

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3130-13/FGA  
May 16-17, 2013

**SB 440 (Padilla) *Public Postsecondary Education: Student Transfer Achievement Act, Oppose Unless Amended***

RESOLVED: That the Academic Senate of the California State University (ASCSU) continue to support the goals of SB 1440, including the development of a community college transfer degree to facilitate student transfer (AS-2645-04/AA) and has worked to ensure the legislation's successful implementation (AS-2998-11/AA/APEP, AS-3111-13/APEP/AA); and be it further

RESOLVED: That the ASCSU note that SB 440 (Padilla) Public Postsecondary Education: Student Transfer Achievement Act, through its requirement that any student completing an approved transfer associate degree automatically be eligible for admission (and 60-unit degree completion guarantee) to all options/concentrations within a given academic program in the California State University (CSU), jeopardizes and potentially nullifies the considerable progress made on the implementation of SB 1440 to date by:

- Making it necessary for faculty to revisit all associate degrees for transfer linked to a CSU degree with multiple options/concentrations;
- Potentially reducing the number of degree pathways available by eliminating transfer opportunities for those CSU degrees where an associate degree could not be developed capable of serving all options/concentrations;

In addition, implementation of the changes imposed by the bill would place a significant financial burden on the community colleges and the CSU that would then need to be reimbursed by the state; and be it further,

RESOLVED: That the ASCSU oppose SB 440 at least until language requiring that associate transfer degrees in a given major field be accepted for all options within that CSU major be eliminated from the bill, and be it further

RESOLVED: That this resolution be distributed to the Chancellor and Board of Trustees of the CSU; Senator Padilla, Chairs of the following committees: Senate Appropriation and Budget Committees; Assembly Appropriation and Budget Committees, Senate Education Committee, Assembly Higher Education Committee, Assembly Budget Sub-Committee on Education Finance; and the Legislative Leadership.

*RATIONALE: The intention of the Student Transfer Agreement Reform Act, SB 1440 (Padilla) from September 2010 is facilitate student transfer between*

*California's community colleges and the CSU and the timely completion of the baccalaureate degree for such transfer students. This is to be accomplished through the development of programmatically-based associate transfer degrees by the community colleges that would then be accepted as fulfilling 60 units of the undergraduate degree requirements in related programs within the CSU. The original SB 1440 language contained sufficient flexibility to accommodate the diversity of programs and their requirements but requiring that the transfer degree apply to at least one, but not necessarily all options, or areas of specialization, within a degree program.*

*SB 440, if enacted, would require that any such associate transfer degrees apply to all options within a degree program. Rather than further facilitating SB 1440 implementation, this requirement would likely undermine the considerable progress that has already been made by:*

- *Making it necessary for faculty to revisit all associate degrees for transfer linked to a CSU degree with multiple options/concentrations;*
- *Potentially reducing the number of degree pathways available by eliminating transfer opportunities for those CSU degrees where an associate degree could not be developed capable of serving all options/concentrations;*
- *Increasing SB 1440 implementation costs, given that the changes imposed by the bill would place a significant financial burden on the community colleges and the CSU that would the need be reimbursed by the state;*

*Moreover, it has the potential of reducing the number of transfer degree options should it not prove possible to develop workable transfer degree programs suitable to all options within an area of study.*

*At this point it is not clear that the problem SB 440 is intended to address actually exists in a significant way. The major of the benefits SB 440 would provide to students are already available under the existing SB 1440 implementation process, and as explained in a letter dated May 6, 2013 from ASCSU Chair Diana Guerin to the bill author (attached), a large number of transfer degree pathways have already been developed under the existing process. At best, SB 440 is premature; the Legislative Analyst notes in its May, 2012 progress report on SB 1440 implementation that data from several more admission cycles will be necessary before the effectiveness of the current process can be determined.*

**Approved Unanimously – May 17, 2013**

ACADEMIC SENATE  
of  
THE CALIFORNIA STATE UNIVERSITY

Item 2

AS-2645-04/AA  
March 11-12, 2004

Support for a Systemwide Campus-Specific Transfer Pattern  
by Major Degree Program in the California State University

