needed to fulfill the committee's responsibilities.
- 4) Requires each of the following entities to designate, on or before March 1, 2022, a representative to serve on the ADT IIC:
 - a) The CCC Chancellor's Office;
 - b) The CSU Chancellor's Office;
 - c) The UC Office of the President;
 - d) The Association of Independent California Colleges and Universities;
 - e) The California Department of Education;
 - f) The Student Senate for the CCC;
 - g) The CSU Student Association;
 - h) The Academic Senate for the CCC;
 - i) The Academic Senate for the CSU;
 - j) The Academic Senate for the UC; and,
 - k) The California Intersegmental Articulation Council.
- 5) Requires the Governor, the Speaker of the Assembly, and the Senate Committee on Rules to each appoint four members of the ADT IIC as follows:
 - a) One representative from the workforce sector with expertise in the fields of science, technology, engineering, or mathematics;
 - b) One researcher from a postsecondary educational institution; and,
 - c) Two representatives from educational equity and social justice organizations.
- 6) Requires the CSU, jointly with the UC, on or before December 31, 2022, to establish a singular lower division general education (GE) pathway that meets the academic requirements necessary for transfer admission into both segments.
- 7) Stipulates that, commencing with the fall term of the 2023-24 academic year, the singular lower division GE pathway, as enumerated in (6) above, must be the only lower division GE pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to a CSU and UC.
- 8) Specifies that students who began course-taking patterns on GE pathways that meet the requirements for transfer shall be grandfathered in for eligibility as implementation phases in.

- 9) Requires the ADT IIC, on or before December 31, 2022, to provide the Legislature with recommendations on all of the following issues impeding the scaling of ADT and streamlining transfer across segments for students:
 - a) Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state. Specifically, these goals shall include all of the following:
 - i) Annual goals for improving transfer attainment needed to meet the state's workforce demands;
 - ii) Goals for closing gaps in transfer outcomes by race; and,
 - iii) Goals for closing regional opportunity gaps to access ADT pathways.
 - b) Identifying whether the 60-unit lower division pathway is impeding the development of science, technology, engineering, and mathematics (STEM) degree pathways, and whether STEM degree pathways require a differing unit threshold. The recommendations made pursuant to this paragraph shall comply with both of the following requirements:
 - i) The recommendations shall include sufficient evidence supporting a higher unit threshold for each STEM degree pathway, including an analysis of colleges that have succeeded in adopting similar pathways within the 60-unit framework; and,
 - ii) A recommendation for a differing unit threshold within a STEM degree pathway shall not recommend a change of more than six units.
- 10) Stipulates the ADT IIC must achieve all of the following on or before December 31, 2023:
 - a) Establish timelines and reporting deadlines for its regular review of existing transfer model curricula (TMC) to ensure that the TMC are consistent with demand for academic majors and respond to evolving workforce demands. In doing this, the committee shall develop a plan to establish venues for professional collaboration in consultation with academic senates and appropriate faculty associations on degree production, major alignment, and workforce- or industry-specific relevance;
 - b) Establish timelines and reporting deadlines for its regular review of declaring or matching TMC similar to CSU majors for admissions purposes;
 - c) Develop a plan for the creation of additional TMC for the ADT to respond to evolving workforce demands, including STEM degree pathways, and degree pathways that will aid in the economic recovery from the COVID-19 pandemic, such as nursing and cybersecurity;
 - d) Develop a comprehensive communications plan and guidance on student-centered outreach to inform students about the ADT pathway and to ensure prompt and accurate information is communicated across participating institutions of higher education and elementary and secondary education; and,
 - e) Develop a plan for the regular review and identification of updates needed to the ADT internet website maintained by the CCC to ensure current information and updates are

communicated to students, families, and student support staff engaged in educating students about their college options, participating institutions, and degree options.

