



UNIVERSITY
OF
CALIFORNIA

Preparing California For Its Future

Enhancing Community College
Student Transfer to UC

President's Transfer Action Team

2014

“Many California students begin their higher education journey at a community college, yet yearn for the opportunity to earn a four-year degree. We must continue to support the access and success of the diversity of the California community college population.”

Janet Napolitano (2014)



a very powerful thing is

Have a nice day!



Transfer Action Team Report May 2014

TABLE OF CONTENTS

Executive Summary.....	6
I. Preface	9
II. Summary of Findings and Recommendations	12
III. Findings and Recommendations.....	15
IV. Ideas Meriting Additional Study.....	43
V. Proposed Implementation Timeline.....	44
VI. Afterword.....	45
Appendices.....	49
The Transfer Action Team	53
References.....	54
Endnotes.....	57

Executive Summary

President Napolitano convened the Transfer Action Team in December 2013 to recommend strategies to strengthen and streamline the transfer pathway between the California Community Colleges (CCC) and the University of California. California has invested heavily in a community college system as a way of making the bachelor's degree accessible to a broad range of Californians. Transfer students who enroll at UC repeatedly demonstrate their ability to succeed, posting high graduation rates comparable to freshmen who began college at a UC campus. Despite these achievements, the transfer process can be challenging, sometimes preventing otherwise promising students from meeting their goal of earning a four-year degree.

This report—the product of consultation with students, staff and faculty, as well as external constituencies such as the California Community Colleges and California State University—presents a series of recommendations designed to streamline and strengthen the transfer process for students, as well as broaden the range of students who transfer to UC.

The Team's key recommendations are:

- 1) **Enhance UC's message to prospective transfer students that they can afford and thrive at UC and create resources that invite and help prepare them for transfer, especially underserved students.**
 - Design messages specific to prospective CCC transfers that amplify UC's ongoing commitment to this constituency.
 - Develop a database of prospective transfer applicants within California with the capability to identify, track and assist students on their path toward and through the higher education system.
 - Develop a student-focused portal for counselors and prospective students that combines academic planning, application and financial aid tools.
 - Create an enhanced set of online and mobile tools to support the student transition and orientation process.
- 2) **Increase UC's presence at every CCC campus.**
 - Create mechanisms that ensure that UC reaches out to every CCC, by increasing existing academic preparation efforts and providing more training for CCC faculty and staff.
 - Develop a CCC-UC Pipeline Initiative, an intersegmental partnership between UC campuses and 30 CCC campuses with relatively low numbers of transfers to UC.

3) Streamline and strengthen the UC transfer preparation process.

- Build on the prior work of the Academic Senate to create new or align existing systemwide pre-major pathways with corresponding Associate Degrees for Transfer and Transfer Model Curricula, where possible.
- Promote consistency across the system in how individual community college courses articulate to similar UC campus course requirements.
- Strengthen the comprehensive review process for CCC transfer applicants.
- Adopt the use of the Course Identification Numbering System (C-ID) for systemwide and campus articulation, where appropriate.

4) Create a “Transfer Success Kit” by conducting an inventory of campus transfer services, identifying areas of need and developing a systematic approach to help welcome students to UC. This should include:

- Guaranteed on-campus housing for transfer students.
- Transfer centers, services, or online resource hubs.
- Peer-to-peer mentoring and advising programs.
- Summer residential or non-residential programs for admitted students.
- Enhanced orientation or online student success courses.
- A transfer credit evaluation for every CCC transfer applicant who submits a Statement of Intent to Register (SIR).

5) Commit UC to working with CCC and CSU to jointly engage in statewide strategic planning to improve the transfer pathway, present a united voice for higher education in Sacramento and with the California public, and increase the capacity of the segments to accommodate students.

- Launch a “Presidential Conversations” tour to CCCs to raise awareness about transfer to UC and engage California higher education leaders in discussions concerning statewide transfer capacity.
- Recommit UC to enrolling at least 33 percent transfers systemwide and by campus.
- Create an Intersegmental Enrollment Management Team to study long-term enrollment trends and needs.
- Host an annual Intersegmental Transfer Summit.



I. Preface

President Napolitano, in her Nov. 13, 2013, remarks to The Regents, said that the University must “reexamine how we interact with community college transfers.”¹ Citing statistics revealing that three-quarters of UC’s transfer students come from about one-third of the state’s community colleges and lamenting that the diversity of this population could be richer to the benefit of the University and the State, the President announced her intention to convene a UC “transfer action team” to address “not just the need, but also the steps needed to streamline the flow of community college students who transfer into the University of California.”²

This report and its recommendations are the work of the President’s Transfer Action Team, which was co-chaired by a member of UC’s Academic Senate, Professor George Johnson of UC Berkeley, and the Universitywide Vice President of Student Affairs, Judy Sakaki (see Appendix 1 for the Team’s official charge). The Action Team was first convened on Dec. 18, 2013, and met five times over the ensuing 12 weeks. During the course of its deliberations, the Team consulted with a variety of UC constituencies, including the President, Provost and relevant Academic Senate committees. It also sought the counsel of external partners, such as the California Community Colleges (CCC) and the California State University (CSU). In addition, the Team convened a panel of CCC transfer students representing all UC campuses. The students met with President Napolitano and the Team, offering important insights regarding the challenges faced by students. The product of this effort—as presented in this report—delineates both findings and recommendations designed to address the needs of California Community College students preparing for and transferring to a UC campus.

Background and Context

UC’s commitment to transfer stems from the California Master Plan for Higher Education.³ The Master Plan delineates a set of responsibilities for each of California’s higher education segments, and also explicitly identifies transfer between the CCCs and UC/CSU as a key goal of California’s higher education system. California has invested heavily in a community college system as a way of making the bachelor’s degree accessible to a broad range of Californians and as a means of supplying a statewide economy increasingly dependent upon a well-educated citizenry.