RESOLVED: That the Academic Senate of the California State University (CSU) request that the CSU Board of Trustees adopt the following policy to provide for a systemwide campus-specific transfer pattern by major degree program:

1. The creation of transfer patterns for each major degree program specifying a common core of at least 45 semester/68 quarter units acceptable at, but not necessarily required by, all campuses of the CSU which offer that major degree program to count as units in the major degree program; the transfer pattern should resemble the academic road map experience of the native student so as not to disadvantage the transfer student.
2. The creation of campus-specific degree transfer patterns for each major degree program specifying the additional transfer units beyond the systemwide transfer program which will be acceptable at the campus to count as units in the major degree program; the transfer pattern should resemble the academic road map experience of the native student so as not to disadvantage the transfer student.
3. That community college students who have fulfilled the systemwide campus-specific transfer pattern will be accorded the highest admission priority among all transfer students at the campus to which they have committed. Students have the option to sign multiple agreements.
4. That community college students accorded the highest admission priority under this transfer pattern must commit to a major degree program and campus no later than at the point of application to the CSU. That community college students electing to fulfill this pattern must complete the coursework within 70 CSU baccalaureate-level units;

and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor, prior to implementation of the proposed transfer pattern, to provide specific

data that document the problem to be solved by the transfer pattern and to estimate the cost of implementation of the pattern; and be it further

RESOLVED: That the Academic Senate CSU urge that the process for implementation of the transfer pattern be developed jointly through direct consultation between the Chancellor and the Academic Senate CSU; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor in consultation with the Academic Senate CSU to assess the impact of the systemwide campus-specific transfer pattern on enrollments, student retention, and time to degree. Such an assessment shall begin no later than three years after implementation; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to recognize and the Legislature to fund the real costs of implementing (estimated at \$2.4 million) this large-scale initiative in the CSU.

*RATIONALE: There is a perceived problem in that both native and transfer CSU students graduate with more credits than are required to complete their degrees, native students with an average of 142 units and transfer students with an average of 141. These students occupy seats that could provide access for new eligible students who now may be denied admission. Initiatives to facilitate native students' progress to degree are being developed or implemented on each CSU campus. Yet a significant issue remains because two-thirds of CSU graduates are transfers from the California Community Colleges (CCC). According to a Chancellor's Office study of 1,952 transcripts of CCC transfer students who graduated from the CSU in 1999, transfer students take an average of 76 semester units after transfer; part of the reason for the high number of units may be to make up for units taken at the CCC that do not count toward the degree. Also, for these students the growing impaction of CSU campuses means that they may not be admitted to the campus of their first, or even second, choice. These students need clear information about what courses to take in both general education and their major, especially those courses that will meet major degree requirements regardless of which CSU campus admits them.*

*The stated goal of both the Academic Senate CSU and the CSU administration is to provide access to the baccalaureate for a greater number of students. Reducing the number of units taken beyond those needed for the degree is made more urgent because of budget reductions. Beginning fall 2005, at least 60 units will be required of CCC students for upper-division transfer, and the*

*CSU, with few exceptions, will no longer accept lower-division transfer students. Transfer students who enter the CSU with 60 or more units applicable to their major degree program will take fewer units beyond those needed for the degree.*

*The transfer pattern must be achieved within existing policies, and, for many major degree programs, especially those that are not high-unit, lower-division preparation programs, the systemwide campus-specific pattern will likely include:*

- 1. Completion of General Education Breadth requirements (39 semester/59 quarter units) or the Intersegmental General Education Transfer Curriculum (37 semester/56 quarter units),*
- 2. Completion of the American Institutions requirement,*
- 3. Completion of a statewide lower-division major preparation pattern,*
- 4. Completion of any campus-specific lower-division major preparation courses, and*
- 5. Completion of elective courses to reach a total of 60 semester or 90 quarter units.*

*The systemwide campus-specific transfer pattern would presumably reduce difficulties in advising for CCC students and counselors. The current between-campus variations in requirements for lower-division major and major prerequisite courses are confusing and complicated. The model would encourage focused purposeful student behavior by offering preferential admission status.*