- 11) Requires the developed plan, as outlined above in (10 (a-d) inclusive), must include, but not be limited to, guidance to community college counselors and articulation officers on their role in communicating the value of the ADT pathway, guidance to high school counselors on incorporating the ADT pathway into their menu of college options, the redesign and regular maintenance of the ADT internet website, and templates that can be customized for outreach in local contexts.
- 12) Requires the developed plan as outlined above in (10 (a-d) inclusive), must address how updates about the ADT pathway will be regularly communicated to participating institutions of higher education and high schools so that counselors, advisors, and student support staff engaged in educating students about their college options, participating institutions, and degree options, have the most current information about the ADT pathway and are aware of updates to the program such as new majors or new participating institutions.
- 13) Requires that on or before December 31, 2023, where ADTs for major pathways exist, the CCC must automatically place students on those pathways to maximize the probability that a student will transfer to a four-year university and earn a degree in their chosen field of study in a timely manner, and to minimize the accrual of excess units.
- 14) Authorizes that a CCC student may opt-out of the ADT pathway for a terminal local associate degree or a UC equivalent transfer pathway.

EXISTING LAW:

- 1) Requires the segments of higher education to develop an intersegmental common core curriculum in general education for the purpose of transfer. This common core curriculum is known as the Intersegmental General Education Transfer curriculum (IGETC). Any student who completes the IGETC course pattern is deemed to have completed the lower division coursework required for transfer to the UC or the CSU (Education Code (EC) Section 66720).
- 2) Requests UC to identify commonalities and differences in similar majors across all UC campuses and provide CCC students with the information in at least the top 20 majors (EC Section 66721.7).
- 3) Requires the governing board of each public postsecondary education segment to be accountable for the development and implementation of formal systemwide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function (EC Section 66738).
- 4) Requires the Chancellor of CSU, in consultation with the Academic Senate of the CSU, to establish specified components necessary for a clear degree path for transfer students, including specification of a systemwide lower division transfer curriculum for each high-demand baccalaureate major (EC Section 66739.5).

- 5) Establishes the Student Transfer Achievement Reform (STAR) Act, which, in part, requires, commencing with the fall term of the 2011-12 academic year, a student that receives an associate degree for transfer to be deemed eligible for transfer in to a CSU baccalaureate degree when the student meets specified requirements. Requires a granting of this degree when a student:
 - a) Completes 60 semester or 90 quarter units eligible for transfer to the CSU and that includes the CSU General Education Breadth program for IGETC, and a minimum of 18 semester or 27 quarter units in a major area of emphasis as determined by the district; and,
 - b) Obtains a minimum grade point average of 2.0 (EC Section 66745, et seq.).
- 6) Requires the CSU Chancellor's Office to implement articulated nursing degree transfer pathways for Associates Degree in Nursing (ADN) students at CCCs seeking a Bachelor's Degree in Nursing (BSN) at CSU prior to the 2012-13 academic year (EC Section 89267.5).

FISCAL EFFECT: Unknown

COMMENTS: *Establishment of ADTs.* Enacted a decade ago, the associate degree for transfer (ADT) was designed to simplify the transfer maze at CCC. Since its enactment, the ADT has made significant strides in streamlining the transfer process for students, and has become a successful pathway to earning a bachelor's degree. The ADT is a two-year, 60 unit degree that guarantees admission to the CSU and participating private institutions of higher education. Students who earn an ADT are automatically eligible to transfer as an upper-division student in a bachelor's degree program and need only complete two additional years (an additional 60 units) of coursework to earn a bachelor's degree.

According to information provided by the author's office, as of October 2020, over 280,000 CCC students have earned an ADT and over 40 ADT pathways exist at CCC. These ADT pathways have provided significant financial savings to both students and to the state – with ADT earners accruing an average of six fewer excess credit units and a course fee of \$46 per unit at the CCC. The ADT accounted for over \$12 million in savings for students in 2018-2019 alone. Higher percentages of students with an ADT have also been shown to graduate within two years of transfer compared to transfer students who do not have an ADT (based on CSU two-year graduation rates).

Purpose of this measure. According to the author, “The 1960 Master Plan for Higher Education promised an accessible, affordable, and high-quality higher education for all California students. The transfer pathway, from community college to four-year institution, is an integral component of the Master Plan's commitment to access and affordability.”