While UC’s focus on transfer follows naturally from the California experience, it is unique nationally. For example, while most selective research institutions admit relatively few transfer students from community colleges, nearly one-third of the students entering UC in any given fall term started at a California two-year institution.⁴ In addition, UC’s status as a selective research institution means that its standards of admissions are rigorous, emphasizing pre-major preparation as a critical prerequisite for transfer student success in upper-division courses (junior level and above). Transfer students who enter UC must be prepared to compete on an even par with students who entered UC as freshmen. Despite UC’s demanding admissions standards, CCC transfers perform as well as UC freshmen, attesting to the quality of academic preparation they received at a CCC (transfer student academic performance is discussed in greater detail in Finding 3).⁵

As the Team examined ways in which the transfer process could be streamlined and strengthened, while further improving student success, members were cognizant that the transfer process does not happen independently of freshman recruitment, admission and enrollment. Sensitive to the balance that defines UC’s unique undergraduate mix, the Team understood that the demands placed on campuses to create classes composed of freshmen and CCC transfers necessitate a complex enrollment management structure. While this

report unapologetically advocates for strengthening and streamlining the transfer pathway, the Team recognizes that UC must balance freshman and transfer enrollment, and that serving both student constituencies well is the most effective way to serve California’s postsecondary education needs.

Guiding Questions

In fulfilling its charge, the Transfer Action Team’s deliberations focused on the following questions:

- Why have CCC transfer applications from California residents declined in recent years? Does this signal a permanent shift away from our longstanding pattern of growth, or will this be transitory? Are reduced applications a result of waning interest on the part of students, inadvertent roadblocks in the transfer pathway, or fears about the cost of a UC education? Are there external factors, such as the budgetary environment at the CCCs that are causing this decline?
- In what ways can UC continue to enhance the diversity of its CCC transfer applicants, admitted students, and enrollees?
- How can the preparation for, admission to, and matriculation of CCC students to UC be streamlined and strengthened? How can we communicate more effectively with prospective transfer applicants?
- How can the University build on the already strong record of academic success of transfer students? How can UC simplify the transfer process while continuing to emphasize the strong academic preparation that students need to succeed at UC?
- In light of both Master Plan obligations and the current demographic and budgetary environment, how should the University plan for future transfer enrollment? What are the University’s—and individual campuses’—responsibilities for ensuring that the transfer path is successful for CCC students?

Fact-Finding and Methodology

The Team analyzed these questions through the lens of four subcommittees that focused on fundamental components of the transfer process. Each subcommittee consulted with internal and external constituencies, including students, faculty, and systemwide and campus senior leadership. As a starting point for its fact-finding efforts, each subcommittee raised a number of questions as a device to frame the resulting discussions:

- **Outreach and Preparation:** How available is UC to CCC students? What kinds of advice, academic preparation and assistance do prospective transfer students receive from the CCCs and UC campuses? How easy is it for CCC students to navigate UC’s online and other informational materials?
- **Transfer Admission, Diversity and Articulation:** Can we make the transfer planning process easier to navigate? How transparent are UC’s admissions requirements? How easy is it to apply to UC? In what ways can the institution attract greater numbers of underrepresented students?
- **Student Transitions and Orientation:** What services are available for newly admitted transfer students, both in the summer and in the fall? Do they have appropriate housing options and adequate student affairs assistance? Are UC’s “wrap-around” services sufficient, especially in light of what campuses provide to new freshmen?
- **Enrollment Growth and Impact:** What is the University’s enrollment management strategy for CCC transfer students? Should the institution continue to use Master Plan obligations as the standard of commitment? Should the University have a deeper conversation about what this standard means for overall undergraduate enrollment and degree production, including UC’s responsibilities to potential CCC transfers whose official residence is outside of California?

Anticipated Outcomes

In the best of all higher education worlds, what does a “streamlined and strengthened” transfer process look like for a selective multi-campus system with a common application? What are its defining characteristics? Members delineated three process outcomes and two student outcomes as markers of success for this presidential initiative.

In seeking a more streamlined transfer process, the Transfer Action Team agrees that UC should strive for greater **simplicity** in the transfer process, building on structures already in place, such as the Intersegmental General Education Transfer Curriculum (IGETC) and the UC Transfer Preparation Paths. Acknowledging that transferring within the middle of one’s undergraduate career is inherently complex for many students, the Team stresses that whatever hurdles prospective applicants face in preparing for transfer should be intellectual rather than administrative. Second, the transfer process must work towards greater **transparency**. In a system stressing intellectual engagement and extensive preparation for transfer, the Team believes that the institution must provide clearly defined and articulated pathways that delineate a road map for student transfer and completion of the baccalaureate degree. Finally, whatever solutions are adopted to achieve the goals articulated in this report should be **sustainable**, not one-time activities that may not help prospective transfer students over the long term.

In addition to these three process outcomes, the Team defined two student outcomes. The first is greater **student diversity**. Here, the Team focuses on increasing enrollment from CCC campuses that send few students to UC as well as on students from groups traditionally underrepresented in higher education, including low-income, first-generation and underrepresented minority students.⁶ The second outcome is improved **academic completion and success**. The Team is mindful that student access to UC is not enough; that timely degree completion for all students is the ultimate goal. The Team recognizes

that UC already has transfer graduation rates that are among the highest in the nation. The focus must be on continued improvement in this key outcome.

II. Summary of Findings and Recommendations

The Transfer Action Team’s findings and recommendations address five areas, each a key component to a streamlined and enhanced UC transfer process:

1) Transfer Demand—Declines in Applications May Mask Growing Student Interest in UC

UC has seen three straight years of declining applications from California resident transfer applicants. This section addresses the reasons for these declines, and outlines why and how UC should prepare for future increases through the creation of enhanced communications and electronic outreach strategies that emphasize messages of encouragement and CCC transfer academic planning.

2) Transfer Diversity—UC Draws Most Transfers From Relatively Few CCCs

UC must continue to tap the broad diversity of the CCCs. This section outlines the ways in which UC can implement new strategies that expand UC’s geographic reach while intensifying partnerships with counselors and disciplinary faculty at the CCCs who influence the transfer-going decisions of students in far greater numbers than UC alone.

3) Transfer Transparency—Current Efforts to Streamline Transfer Pathways Are Essential but Should Be Expanded

Strong academic preparation is vital for the success of transfer students, as is the delineation of specific curricular pathways that prepare students for the upper division. In this section, strategies are proposed to build on already successful efforts to streamline and strengthen transfer curricula and help students succeed at UC.

4) Transfer Receptivity—Campus Efforts to Create Transfer-Affirming Cultures Are Notable, but Additional Efforts Are Needed

UC’s services to transitioning transfer students are among the best in the nation, but often fall short in comparison with services offered to freshmen. This section describes ways of welcoming transfer

students to promote student engagement, belonging and success at every UC campus.