*Program faculty may agree to more than 45/68 units in the systemwide major degree program core; however, there should be no coercion or expectation to go beyond 45/68 units.*

*This is a complicated program and will take some time for its implementation phase. Furthermore, it will need to be monitored for effectiveness. The CSU will need to track and compare progress-to-degree to see if a substantial number of transfer students, especially those who achieve the highest priority admission status, graduate with fewer units*

**Academic Affairs Committee of the Academic Senate, California State University:  
Q & A on Proposed Transfer Policy [3.7.04]**

**1. Q. What is the problem?**

**A.** Both native and transfer CSU students graduate with more credits than are required to complete their degrees, native students with an average of 141 units and transfer students with an average of 142. These students take up seats that could provide access for new eligible students who now may be denied admission. Initiatives to facilitate native students' progress to degree are being developed or implemented on each CSU campus. Yet a significant issue remains, as *two thirds* of CSU graduates are transfers from the California Community Colleges (CCC). For these students the growing impact of CSU campuses means that they may not be admitted to the campus of their first, or even second, choice. These students need clear information about what courses to take in both general education and their major, especially those courses that will meet major degree requirements regardless of which CSU campus admits them.

**2. Q: What is the goal?**

**A:** The goal of both the statewide academic senate and the CSU administration is to provide access to the baccalaureate for a greater number of students. Reducing the number of units taken beyond those needed for the degree is a necessary strategy given budget reductions. Title 5 now requires at least 60 units for upper-division transfer, and the CSU, with few exceptions will no longer accept lower-division transfer students. Transfer students who enter the CSU with 60+ units *applicable to their degree program* will take fewer units beyond those needed for the degree

**3. Q: If transfer students accrue excess units when they graduate, did the extra units come from students' actions and behaviors at the CCC or CSU?**

**A.** Both (according to reports of the chancellor's office study of thousands of transcripts). Transfer students take an average of 76 units after transfer, but part of the reason for the high number of units is to make up for units taken at the CCC that do not count toward the degree.

**4. Q. What are possible actions the CSU can take in response to the problem of excess units accrued by transfer students?**

**A.** Two possible responses are dual admission or a systemwide core/campus specific pattern of for each major.

**5. Q. Will dual admission address the problem?**

**A.** Dual admission would likely address the problem and may be the preferable solution, but it has been attempted in the past and was not supported by the CCC. The CCC faculty leadership continues to oppose dual admissions. In addition, dual admissions can apply only to students who were CSU-eligible at high school graduation and will not affect the significant number of transfer students who establish their eligibility for transfer based on their work in community college.

**6. Q. What are the components of the systemwide core/campus specific pattern and why is it thought to be workable?**

**A.** The pattern includes:

1. Students must complete 60 units before transfer.
2. Students should declare a major as soon as possible and no later than the point of application to the CSU. This will help to ensure that units students take will count toward their CSU degree and that students receiving financial aid will still be eligible for the aid for the most semesters after transfer.
3. The 60 transferable units may include the required 39 units of lower-division general education and at least 6 units of coursework applicable to the major (which may be prerequisites to the major). For high-unit or high-preparation programs, such as those in business, science, engineering, nursing (and some other programs), students may need to focus more on prerequisites and delay some general education courses until arrival at the CSU campus. For majors without lower-division courses or prerequisites, the pattern of coursework should reflect that required of native students so as not to disadvantage transfer students.

**Academic Affairs Committee of the Academic Senate, California State University:  
Q & A on Proposed Transfer Policy [3.7.04]**

4. Students must commit to a specific CSU campus *and will be given the highest admission priority* in order to take additional units applicable to the degree program at the specific CSU campus.
5. The systemwide core/campus specific approach facilitates transfer through a 45-unit common pattern, by major, of general education and major or major prerequisite courses while retaining flexibility for local campuses to maintain a unique campus identity for their degree programs through the remaining transferable units and, of course, the required upper-division courses in the major degree program.