The author states, “Too many community college students hoping to find an affordable and achievable pathway to a four-year university instead are confronted with a maze of pathways and requirements that create confusion, lead to unnecessary unit accumulation, and too often lead to students dropping out before earning a degree.”

Further, the author contends that, “As California begins to recover from the pandemic, now more than ever, it is critical to increase degree attainment, improve time to degree, and close racial equity gaps. AB 928, the Student Transfer Achievement Reform Act of 2021, would transform

the transfer process through three significant student-centered provisions by reimagining transfer from the student perspective.”

This measure, which is based, in part, on several of the convenings the Assembly Select Committee on the Master Plan held in October 2020 and seeks to further improve and simplify the ADT transfer process for CCC students by doing all of the following:

- 1) Creates the ADT IIC - which is charged with enhancing coordination and communication between higher education institutions, identifying transfer attainment goals, overseeing the ADT, and providing recommendations to the Legislature and the Governor to strengthen the ADT so that more students can participate in the pathway’s benefits.

According to the author, “AB 928 would provide a permanent venue to facilitate intersegmental coordination and greater state-level accountability for ADT implementation to significantly increase transfer and close racial equity gaps.”

- 2) Sets a target date for the CSU and the UC to agree upon a singular general education pathway. This singular lower division general education pathway would be the only lower division general education pathway used to determine academic eligibility and sufficient academic preparation for transfer admission into both CSU and UC.

California currently has two general education pathways for students to follow – CSU Breadth and the IGETC. The author contends that, “By having a singular general education pathway, AB 928 would remove a barrier for students who want to keep their options open and apply to both CSU and UC.”

Currently, students are forced to decide early on whether they want to apply to CSU or UC in order to transfer in a timely manner. If a student chooses to apply to both, then the student has to take more courses.

- 3) Requires community college students be put on an ADT pathway where one exists for their intended major, instead of a local associate’s degree in the same academic major. The author argues that, “In doing so, a student would be placed directly onto the pathway that will maximize the probability that a student will enter and complete a four-year university degree in their chosen field of study in a timely manner and minimizing the accumulation of excess units.” This measure provides an opt-out so that students can choose what path they want to take.

Master Plan for Higher Education. The original Master Plan for Higher Education was approved in principle by the Regents and the State Board of Education (which at that time governed the CSU and the Community Colleges) on December 18, 1959, and was submitted to the Legislature in February 1960.

A special session of the 1960 Legislature passed the Donahoe Higher Education Act, which included many of the Master Plan recommendations. Governor Edmund G. (Pat) Brown signed the Donahoe Act into law on April 26, 1960. For various reasons, many of the key aspects of the Master Plan were never enacted into law although agreed to by the segments and the state.

The major features of the Master Plan as adopted in 1960 and amended in subsequent legislative and governing board actions are as follows:

- 1) The UC is designated the state's primary academic research institution and is to provide undergraduate, graduate and professional education. UC is given exclusive jurisdiction in public higher education for doctoral degrees (with a few exceptions--see CSU below) and for instruction in law, medicine, dentistry, and veterinary medicine.
- 2) The CSU's primary mission is undergraduate education and graduate education through the master's degree including professional and teacher education. Faculty research is authorized consistent with the primary function of instruction. CSU is authorized to independently award four specific doctoral degrees – the Doctor of Education (Ed.D.) in Educational Leadership and doctoral degrees in Audiology (Au.D.), Physical Therapy (DPT), and Nursing Practice (DNP). Other doctorates can be awarded jointly with UC or an independent institution.
- 3) The California Community Colleges have as their primary mission providing academic and vocational instruction for older and younger students through the first two years of undergraduate education (lower division). In addition to this primary mission, the Community Colleges are authorized to provide remedial instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services.

Access and differentiation of admissions pools. The establishment of the principle of universal access and choice, and differentiation of admissions pools for the segments:

- 1) The UC was to select from among the top one-eighth (12.5%) of the high school graduating class.
- 2) The CSU was to select from among the top one-third (33.3%) of the high school graduating class.
- 3) The community colleges were to admit any student capable of benefiting from instruction.