5) Transfer Commitment—The Future of the Transfer Function Is Dependent on a Recommitment to the Values of the California Master Plan

UC’s ability to meet its Master Plan obligations, as well as the future vibrancy of the transfer function, is dependent on the willingness of the state to support greater transfer capacity at its public institutions. This section addresses ways in which this important conversation can be advanced among the three segments of higher education and the state.

Figure 1: Summary of Findings and Recommendations

Findings	Recommendations
<p>1) Transfer Demand—Declines in Applications May Mask Growing Student Interest in UC</p>	<p>1) Enhance UC’s Message: Create Additional Communications and Resources That Encourage and Help Prepare Students for Transfer</p>
<p>2) Transfer Diversity—UC Draws Most Transfers From Relatively Few CCCs</p>	<p>2) Increase UC’s Presence at Every CCC Campus</p>
<p>3) Transfer Transparency—Current Efforts to Streamline Transfer Pathways Are Essential but Should Be Expanded</p>	<p>3) Organize for Academic Success: Streamline and Strengthen the UC Transfer Preparation Process to Ensure Student Completion</p>
<p>4) Transfer Receptivity—Campus Efforts to Create Transfer-Affirming Cultures Are Notable, but Additional Efforts Are Needed</p>	<p>4) Welcome Students to Our Campuses With the “Transfer Success Kit”</p>
<p>5) Transfer Commitment—The Future of the Transfer Function Is Dependent on a Recommitment to the Values of the California Master Plan</p>	<p>5) Strengthen Partnerships to Sustain Statewide Transfer for the Long-Term</p>



III. Findings and Recommendations

Finding 1: Transfer Demand—Declines in Applications May Mask Growing Student Interest in UC

Central Findings:

- Recent declines in the number of California resident transfer applicants to the University have raised concerns about the attractiveness of the institution to California residents attending a CCC.
- Although many factors—including UC tuition increases—may contribute to the decline in applications, recent cuts to course offerings and student advising services at the CCCs are found to be a primary reason for this downturn.
- Anticipated increases in state support for community college enrollment growth and student services suggest that demand for a UC education likely will rebound in the next several years.

Major Recommendations:

In preparing for the anticipated increase in demand, and to help CCC students plan well for a competitive admissions process, UC should:

- Enhance its outreach to prospective students by creating new messages that invite and help prepare them for transfer to UC, especially students who might not otherwise consider earning a UC degree.
- Develop a database that identifies prospective transfer applicants and can be used to reach them in a sustained and strategic way.
- Upgrade current tools (ASSIST, TAP) and develop new resources (e.g., mobile apps) to reach students and help them prepare for transfer to UC.

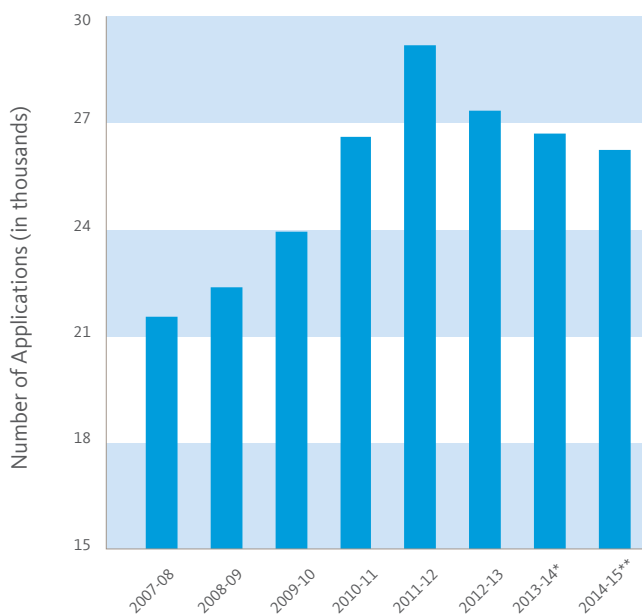
Since 2011–12, the number of CCC applications from California residents has declined by nearly 9 percent. After a period of sizable growth from 2007 to 2011 (and steady growth from 1997 to 2006), UC experienced a significant drop in transfer applications from California residents in 2012, with a modest drop in 2013 (see next page). Fall 2014 data indicate another decline in applications from California residents.

These declines among California resident transfer applicants are troubling. Although the UC brand is strong nationally and internationally, application counts are a tangible measure of student demand and have a significant impact on the overall strength of any institution, public or private. Moreover, while transfer applications from resident Californians have declined in recent years, the number of applications from California resident freshmen has increased every year for the past decade.

The Team deliberated on possible causes for the decline in applications from California residents. Some members suggested that it may represent sustained and decreasing interest on the part of community college students. Others offered that UC's need to raise tuition in the recent past has priced the institution out of the marketplace insofar as community college students are concerned. Still others raised the point that the complexity of the admissions process is simply too onerous and that prospective applicants are attracted to the admission guarantees inherent in recent legislation mandating Associate Degrees for Transfer between CCCs and CSU campuses.

Assessing statewide interest in UC is complicated further by the fact that although the number of California resident applicants has dipped, the number of nonresident transfer applicants has increased in recent years (as it has for freshmen). Since 2011, international transfer applicants to UC have increased more than 11 percent. Part of this is due to long-standing efforts of some CCCs to recruit students from abroad to enroll at their institutions. These students are attracted by the broad range of sub-

Chart 1: University Of California Applications from CA Resident California Community College Transfers, Full-Year Counts



Sources: UC Corporate Student System and UC Undergraduate Admissions.

* 2013–14 data are for fall term only.