**7. Q. What would be some of the complications in implementing such a plan?**

**A.** Complications include:

1. The success of any program to facilitate progress to degree depends on effective communication and, especially, timely and accurate advising.
2. The 45/15 pattern does not take into account the relationship among "excess" units, minimum coursework requirements for financial aid, and lack of available courses applicable to the degree program. (The federal government requires that Financial Aid Offices monitor a student's time to degree, GPA, and yearly units completed in determining aid eligibility. Each college or university sets its own requirements within some set federal guidelines. For units to degree, schools are allowed to use 150% of the units required for a degree and must use attempted units (rather than completed units). For example, if a degree takes 200 quarter units to complete, a financial aid student is allowed to take 300 quarter attempted units before losing eligibility for aid. This unit count has to include ALL college work - even units that do not transfer toward the student's degree.)
3. Community colleges may not offer some of the necessary courses.
4. A small number of students may game the system by taking majors with lesser requirements, then changing majors upon arrival at the CSU.
5. Program costs may rise for the CSU with a decline in larger enrollment, lower division general education and prerequisite courses as students take more upper-division courses which are more expensive to staff.
6. The timing of major declaration and transfer application and admission may not allow students to know the final 15 units required for priority admission at a given campus. For early declaration, would majors be affected differentially by a requirement for major declaration by the end of the freshman year? (Students may select majors such as communication, anthropology only after taking a general education course in that area.)
7. How will CSU units taken through self-support rather than state support be counted?
8. Will there be any effect on the use of advanced placement?
9. Will this lead to upper-division CSU courses in the major being designated for CCCs to teach in the lower division with approval of a lower division course "covering" the same material?

**8. Q. To what extent would the systemwide core/campus specific pattern reduce the number of excess units taken at the CCCs by transfer students?**

**A.** The pattern would presumably reduce difficulties in advising for CCC students and counselors caused by campus variation in requirements for lower-division major and major prerequisite courses and would encourage focused, purposeful student behavior by offering preferential admission status.

**9. Q. How will we know if the pattern has made a difference?**

**A.** The CSU will track and compare progress to degree to see if a substantial number of transfer students graduate with fewer units.

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2998-11/AA/APEP (Rev)  
January 20-21, 2011

**Support for Intersegmental Collaboration in the Implementation of SB 1440**

RESOLVED: The Academic Senate of the California State University (ASCSU) commend and support the current intersegmental collaboration with the Academic Senate of the California Community College (ASCCC) in the development, implementation, and oversight of Associate Degrees for Transfer on both the SB1440 Implementation and Oversight Committee as well as the SB1440 Intersegmental Curriculum Academic Senate Work Group; and be it further

RESOLVED: That the ASCSU strongly support intersegmental collaboration whose necessity is highlighted by the fact that the curricular implications of the implementation of SB1440 may have unintended consequences; and be it further

RESOLVED: That the ASCSU further encourage collaborative efforts with members of the University of California Academic Senate in issues related to student transfer and SB 1440; and be it further

RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, the Office of the Chancellor, The Chancellor, Campus Presidents, Campus Senate Chairs, Campus Senate Executive Committees, Campus Provosts/VPAs, Campus Articulation Officers, California Faculty Association, Academic Senate of the University of California, Academic Senate of the California Community Colleges (CCC), California Community Colleges' Board of Governors, University of California Board of Regents, Members of the SB 1440 Implementation, and the Oversight Committee and the California State Student Association.

*RATIONALE: SB 1440, the Student Transfer Achievement Reform Act, has been enacted, and commencing with the fall term of the 2011-12 academic year, a student who earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a California State University (CSU) baccalaureate program when the student meets both of the following requirements:*

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

- a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.*
- b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.*

*Implications of this transfer legislation are broad-based and far-reaching for students and faculty in the CSU. Due to the impact of the legislation on the CSU,*

*it has become very important for members of the CSU as well as members of the CCC to work collaboratively, especially in areas of curricular development and implementation of transfer degrees for students.*

**Approved Unanimously – March 17-18, 2011**

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3111-13/APEP/AA (Rev)  
January 17-18, 2013