Access guarantee. Subsequent policy has modified the Master Plan to provide that all California residents in the top one-eighth or top one-third of the statewide high school graduating class who apply on time be offered a place somewhere in the UC or CSU system, respectively, though not necessarily at the campus or in the major of first choice. State law affirms the state's commitment to fund all eligible California residents:

“The University of California and the California State University are expected to plan that adequate spaces are available to accommodate all California resident students who are eligible and likely to apply to attend an appropriate place within the system. The State of California likewise reaffirms its historic commitment to ensure that resources are provided to make this expansion possible, and shall commit resources to ensure that [eligible] students are accommodated in a place within the system” (EC Section 66202.5).

Community college transfer. The transfer function is an essential component of the commitment to access. The UC and CSU are to establish a lower division to upper division ratio of 40:60 in order to provide transfer opportunities into the upper division for community college students. The goal was that UC and CSU would enroll at least one community college transfer student for

each two freshmen enrolled. All eligible CCC transfer students are to be provided a place in the upper division and are to be given priority over freshmen in the admissions process.

Committee comments and amendments. The Governor's 2021-22 Budget Proposal calls for the establishment of a new, stand-alone dual admissions pathway enabling first-time freshman applicants to be considered for guaranteed admission to the UC upon completion of an ADT, or its UC equivalent, at a CCC. In designing a new, stand-alone dual admissions pathway that relies upon a UC ADT equivalent degree, the Administration expects the UC to identify for students: (1) courses that overlap between the existing ADT pathway and its UC equivalent pathway; and, (2) courses that do not overlap between the existing ADT pathway and its UC equivalent pathway.

Additionally, the proposed new stand-alone dual admissions pathway enables first-time freshman applicants to be considered for guaranteed admission to CSU upon completion of an ADT at a CCC.

It is presently unclear if portions of this measure conflict with the Governor's dual admission proposal.

The Committee may wish to determine if this measure is premature; if the Committee decides that the measure is not premature, moving forward, the author may wish to work closely with the Governor's Office and the Department of Finance and other stakeholder groups, as said entities continue to work on the dual admission proposal.

Additionally, as currently drafted, this measure requires that on or before December 31, 2022, the CSU, jointly with the UC, must establish a singular lower division GE pathway that meets the academic requirements necessary for transfer admission into both segments. Then, commencing with the fall term of the 2023-24 academic year, the singular lower division GE pathway established must be the only lower division GE pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to the CSU and UC.

While the established singular lower division GE pathway would become the only lower division GE pathway at the beginning of an academic year, it is not clear as to why the CSU and UC jointly must establish the pathway on or by the middle of an academic year.

Moving forward, the author may wish to require the establishment of the singular lower division GE pathway on or by fall 2023, to coincide with the start of a new academic year. Additionally, the author may wish to extend the start of the established lower division GE pathway as the only lower division GE pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to the CSU and UC, from the fall term of the 2023-24 academic year, to the fall term of the 2024-25 academic year.

Further, as currently drafted, this measure requires that on or before December 31, 2023, where ADTs for major pathways exist, the CCC must automatically place CCC students on those pathways in order to maximize the probability that a CCC student will transfer to a four-year university and earn a degree in their chosen field of study. The measure allows a CCC student to opt-out of the ADT pathway for a terminal local associate degree or a UC equivalent transfer pathway.

It is presently unclear as to why the ADT placement must take place in the middle of an academic year. Additionally, the measure is silent as to how students will know that they have automatically been placed in an ADT pathway and how they will know they have the option to opt-out of the placement. Furthermore, the bill is also silent as to place-bound students who will have limited options with current pathways.

Moving forward, the author may wish to require that commencing on or by the fall 2024-25 academic year, where ADTs for major pathways exist, the CCC must automatically place CCC students on those pathways. Additionally, moving forward, the author may wish to provide specificity in this measure as to how students must be notified of their automatic placement in ADT pathways and how students can opt-out. Furthermore, moving forward, the author may wish to seek the guidance and in-input of academic practitioners in order to ensure the provisions of this measure can be implemented without unintended consequences.