** Data for 2014–15 are preliminary and come directly from application counts, rather than the UC Corporate System cited for all other years. Final data are likely to show very marginal differences.

baccalaureate credentials that these institutions offer as well as the possibility of transfer to one of the state’s well regarded public and private four-year institutions, such as UC. Acknowledging that increased enrollment of nonresident students serves many important purposes for UC and the CCCs—including the benefits that students from different backgrounds and perspectives bring to the classroom—the Transfer Action Team nonetheless believes that UC should continue to prioritize state residents and that efforts to streamline transfer should focus on encouraging more California resident students to enter UC via the transfer pathway.⁷

After consulting with CCC and CSU colleagues, the Team concluded that the sustained drop in transfer applications to UC is most likely due to the cumulative effects of state budget cuts that only recently have become evident given the lag in time before prospective applicants are prepared to transfer.⁸ The CCCs, like UC, were hit hard by the economic downturn, resulting in budget cuts of \$1.5 billion and the loss of more than 500,000 students.⁹ Reduced enrollment, limited availability of courses needed for transfer, and insufficiently supported advising services probably combined to undercut both the number of students aiming to transfer and their progress toward becoming transfer-eligible. CSU experienced similar effects, though with more volatility. In 2012, CSU saw a 20 percent decrease in the number of transfer applications they received from CCC students.¹⁰ Further, CSU enrollment restrictions may have inflated UC application rates from transfer students in 2010 and 2011 (which saw 20 percent and 10 percent increases, respectively), exaggerating the apparent rate of decline in applications to UC in 2012.¹¹

Fortunately, the CCC system appears to be rebounding, and Gov. Brown’s 2014–15 proposed budget calls for healthy increases in CCC funding for enrollment as well as more course offerings and expanded support services. In addition, the *CCC Student Success Initiative* has reemphasized the centrality of transfer to the community college mission, and California Community Colleges have instituted a wide range of measures—from recalibrated

student enrollment priorities to more precise diagnostic assessments—designed to better advance students along the transfer path.¹²

With the anticipation of more students preparing for transfer at the community colleges, UC needs to work collaboratively with the CCC system to estimate and plan for increased demand and to strengthen its efforts to identify and encourage students to prepare for transfer to the University. This will involve enhancing the message and tools aimed at supporting the efforts of these students.

Recommendation 1: Enhance UC’s Message: Create Additional Communications and Resources That Encourage and Help Prepare Students for Transfer

The data suggest that the drop in transfer applications from California residents may be the ultimate result of a state emerging from the most recent recession. As a lagging indicator, the Team believes that fewer applications during the past three years masks growing demand on CCC campuses—demand that UC should begin to plan for immediately. Moreover, as will be discussed in the next section, most students who enroll at UC come from relatively few CCCs in the state, an outcome that undermines UC’s mission to address the broad diversity of the state’s citizenry. Therefore, the recommendations provided below are designed not only to help students prepare well for competitive admissions to many UC campuses and majors, but also to reach students who might not otherwise consider attending a UC campus.

To address the decline in UC transfer applications, while anticipating potential demand in the future, the University’s commitment to CCC students should be made more visible through the use of traditional and emerging technologies that:

- Amplify UC’s current messaging to prospective students, especially to students from underserved groups, encouraging them to prepare for and apply to UC;
- Better identify and track prospective CCC applicants who may be good candidates for a UC degree; and
- Reach out to students at strategic points both in high school and during their community college careers, helping them to prepare for transfer to UC from the first day they enter a community college.¹³

UC Tools for Transfer

UC TAP (Transfer Admission Planner) allows students to create their own accounts, build their academic histories, and populate a UC application for admission or a Transfer Admission Guarantee. UC campus outreach and recruitment staff use TAP to push messages to students, reminding them about deadlines and offering counseling.

ASSIST (www.assist.org) is a Web-based resource that shows students how the courses they complete at a community college will transfer to a UC or CSU campus. These data are the backbone for UC TAP and represent official articulation agreements between public institutions in California.

TAG (Transfer Admission Guarantee) provides guaranteed admission for students to their top choice campus if they meet specified conditions in their contract (All campuses participate except UCLA, Berkeley and San Diego). Students use the UC TAP tool to apply for a TAG.

In light of advantages in online technologies that convey enormous amounts of information to individuals on a real-time basis, the Team believes that the time is right for UC to develop electronic tools that provide students with the information they need—when they need it—so that they can prepare effectively for transfer to a UC campus. This will include the enhancement of transfer tools UC has already invested in, such as the Transfer Admission Planner (TAP) and ASSIST (see sidebar on previous page), which currently are undergoing revision and expansion. These tools, along with new electronic resources, should be linked to emerging communications technologies—mobile apps, for example—that make information more accessible to prospective students. These new tools also offer UC the opportunity to integrate its work with those of other higher education institutions—particularly CCC and CSU—providing a much more powerful user experience. This integration offers the possibility to better identify and track potential students, offering them the information they need to transfer successfully to UC. Finally, UC should link prospective applicants to external websites with relevant information for students, as well as increase its activity on sites that students already frequent for college information.

Thus, as identified by students interviewed for this project who recommended that prospective applicants not only need access to transfer information, but also stronger organization and online delivery of that information, UC should:

- A. Design messages specific to prospective CCC transfers that amplify UC's ongoing commitment to this constituency. Messages should emphasize four main themes (see Figure 2, next page):**
- 1) UC is popular—Transfer students are an essential part of the undergraduate student body and nearly one-third of all new UC students begin at a CCC;
 - 2) UC is affordable—Significant financial aid is available so that qualified California resident students need not see price as a fundamental barrier to obtaining a UC degree;
 - 3) UC is achievable—Students who work hard, plan early and well, and avail themselves of UC's planning tools and resources stand the best chance of being admitted to a campus; and
 - 4) UC is rewarding—Transfer students historically have performed extremely well at UC and graduate at rates comparable to students who began UC as freshmen.
- B. Develop a database of prospective transfer applicants within California with the capability to identify, track and assist students on their path toward and through the higher education system:**
- 1) Employ this database to expand targeted and strategic messaging to prospective applicants, encouraging and assisting them to prepare for UC via the transfer pathway.
 - 2) Follow students participating in UC academic preparation programs during high school through their time at the community colleges, encouraging them along the way to prepare for successful transfer.
- C. Develop a student-focused portal for counselors and prospective students and their families that combines academic planning, application and financial aid tools:**
- 1) Enhance the development of existing tools, such as ASSIST and TAP, which increase transparency and facilitate student decision-making regarding coursework and financial aid. These tools should provide a clear and consistent display of admissions and degree requirements.
 - 2) Develop strategies that allow new electronic tools to interface with student resource planners under development at CCC and the CSU.
- D. Create an enhanced set of online and mobile tools to support the student transition and orientation process to facilitate the transition to UC and enhance the effectiveness of resources identified in the "Transfer Success Kit" (see Recommendation 4).**

Figure 2: Sample Transfer Student Messaging Themes

Transfer to UC is Popular	Transfer to UC is Affordable	Transfer to UC is Achievable	Transfer to UC is Rewarding
<ul style="list-style-type: none"> Nearly one-third of new CA students are CCC transfers. UC welcomes CCC transfer students. CCC transfer students receive priority in the admissions process. 	<ul style="list-style-type: none"> Two-thirds of UC's students receive grants & scholarships. One-half pay no tuition at all. UC's Blue & Gold Opportunity Plan covers UC tuition for eligible families that earn less than \$80,000 a year. 	<ul style="list-style-type: none"> Preparation and planning are key for transfer success at UC. UC has tools & resources to help students stay on track. UC has high academic standards, but it's worth it. 	<ul style="list-style-type: none"> Transfer students perform extremely well at UC. Transfers graduate at rates comparable to students who started as freshmen at UC.