**Support for the Course Identification Numbering System (C-ID)**

- RESOLVED: That the Academic Senate of the California State University (ASCSU) applaud and continue to support the inter-segmental collaboration and work in the development of the C-ID system (<http://www.c-id.net/>) ; and be it further
- RESOLVED: That the ASCSU commit to shared governance with the Academic Senate for California Community Colleges (ASCCC) to ensure the continued success of the C-ID partnership; and be it further
- RESOLVED: That the ASCSU work with the ASCCC and the Inter-segmental Committee of Academic Senates (ICAS) to seek the funding necessary to ensure the continued viability of the C-ID partnership; and be it further
- RESOLVED: That the ASCSU distribute this resolution to Governor Jerry Brown, Chancellor Timothy White, University of California President Mark Yudof, California Community College Chancellor Brice Harris, Executive Vice Chancellor Ephraim Smith, and ICAS.

*RATIONALE: C-ID offers a system-wide articulation alternative to campus-to-campus articulation between 23 CSU and 112 California Community College campuses. More specifically, it provides a means by which courses and curricula are approved for inclusion in the transfer AA degrees established under the guidelines contained in SB 1440. It has the potential to increase the ease of transfer, to ensure comparability of courses across colleges, and to provide a system-wide method for ensuring that curricula and courses continue to meet the needs of our students and to facilitate their success after transfer. Without a viable C-ID system, or a replacement, it would be impossible to implement these degrees on community college campuses.*

*As initial funding for the system diminishes and the project matures, it is important that sufficient funding be secured to continue the efforts to develop and maintain articulation, to support the course review process, and to keep course descriptors and curricular patterns up-to-date. It would enhance the system's viability for the ASCSU to become an equal partner with ASCCC in the ongoing functioning of C-ID.*

**Approved Unanimously – March 14-15, 2013**



*Academic Senate CSU*  
 401 Golden Shore, Suite 139  
 Long Beach, CA 90802-4210

[www.calstate.edu/acadsen](http://www.calstate.edu/acadsen)

May 6, 2013

The Honorable Senator Alex Padilla  
 California State Senate  
 State Capitol, Room 4038  
 Sacramento, California 95814-4900

**SB 440: OPPOSE UNLESS AMENDED**

Dear Senator Padilla:

On behalf of the Academic Senate of the California State University (ASCSU), which serves as the official voice of the faculties of the CSU in matters of systemwide concern, I write to report that the ASCSU Executive Committee has voted unanimously to take a formal position of oppose unless amended with regard to SB 440.

Specifically, we are concerned that the amendment on lines 8 through 17 to section 66747 jeopardizes and potentially nullifies the substantial progress made on SB 1440.

line 8 A  
 line 9 *California State University campus shall accept transfer model*  
 line 10 *curriculum-aligned associate degrees for transfer in each of the*  
 line 11 *California State University degree options within a major field.*  
 line 12 *As The California State University shall accept transfer model*  
 line 13 *curriculum-aligned associate degrees for transfer in each of the*  
 line 14 *areas of emphasis listed in subparagraph (C) of paragraph (1) of*  
 line 15 *subdivision (b) of Section 66746.*  
 line 16 (2) *As used in this section, a “degree option” is an area of*  
 line 17 *specialization within a degree program.*

In working to implement SB 1440, the CCC and CSU faculty quickly realized that a one-to-one campus degree pathway between each CCC and each CSU would require thousands of agreements for each degree (112 CCC X 23 CSU = 2,576). To speed this process, the transfer model curriculum (TMC) strategy was devised. This involved the CCC and CSU discipline faculty meeting to identify the foundational building blocks at the CCC for each major at the CSU and getting consensus across the

**CSU Campuses**  
 Bakersfield  
 Channel Islands  
 Chico  
 Dominguez Hills  
 East Bay

Fresno  
 Fullerton  
 Humboldt  
 Long Beach  
 Los Angeles  
 Maritime Academy

Monterey Bay  
 Northridge  
 Pomona  
 Sacramento  
 San Bernardino  
 San Diego

San Francisco  
 San José  
 San Luis Obispo  
 San Marcos  
 Sonoma  
 Stanislaus

systems. Once the TMC for a given discipline was jointly approved, then the CCC faculty would use it to structure the associate degrees for transfer.

