

# ADTs at Year 10

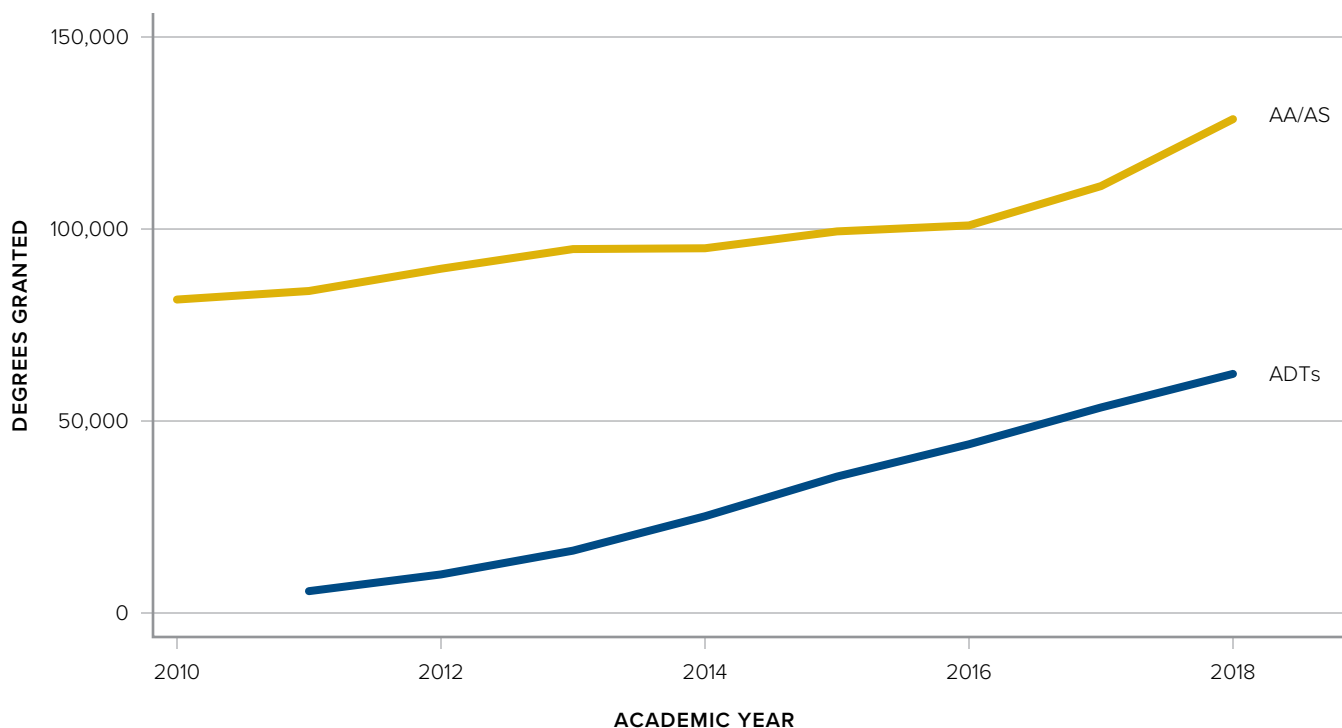
Ten years after California established the Associate Degree for Transfer (ADT), this new pathway between community colleges and four-year universities has grown significantly – both in the number of students earning ADTs and the number of campuses offering them. The ADT framework gives thousands of students annually a more seamless and predictable pathway to a four-year degree. Our analysis, drawn from a more detailed [report](#) and summarized in the graphics below, identifies positive gains for students in both opportunity and efficiency.