Finding 2: Transfer Diversity—UC Draws Most Transfers From Relatively Few CCCs

Central Findings:

- UC's success in attracting transfer students from underserved groups is uneven. The institution has had significant success in enrolling students from first-generation and low-income backgrounds, but less success in enrolling African American, American Indian, and Chicano/Latino transfer students.
- UC transfer enrollments are less diverse ethnically than freshman enrollments.
- A limited number of CCCs account for a disproportionate share of UC transfer enrollments.
- The University has in place a number of outreach programs designed to prepare students from underserved groups for transfer, but more resources are needed to expand them.

Major Recommendations:

- Develop partnerships with CCCs that currently send few students to UC campuses and that also enroll significant numbers of students from underserved groups.
- Leverage the expertise of counselors and discipline faculty at the CCCs by expanding UC's professional development opportunities, such as the Ensuring Transfer Success institutes.

While the decline in applications from California-resident community college students is a recent phenomenon, UC has had long-standing difficulty in attracting students from some underserved groups to the University.

Although UC has excelled in recruiting students who are first in their family to attend college and students from low-income backgrounds, the institution's record in attracting students from certain racial/ethnic minority groups is less impressive. Moreover, a large portion of transfer applicants to UC originate from a limited number of community colleges. A pivotal issue for the Transfer Action Team, then, was a consideration of the ways in which UC can enhance the diversity of its CCC transfer applicants, admits and enrollees.

Economic Diversity

UC has a strong record of attracting CCC students who are first-generation college students (defined as coming from families where neither parent has a bachelor's degree) and/or are low-income. UC has seen an increase, both in numbers and proportion, in first-generation and low-income CCC students who are seeking admission and enrolling systemwide. First-generation students rose to more than half (52 percent) of the enrolled transfer class in 2013, with a similar proportion in the applicant pool. This compares with 46 percent for freshman enrollees.

Low-income students also are well represented at UC. The most recently available federal financial aid data show that incoming California-resident CCC transfer students at UC are more likely to receive Pell grants than are incoming California-resident freshmen (55 percent versus 46 percent).¹⁴

Racial/Ethnic Diversity

UC has had less success in attracting a racially and ethnically diverse transfer class compared to first-generation and low-income students. In fact, UC’s transfer classes consistently have been less ethnically diverse than the corresponding freshman classes. In 2012–13, for example, 26 percent of entering transfer students were members of underrepresented minority groups (i.e., African American, American Indian and Chicano/Latino students), in contrast to 32 percent of UC’s freshmen. In addition, UC’s admitted (and enrolled) transfer students consistently are less diverse ethnically than are UC’s transfer applicants. This is particularly apparent with African American and American Indian students.

Although UC’s transfer classes do not reflect the broad diversity of the CCC system, this is due in part because UC draws largely from the CCC students who are deemed “transfer ready,” a sub-group that is significantly less diverse than the overall community college population.¹⁵ For example, 46 percent of CCC students in 2012–13 were members of underrepresented minorities, in comparison with 37 percent in the CCC transfer-ready pool. Table 1 below summarizes the relative proportions of students from underrepresented groups within the California Community Colleges and CCC transfers to UC. For some groups, the differences were stark. African Americans constituted only 3.7 percent of the transfer-ready pool, but constituted 7.2 percent of the overall CCC population.¹⁶ African American transfer students

Table 1: Proportions & Counts Of Underrepresented Minority Students: CA Community College and University of California, 2012–13

	African American		American Indian		Chicano/Latino		URM Total	
CCC Overall Enrollment	166,143	7.2%	10,872	0.5%	877,825	38.3%	1,054,840	46.0%
CCC Transfer-Ready Students	2,764	3.7%	273	0.4%	24,445	32.8%	27,482	36.9%
UC Transfer Applications from CCCs	1,312	4.8%	312	1.2%	6,304	23.3%	7,928	29.3%
UC Transfer Admits from CCCs	700	3.8%	202	1.1%	4,084	22.1%	4,986	27.0%
UC Transfer Enrollees from CCCs	497	3.6%	144	1.0%	2,980	21.3%	3,621	25.9%

Sources: UC Corporate Student System, California Community College Chancellor’s Office Data Mart

Notes:

- “Transfer-ready” students have taken at least 60 UC/CSU transferrable units, including math and English classes, with a minimum GPA of 2.0. Reaching this benchmark does not mean that a student has completed all requirements for UC transfer.
- UC data are for California residents only. CCC data include all students, regardless of residency.





CCC Representation at UC

In 2012–13, UC enrolled at least one student from each of the state’s 112 community colleges, but the distribution is skewed:

- 25% of CCC transfers come from 7 CCCs
- 50% of CCC transfers come from 19 CCCs
- 75% of CCC transfers come from 41 CCCs

enroll at UC at about the same proportion they represent within the transfer-ready pool. Chicano/Latino students make up 38 percent of the overall CCC population. This decreases to 33 percent for those who are transfer ready, and this percentage decreases further still, to 21 percent, by the time of enrollment at UC.¹⁷

Geographic Diversity

The geographic diversity of UC’s transfer admits is measured by the degree to which UC attracts students from a broad range of California’s community colleges. At present, however, a very high proportion of UC’s entering transfer classes come from a relatively small number of CCCs, which are generally concentrated in large urban centers. Moreover, half of all CCC transfer students entering UC come from only 19 of the state’s 112 community colleges (see sidebar). In developing a stronger and more streamlined transfer pipeline, UC should look to the success of its current high-transfer feeder community colleges for strategies that will boost transfer to UC from a broader range of two-year institutions in California.