Lastly, as currently drafted, this measure establishes the ADT IIC, which, in part, is comprised of various stakeholders, including some who are appointed by the Governor, the Speaker of the Assembly, and the Senate Committee on Rules; and tasked, in part, to serve as the primary entity charged with the oversight of the ADT in order to strengthen the pathway.

There remains some uncertainty as it relates to the ADT IIC (the bill is silent), on all of the following:

- 1) What entity would convene the ADT ICC;
- 2) How a chair would be selected;
- 3) How vacancies would be filled;
- 4) Specifying whether members are paid;
- 5) Establishing and specifying who staffs/supports; and,
- 6) Funding of the ADT ICC.

Additionally, the bill includes several representatives of the UC system, as well as a representative of the Association of Independent California Colleges and Universities, but the participation of these members cannot be compelled

Moving forward, the author may wish to continue to work with this Committee and other stakeholders in order address all of the following: (1) Designating who convenes the committee; (2) Designating how a committee chair is selected; (3) Setting a procedure to fill vacancies; (4) Specifying whether committee members are paid; (5) Specifying who staffs/supports the committee; and, (6) Providing funding for the committee.

Between the CCC Chancellor's Office and the statewide academic senates of the CCC, CSU, and UC, there are various committees that appear, in part, to have similar objectives to that of the ADT ICC. The ADT IIC appears to in be in conflict with the Intersegmental Curriculum Workgroup (ICW) (comprised of representation from each of the CCC, CSU, and UC Academic Senates) and the Intersegmental Coordinating Committee (ICC).

Committee Staff understands that both the ICW and the ICC have been working together to align TMC with the UC transfer pathways, where feasible, with small pathway changes, and, where not feasible, develop clear explanations for students and the public regarding the potential value of the differing pathways. The first phase of ICW's current work began in 2019-20, and the second phase is in progress.

Moving forward the author may wish to closely examine the role and work of the ICW and the ICC and determine if the ADT IIC, as created in this measure, is duplicative of existing efforts that appear to have similar goals as part of this measure.

Furthermore, the CCC Chancellor's Office, on January 4, 2021, released its Historically Black Colleges and Universities (HBCU) Transfer Agreement Project (which will be funded fiscal year 2021 through 2026).

This Request for Applications (RFA) is a continuation of a one-award grant initially awarded November 2013 to the El Camino Community College District. Labeled as a pilot with a short duration of fourteen months and minimal funding of \$40,000, the primary objective of the pilot was to explore the possibility of formalizing transfer pathway agreements between HBCU institutions and the California community college system, using ADTs as the framework to support the agreements. The pilot represented the CCC system's first attempt beyond the CSU system to forge new partnerships using ADTs as articulation at the degree-level, and representative of lower-division transfer preparation fulfillment in both general education and major preparation. Before ADTs, the CCC system's relationship with HBCUs comprised of individual college efforts using traditional course-to-course articulation methods. The objective, then and now, is to leverage ADTs, versus traditional course-to-course articulation, to simplify the articulation process while also establishing an equitable transfer pathway statewide for all community college students with a specific focus on Black students.

Moving forward, the author may wish to add a representative from an HBCU that is currently participating in the ADT pathway.

Currently, the measure stipulates that the Governor, the Speaker of the Assembly, and the Senate Committee on Rules must each appoint four members of the ADT IIC, as specified. Committee Staff understands that the author's intent is not for each named entity to each appoint four members, but collectively appoint four members.

With that in mind, the Committee recommends, and the author has agreed to accept, the following amendment:

Section 66749.8 (c)(3) - The Governor, the Speaker of the Assembly, and the Senate Committee on Rules shall ~~each~~ appoint four members of the committee as follows...