## WHAT IS AN ADT?

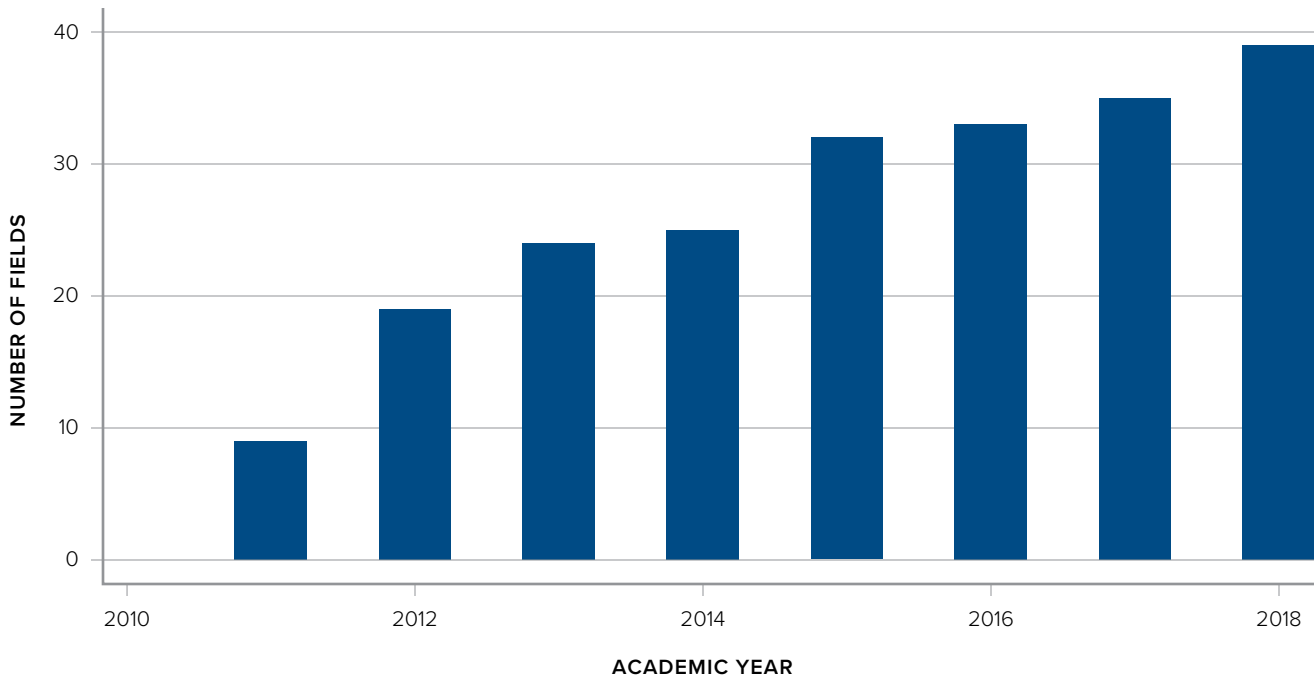
An ADT is a type of community college associate degree that guarantees the holder admission to a California State University with junior standing. An ADT is earned by completing 60 semester units of CSU-required general education courses and the specified lower division courses required for a chosen major. ADT holders cannot be required to repeat courses at the CSU that are similar to those they have already completed in earning an ADT at a CCC.