The challenge in drawing from so few of the state’s community colleges is that such a pattern undermines a central tenet of the UC’s admissions policy, which emphasizes the importance of enrolling students from throughout California.¹⁸ As a result, the community colleges from which UC enrolls most of its transfers are, as a whole, generally less diverse than other community colleges, despite their evident and enviable record in preparing students for transfer.¹⁹ Thus, attracting so many students from this narrow band of institutions may have the effect of limiting UC’s access to a wider and more diverse group of prospective transfer applicants. To counter this, UC should cultivate stronger relationships with community colleges that do not send significant numbers of transfer students. At the same time, however, UC must maintain the productive and strong associations it has fostered with its high-transfer feeder community colleges.

Enhanced Outreach and Academic Preparation

The University has invested significant resources in its signature academic preparation programs to help prepare students for admission to and success in college, and in particular for selective institutions such as UC. These programs include the Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), the Puente Project and Transfer Prep. This investment, reaffirmed by The Regents in 2005, is a key component of UC’s long-term strategy to prepare secondary school students with the knowledge and skills needed for college, offering advising, counseling,

teacher preparation development and other activities as opportunities to “build capacity,” especially among groups of students who are often underserved or attend low-resourced high schools.²⁰ Much of this work takes the form of regional partnerships between UC campuses and secondary schools that leverage UC research, instruction and other expertise to advance the academic achievement and preparation of students from underserved groups.

While secondary school partnerships are a significant element of UC’s academic preparation strategy and service to the state, such partnerships are less widespread with community colleges. Although UC Transfer Prep services are available to students from all California Community Colleges, location and limited resources significantly impede the ability to establish a regular physical presence on all 112 colleges and establish long-term, meaningful relationships. As a result, community college counselors and their students at some colleges are less informed about UC-sponsored transfer events and services than their counterparts.²¹

All of UC’s pre-college academic preparation programs promote community college as a viable option for students. However, the complexity inherent in the current transfer process requires that students have access to specialists who can provide the needed technical guidance. UC’s K-12 and transfer academic preparation programs coordinate their efforts where possible, identifying transfer-bound high school students to UC Transfer Preparation Programs at the receiving community college. UC professional staff also train high school counselors to discuss transfer basics with students and to affirm a student’s decision to enroll in a community college. Follow-up with students post-high school is limited, however, by financial constraints resulting from a decade of budget reductions for the University’s K-12 and community college academic preparation programs. The Team believes a primary way to increase the economic, ethnic and geographical diversity of community college transfer students is through a rededication to community college transfer preparation, using existing partnership models (high schools and community colleges) that have

achieved success. Such an approach would expand the University’s presence in more underserved communities and increase students’ and counselors’ access to services and programming. In order to instill confidence among community college partners that UC will maintain such a presence, programs must be supported by a systemwide commitment to a long-term, multipronged strategy that contributes to diversifying the transfer pool and encouraging those in it to matriculate at UC. The infrastructure to do this already is in place under the Universitywide Student Academic Preparation and Educational Partnerships (SAPEP) umbrella, which comprises programs and partnerships that are designed to serve this target population.

Recommendation 2: Increase UC’s Presence at Every CCC Campus

Appreciating the benefits of enrolling a transfer class that encompasses the broad diversity of California, UC, in partnership with California Community Colleges, should:

- A. Create mechanisms that ensure that UC reaches out to every CCC:**
 - 1) Increase the number of “Ensuring Transfer Success” institutes per year and collaborate with the CCC Chancellor’s Office to ensure the broad participation of counselors throughout the system.
 - 2) Expand participation of CCC discipline faculty who teach courses and advise diverse groups of prospective transfer students to better inform them of transfer tools and opportunities for their students.
 - 3) Expand existing academic preparation efforts focused on transfer to serve more community college students.
 - 4) Develop a strategy of on-site visits and use of technology to ensure a more consistent engagement with every CCC. Include as part of this strategy a commitment to at least one annual on-site visit to every CCC by UC staff.

-
- 5) Conduct a needs assessment to determine if additional systemwide staffing is necessary to better coordinate UC's outreach to all CCCs.

B. Develop a new CCC-UC Pipeline Initiative, an intersegmental partnership between UC campuses and 30 CCC campuses with relatively low transfers to UC that will involve:

- 1) Building on existing partnerships between UC undergraduate campuses and community colleges that send low numbers of transfer students to UC; creating enhanced partnerships between each UC campus and two to four CCCs and, where possible, among institutions in the same geographic region.
- 2) Developing a transparent, data-driven process for selecting CCCs to participate, which includes such factors as the presence of significant numbers of first-generation, low-income, underrepresented minority and other underserved students, as well as opportunities for creating transfer-affirming cultures at sending and receiving institutions.
- 3) Providing CCC partners with extensive counseling resources, UC advising and outreach services for students, UC student ambassadors who have successfully transferred and can serve as peer mentors, and opportunities for faculty partnerships to create transfer-appropriate courses and align lower- and upper-division curricula.

Finding 3: Transfer Transparency—Current Efforts to Streamline Transfer Pathways Are Essential but Should Be Expanded

Central Findings:

- Student transfer between community colleges and four-year institutions is complex, even for well-prepared students.
- Preparing for transfer from a California Community College to the UC system is perceived as particularly complicated because of variations in pre-major requirements among campuses, even among similar majors.
- Although there is sufficient information regarding transfer preparation available to CCC students, that information is not organized effectively.
- The University's emphasis on academic preparation and a strong comprehensive review process are vital in continuing to ensure the academic success of transfer students.

Major Recommendations:

- Support faculty initiatives, such as the UC Transfer Preparation Paths, to examine and, where possible, make pre-major pathways across the system more consistent.
- Support UC's participation in intersegmental initiatives, such as using the Course Identification Numbering System (C-ID), and take advantage of the major preparation being built into the Associate Degrees for Transfer and the associated Transfer Model Curricula, where appropriate.
- Support faculty efforts to improve articulation consistency across the system in how individual community college courses articulate to similar UC campus course requirements.