Comments in support. According to the Campaign for College Opportunity, and other higher education advocates, student leaders, and civil rights organizations, "The Associate Degree for Transfer has proven itself to be a successful and commonly utilized pathway for students in achieving their transfer goals. As of October 2020, over 280,000 CCC students have earned an ADT in over 40 ADT major pathways. These ADT pathways have provided significant financial savings to both students and to the state. With ADT earners accruing an average of six fewer

excess credit units and a course fee of \$46 per unit at the California Community Colleges, the ADT accounted for over \$12 million in savings for students in 2018-2019 alone”

The proponents contend that, “AB 928 strengthens the ADT as the central framework around which the transfer process is structured in service of students by:

1. Establishing an intersegmental implementation committee that will enhance coordination and communication across higher education segments to enable a statewide focus on simplifying transfer in the state.
2. Consolidating the two existing pathways for transfer preparation into a singular education pathway that satisfies the requirements for transfer admission to both the CSU and the UC.
3. Requiring that California Community College students automatically be put onto an ADT pathway where one exists for their intended major to provide an accessible reentry to higher education and easier path to completing a bachelor's degree.”

The proponents state, “California’s students have faced unexpected hurdles on their path to a college education throughout the pandemic and have shown us that their talent and capacity to succeed will not be impeded. We owe it to them to ensure that the transfer system we have in place has the capacity to serve them. As we look forward to California’s economic and public health recovery, the state of transfer, streamlined access to complete a bachelor’s degree, and systematic planning for the success of our students is inextricably linked to the success of our state.”

Comments in opposition. According to the Faculty Association of the California Community Colleges (FACCC), “The existing transfer process would benefit from improvements; however, the changes proposed in this bill are unworkable and were created without stakeholder input. The FACCC contends that, “While we have concerns with many aspects of this bill, the most alarming is the automatic placement of students into ADT programs. Defaulting students into ADT paths overlooks the many students who don’t plan on transferring as well as the students who hope to transfer to a UC campus, private school, out-of-state institution, or wish to complete a community college baccalaureate degree program. Furthermore, while ADTs guarantee a spot at a CSU, they don’t guarantee admission at the local CSU.”

The FACCC states, “We’re also concerned the proposed Intersegmental Implementation Committee would include just one academic senate members from each segment. Faculty and other institutional stakeholders design the actual courses and programs to meet the needs of their students. If an oversight committee is created, it should include better representation of the faculty who actually teach the students.”

Prior legislation. SB 440 (Padilla), Chapter 720, Statutes of 2013, requires, prior to the 2014-15 academic year, a CCC create an ADT in every major that has a TMC. Specifies that once a TMC is approved by faculty, community colleges use it to design an ADT in that particular major.

AB 2302 (Fong), Chapter 427, Statutes of 2010, made changes to existing law regarding transfer admissions to support the transfer pathway proposed by SB 1440 (Padilla) (as described below.

SB 1440 (Padilla), Chapter 428, Statutes of 2010, created the STAR Act, which, in part, created the ADT; a two-year 60-unit associate degrees for transfer that are fully transferable to CSU. These degrees require completion of: (1) a minimum of 18 units in a major or area of emphasis, as determined by each community college; and, (2) an approved set of general education requirements. Students who earn such a degree are automatically eligible to transfer to the CSU system as an upper-division student in a bachelor's degree program and need only complete two additional years (an additional 60 units) of coursework to earn a bachelor's degree.

REGISTERED SUPPORT / OPPOSITION:

Support

Alliance for A Better Community
BLU Educational Foundation
California Association of School Counselors
California Lieutenant Governor, Eleni Kounalakis
Campaign for College Opportunity
Cerritos Community College
Community Equity Collaborative
Council for a Strong America
Fresno Metro Black Chamber of Commerce
InnerCity Struggle
John Burton Advocates for Youth
Kid City Hope Place
Los Angeles United Methodist Urban Foundation
Mexican American Legal Defense and Educational Fund [MALDEF]
Promesa Boyle Heights
Public Advocates
ReadyNation
Southern California College Access Network
Students Making a Change (SMAC)
The Children's Movement of Fresno
The Education Trust - West
uAspire
Unite-LA, Inc.
University of California Student Association
Western Association for College Admission Counseling (WACAC)
Young Invincibles
Youth Action Project

Opposition

Academic Senate for California Community Colleges
Faculty Association of California Community Colleges

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