## Significant Expansion

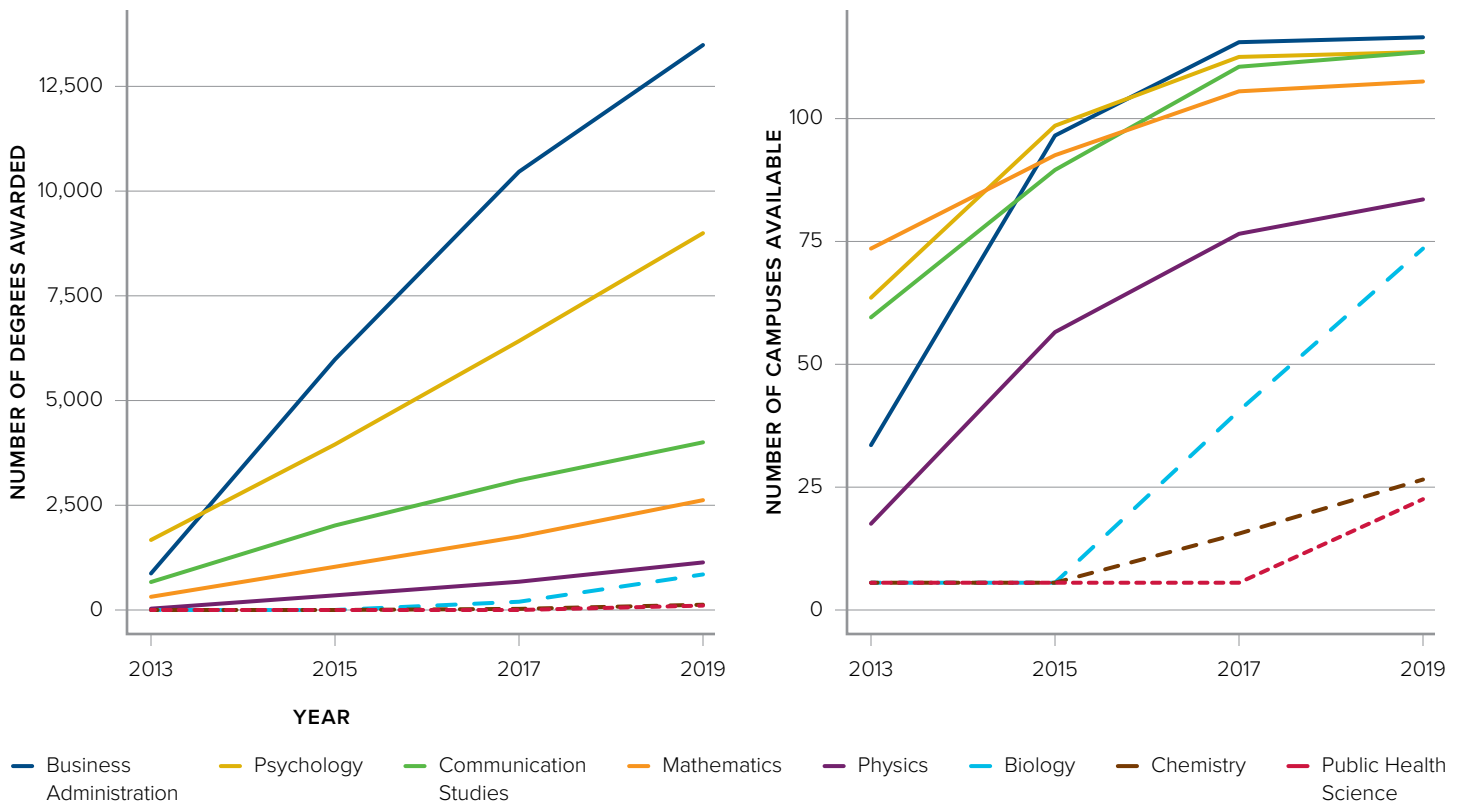
In the years since California established ADTs, the number of these new degrees earned grew both overall – from 800 to 60,000 granted – and across all student subgroups.