Transparency is the third key component of a vibrant transfer process at the University of California. In a state that has 112 community colleges, 23 CSU campuses and nine undergraduate UC campuses, prospective students are presented with a rich array of majors and degrees. Yet this also can be bewildering for transfer students, especially those without the knowledge to negotiate a transition among institutions, each possessing its own curricula, degrees, and academic rules and regulations.²²

Research indicates that the low rate of transfer between community colleges and four-year institutions may be at least partially the result of the abundant number of academic programs and majors, coupled with insufficient guidance about how to evaluate the many educational choices.²³ Reductions in student advising services at CCCs, noted earlier, exacerbate an already complex process that students must negotiate.²⁴ Students may not realize the implications of ill-advised course selections at their community college until they prepare to apply for transfer, at which point they are confronted with the fact that they have not prepared adequately to transfer.²⁵

Additional research reveals that students who are “transfer-directed”—that is, students who have a plan for transfer, even if a relatively tentative one—are more likely to successfully transition to a four-year institution and complete a bachelor’s degree.²⁶ But such plans are more than the amalgamation of information. In conversations with UC transfer students solicited for this project, most believe there is sufficient information about transfer; what is lacking is the careful organization of that information in ways that help students plan for this transition, along with interfaces, such as Web and mobile technologies, which better represent how students access and use college-planning information.

Transparency then, for the Transfer Action Team, represents an emphasis on providing students with unambiguous academic pathways, along with sufficient guidance and information, that help keep them on track from the first day they step on a community college campus. With this organizing principle in place,

the Transfer Action Team examined past and current initiatives designed to help students plan for transfer, along with recent legislative and intersegmental efforts, that might form a coherent set of strategies to enhance transfer transparency. The Transfer Action Team concluded that although the transfer pathway may be difficult to negotiate, especially for students unfamiliar with higher education processes, efforts most likely to succeed in advancing transparency will:

- Highlight the specific preparation requirements for student success at UC;
- Leverage new technologies that place greater emphasis on transfer guidance and planning for students (as opposed to increasing the amount of information), guidance that, where possible, is personalized to address the needs of individual students; and
- Reflect successful efforts by faculty at the sending and receiving institutions to align their curricula so that there are explicit and transparent academic pathways for students to follow.

Preparing for UC

Students who transfer from one college to another in the middle of their undergraduate careers need to plan for this transition carefully, especially if their goal is a degree at a selective research university. UC transfer applicants must be prepared to enter a major field of study upon transfer, necessitating that students complete and do well in pre-major courses at the community college (along with courses to satisfy general education requirements). Student performance in such courses is a pivotal component of student readiness for the upper division, which translates into better time-to-degree and graduation rates.

This emphasis on academic grounding in pre-major coursework, however, is relatively unique among four-year institutions.²⁷ As a result, prospective students to UC are required to demonstrate a higher degree of

academic performance at the community college than might otherwise be required by a receiving institution. The goal of UC faculty is to select CCC students who are well prepared not only for the rigors of a selective research institution, but also to compete successfully with students who began college on a UC campus. This strategy has worked well for UC, with student retention and graduation rates for CCC students comparable to rates for freshman students (see Chart 2) and generally superior to transfer students at other universities comparable in size and selectivity to UC.²⁸ For example, available data indicate that 93 percent of CCC students who transfer to UC persist to their second year, a record of achievement that is comparable with that of their freshman peers. More important, about 86 percent of CCC transfer students graduate within four years of entering UC, compared with about 84 percent of freshmen who graduate within six years of entering UC (see Chart 2). Although freshman entrants generally graduate more quickly than transfers (6 of 10 freshmen graduate in four years, compared with 5 of 10 transfers in two years), graduation rates for both freshmen and transfers at UC show significant improvement over the past decade and a half.

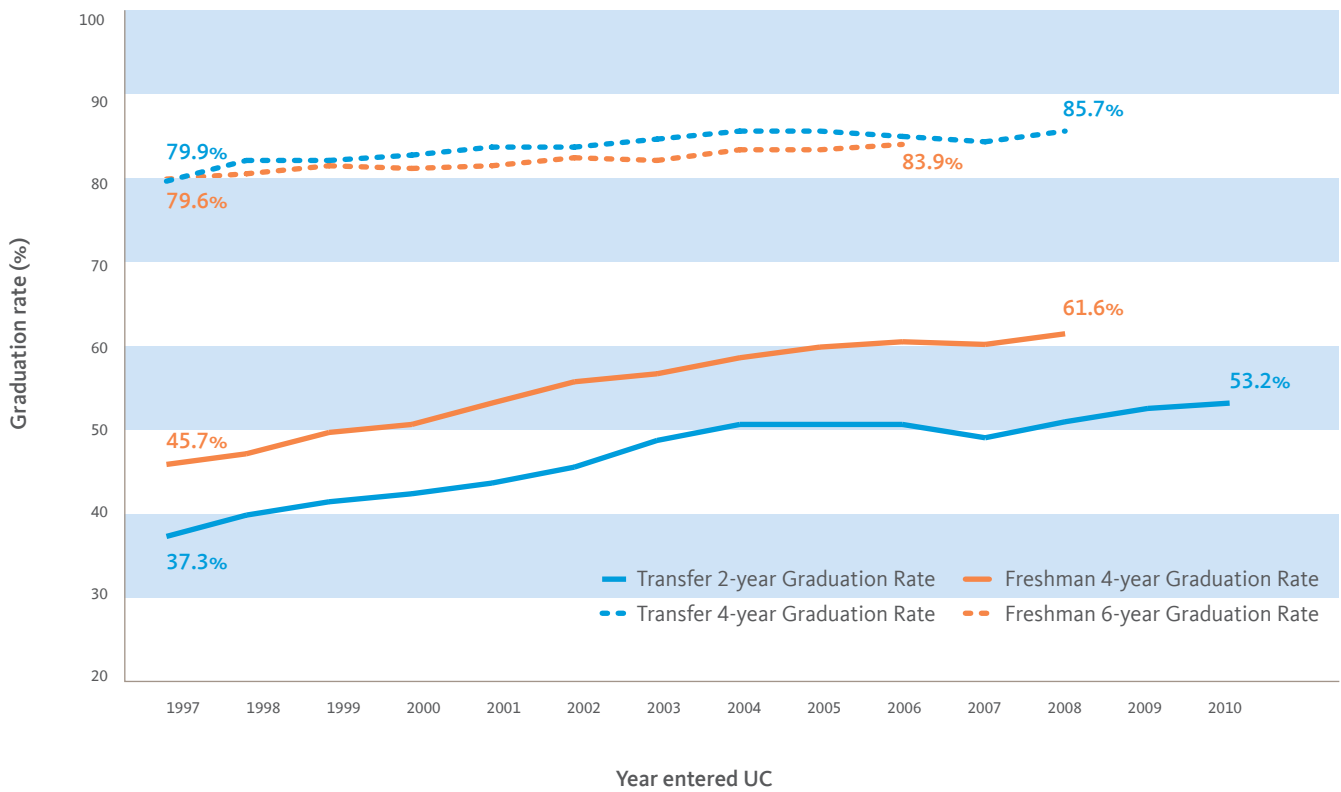
Even as this strategy prepares students well for the upper division, the emphasis on pre-major preparation as an admissions requirement for many majors makes planning for transfer to UC more intricate. In the past decade, admission to UC has become more selective for transfer students (as it has for freshmen). With fewer spaces available than qualified students, many campuses face increasingly difficult decisions about whom to admit. For that reason, the University often tells students to apply broadly, bettering their overall chance of admission to a preferred campus. But applying broadly can be difficult for community college students, who must follow different major preparation requirements for different campuses and who may not have access to all necessary courses, especially at smaller community colleges where the curricula sometimes are limited.