One of the foundational agreements made in this process was the “at least one option” agreement. That is, if a proposed TMC (transfer model curricula) would allow students to transfer to the CSU campus in at least one option in a major, then the CSU campus should accept the transfer associate degree as similar. This confers upon the transfer students the benefits of the transfer associate degree (an AA degree, guaranteed CSU admission, priority admission to a local campus, and a path to complete the bachelor’s degree in 60 units).

Should the amendment proposed in SB 440 be implemented, CCC and CSU faculty would have to revisit any associate degree for transfer linked to a CSU degree with an option and ask CSU faculty to reconsider if the associate degree is “similar” for all degree options. If any option could not be completed within 60 units, then the CSU faculty would not be able to declare the transfer degree as “similar,” and any pathways to that degree for a given CSU would no longer be available to transfer students. This will reverse the progress already made in supporting student transfer from CCC to CSU.

If transfer students wish to complete a more specialized degree option after transferring, this can usually be accomplished by taking as few as six extra units before graduating. The few extra units beyond the 60 that may be necessary for a student to complete a specialized option do not seem significant enough to re-start the SB 1440 implementation process.

Please note that substantial and impressive progress has been made since the May 2012 LAO Progress Report.

<b>Indicators of Progress</b>	<b>May 2012</b>	<b>March 2013</b>
Creation of Transfer Model Curricula	18 Majors	24 Majors
CCC Associate Degrees Developed/In Progress for <u>all</u> Majors Similar to CSU Major	15	66
Number of TMCs with 90-100% “Similar” Degrees Approved by CSU	n.a.	13/24
Number of TMCs with 80% or More “Similar” Degrees Approved by CSU	n.a.	19/24 (4 of remaining 5 are new, created in 2012)
Number of Associate Degrees for Transfer In Progress	n.a	1,065
Number of Associate Degrees for Transfer Active	n.a.	592
Number of CCC-to-CSU Transfer Pathways Created	n.a.	12,094

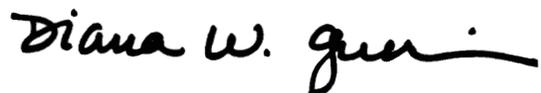
The CCC and CSU Academic Senates continue to work on additional TMCs. CCC faculty are working on developing the ADTs based on the TMCs. In the CSU, a recent change to Title 5 setting the maximum units for BA and BS degrees at 120 semester (180 quarter) units being implemented over the next two years may also increase the degree pathways available. CSU faculty are working on reviewing their degree programs in response to this change.

We respectfully request that the aforementioned amendment be removed from SB 440. Additional curricular intervention at this point in the implementation process can lead to significant reversal of the substantial progress in what has been a successful and productive collaboration between CCC and CSU faculty.

Also related to curricular intervention in SB 440, the CCC and CSU faculty looked at the general AA “areas of emphasis” degrees early in our implementation conversations. These were determined to be too broad to prepare students for transfer under the conditions of SB 1440. Requiring attention to this area will distract CCC and CSU faculty from the work needed to complete the pathways under development. We trust that our CCC colleagues will weigh in on this amendment.

Finally, the ASCSU endorses the amendment regarding “student-centered communication and marketing” to increase the visibility of the associate degree for transfer pathways. The curricular foundation is well underway, and for the goals of SB 1440 to be realized it is essential that students find their way to the appropriate associate degree for transfer as early as possible in their post-secondary career. We note, however, that requiring radio advertisements would place a financial burden on the campuses; we respectfully request that radio advertising be noted as “contingent on funding” or deleted as a requirement.

Sincerely,



Diana Guerin, ASCSU Chair

CC:

Chancellor Timothy White  
Ephraim Smith, Executive Vice Chancellor, Academic Affairs  
Academic Senate of the California State University  
Campus Senate Chairs  
Office of Advocacy and State Relations, California State University  
Lillian Taiz, California Faculty Association  
Meredith Vivian, California State Student Association  
Intersegmental Committee of Academic Senates  
Michelle Pilati, President, Academic Senate, CCC