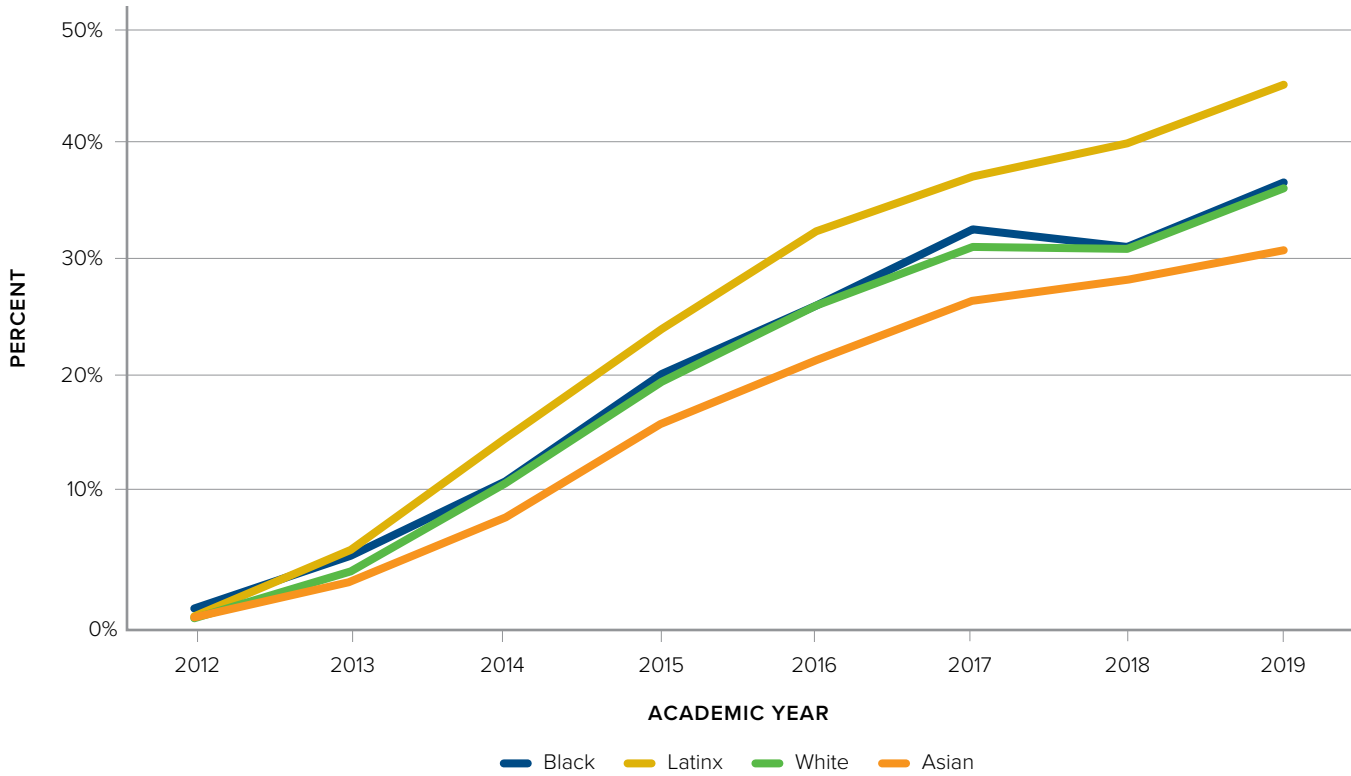
Since ADTs were established, the number of majors, or fields of study, offered within the new degree grew fourfold from nine to nearly 40 statewide.



Some ADT majors took off more quickly than others, with slower growth most notable in STEM fields. While availability of a variety of ADT majors has increased, not all ADT majors are available at all community college campuses.

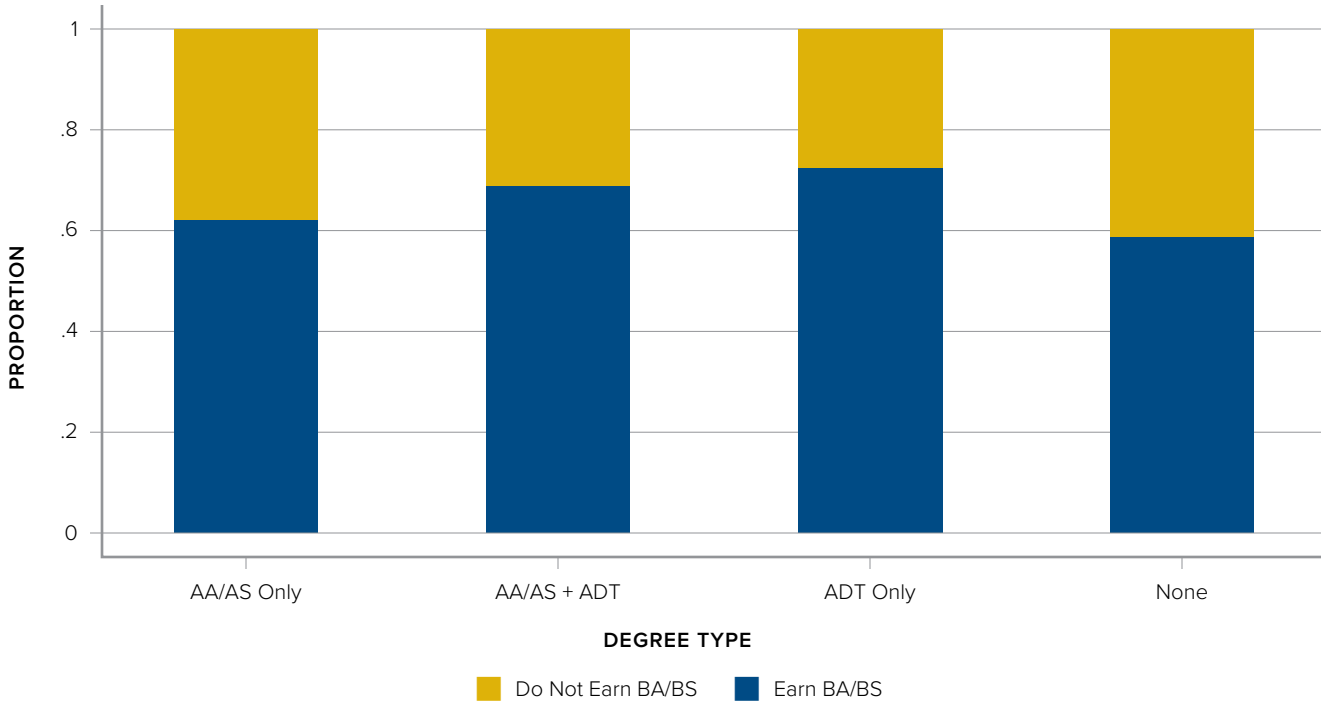


For ADT earners transferring from CCCs to the CSU, the past decade has seen growth across all racial/ethnic subgroups, with several differences worth noting: Latinx students are much more likely to transfer to a CSU with an ADT than other racial/ethnic groups, particularly Asian students, who have the lowest rate of ADT receipt among CSU transfers despite having the highest overall community college transfer rate.

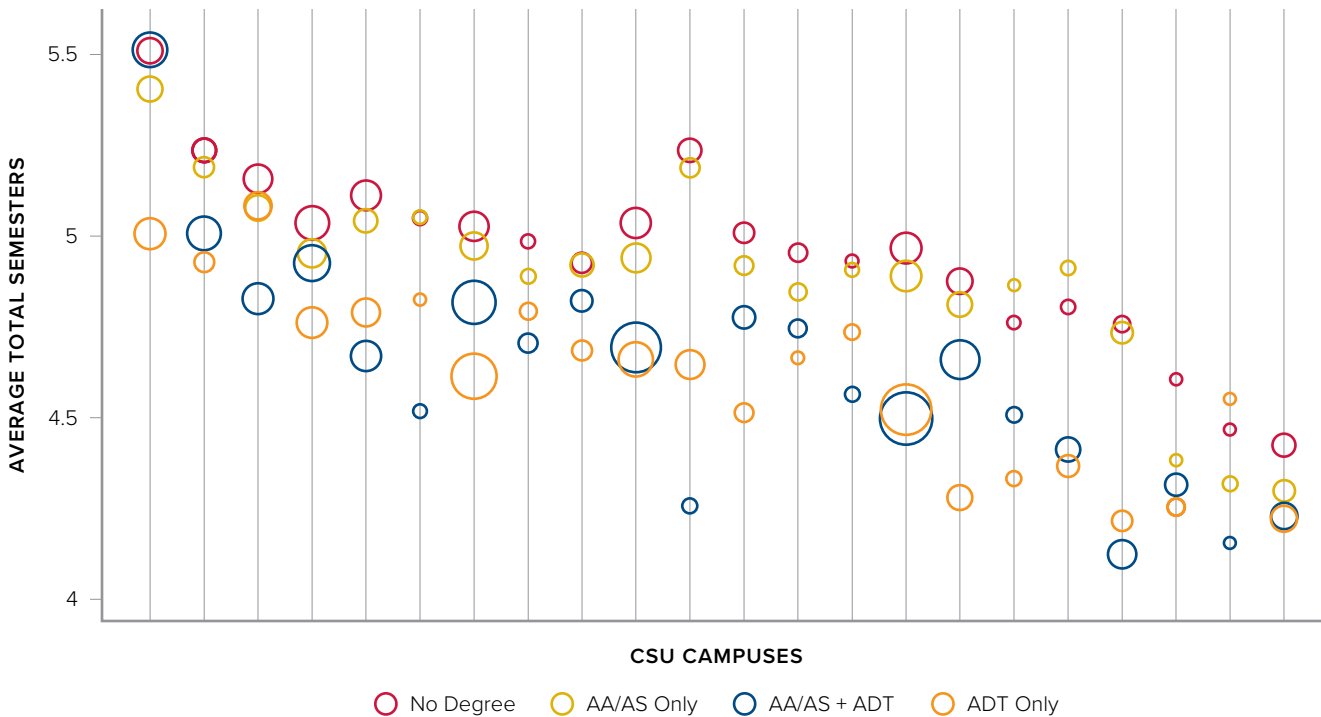


## Greater Efficiency

Within three years of transfer to CSU, ADT earners achieve a BA/BS degree at a higher rate (70%) than AA/AS earners (62%) or those who transferred with no degree (59%).

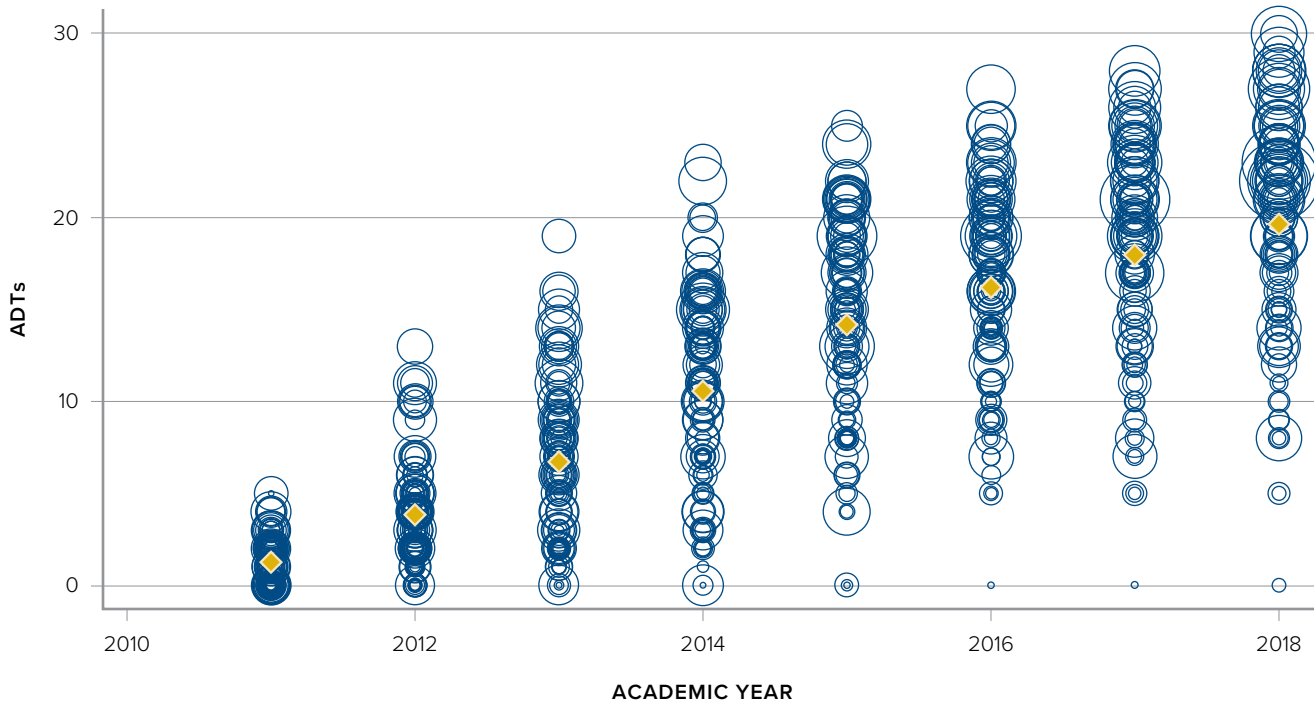


ADT earners spend fewer terms at CSU – an average of 4.5 semesters compared to those with AA/AS degrees (4.9 semesters) and those who transfer with no degree (5 semesters).



## Inequity of opportunity

Access to the ADT remains uneven by campus and by field of study, and many students face limited offerings and opportunity depending on the community college campus they attend.



○ Each Circle Represents One CCC; Circles Sized by Total Associates Granted    ◆ Represents Average Number of ADTs Offered

Community colleges that offer fewer ADTs have larger Black and Asian populations than the statewide CCC population; campuses that offer more ADTs have larger Latinx populations. These differences have important implications for which students can earn ADTs.

STUDENT CHARACTERISTICS	ALL CCCs	CCCs OFFERING <15 ADTs	CCCs OFFERING >25 ADTs
Female	54.44%	53.93%	53.70%
African-American/Black	<b>6.06%</b>	<b>9.76%</b>	<b>3.91%</b>
American Indian/Alaskan Native	0.46%	0.49%	0.71%
Asian	<b>11.61%</b>	<b>14.81%</b>	<b>9.51%</b>
Filipino	3.01%	2.63%	2.17%
Latinx	<b>47.85%</b>	<b>44.45%</b>	<b>52.17%</b>
Multi-Ethnicity	4.15%	4.29%	3.77%
Pacific Islander	0.41%	0.46%	0.34%
White Non-Hispanic	26.45%	23.12%	27.42%
California College Promise Grant (CCPG)	48%	49.77%	48.56%
Number of Campuses	114	24	17

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**As with any reform, there is room to improve opportunity for students through ADTs, including:**

**1** **Increasing** student awareness of the benefits. Many students with ADTs don't indicate they have earned them upon applying to CSU, potentially foregoing some efficiency advantages.

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**2** **Attending** to inequities, both by campus and subject matter, so that more students have broader opportunity to earn ADTs in their region.

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**3** **Growing** the number of subject offerings in areas, such as STEM, where opportunity growth and CCC-CSU coordination has been slower.

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**4** **Expanding** ADTs to the University of California and private universities.

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**5** **Establishing** an integrated higher education data structure for a more comprehensive understanding of transfer pathways.

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The analysis presented here is drawn from *Improving the Pathway to the BA: An Examination of the Associate Degree for Transfer* ([link](#)), a report by Rachel Baker, Assistant Professor at the University of California, Irvine, Michal Kurlaender, Professor and Chair of Education at the University of California, Davis, and Elizabeth Friedmann, Postdoctoral Fellow at the California Education Lab at UC Davis. The authors thank College Futures Foundation for commissioning this research; Oliver Hannaoui for research assistance; and the California Community Colleges and California State University Chancellor's Office for data access. The opinions expressed are those of the individual researchers and do not represent the views of any funders, advisors, or public agencies providing data.

To view the full report, please go to: [education.ucdavis.edu/ADT](https://education.ucdavis.edu/ADT)

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