Mindful of the unique challenges students may face in preparing for UC, the University has implemented a series of innovations, often in partnership with CSU and the CCCs, to make the transfer process easier and more transparent for prospective applicants. For example:

- The Intersegmental General Education Transfer Curriculum (IGETC), initiated in 1990, provides a single, statewide pattern that students can complete to fulfill general education requirements for UC and CSU.
- IGETC for STEM (science, technology, engineering and mathematics) majors is a new general education pattern that accommodates the need for more flexibility in these majors.
- The UC Transferable Course Agreement process, in place for four decades, establishes which CCC courses will satisfy minimum eligibility requirements and earn transfer credit toward a UC degree.
- Individual UC campus articulation agreements with all 112 CCCs outline in great detail what students must do in order to both be admitted and graduate in all of the top majors. More than 110,000 of these are displayed on www.assist.org.
- UC Transfer Preparation Paths, implemented in 2012, provide guidance for the top 20 UC majors and delineate common preparation across the UC system. The Transfer Preparation Paths are a good early road map for students interested in particular fields of study and can serve as starting points for faculty conversations about aligning admissions or curricular requirements.

In addition to these efforts, UC has invested in tools to help students plan for transfer, such as ASSIST and the Transfer Academic Planner, discussed earlier (see sidebar, page 17).

Chart 2: Graduation Rates of CA Resident Freshmen and Transfers from CA Community Colleges



Comprehensive Review Factors for Transfer Applicants

- Grade point average in all transferable courses
- Completion of courses to meet major preparation
- Completion of courses to meet breadth requirements
- Completion of an Associate Degree for Transfer
- Participation in academic honors courses or programs
- Special talents, achievements and awards
- Completion of special projects
- Academic accomplishments in the context of life experiences and special circumstances
- Location of student's college and residence

Recent Legislative Initiatives

In the past three years, the California Legislature has passed several measures designed to increase the transparency of the transfer process. Senate Bill 1440 required CSU and the CCCs to create Associate Degrees for Transfer that include all lower-division courses needed for transfer and provide students with guaranteed admission to the CSU (though not necessarily at the CSU campus or major of choice).²⁹ To respond to this legislation, the CCCs and CSU created statewide templates—called Transfer Model Curricula—that lead to Associate Degrees for Transfer in the most popular majors. UC also has participated in some of these legislative innovations. In 2012, the UC Academic Senate created a new transfer pathway to UC by amending Senate Regulation 476, which governs the transfer process.³⁰ Students who complete an SB 1440 Associate Degree for Transfer at a California Community College will be given a full comprehensive review of their application at all campuses to which they apply. Transfer applicants for the Fall 2014 term represent the first cohort of students to identify themselves under this bill.

CSU and the CCCs also participate in the “Course Identification Numbering System” (C-ID), which provides a “supra-numbering” system for groups of similar courses at community colleges and CSU. This can make the process of reviewing CCC courses more efficient for the CSU and allow students to identify similar courses at multiple colleges.³¹

The Practice and Promise of Comprehensive Review

Encouraged by the ongoing development of policies, tools and other technologies designed to encourage greater transparency in the transfer process, the Transfer Action Team believes that an additional component to aid students is the implementation of admissions policies and practices that provide flexibility in balancing the need for sufficient academic preparation with the goal of keeping the institution accessible for qualified transfers from throughout the CCC system. Fortunately, the University's current comprehensive review policy provides an important framework to achieve this balance.

In 2001, UC instituted an admissions practice called “comprehensive review.” Such a review guarantees that an applicant's entire record of accomplishment is evaluated within the context of the student's life experiences and academic opportunities.³² Although comprehensive review is most often discussed as a method for the evaluation of applications for freshman admission, the Team believes that a complete assessment of the application is equally important in the selection of transfer applicants. To this end, separate and specific comprehensive review criteria have been established by UC faculty for transfer

applicants (see sidebar, p.30, for the list of factors considered in comprehensive review). Such a practice provides campuses with an opportunity to admit students who show promise of earning a four-year degree, but who may not have completed all pre-major courses due to reasons beyond their control (for example, a limited community college curriculum).

To emphasize the importance of comprehensive review in the transfer admission process, UC recently established in policy that student completion of an Associate Degree for Transfer—created as a result of the passage of SB 1440 at all California Community Colleges—would be given special consideration, becoming an additional factor upon which transfer applicants could be evaluated. While the Associate Degree is only one among nine factors that campus admission committees may use in its comprehensive review of transfer candidates, the Team believes that the faculty’s recognition of the Associate Degree sends a clear signal to CCC students about the importance of degree completion, delineates an academic road map for student planning, and supports the work of intersegmental faculty partners in enhancing transfer transparency between the CCCs and UC.

Recommendation 3: Organize for Academic Success: Streamline and Strengthen the UC Transfer Preparation Process to Ensure Student Completion

Balancing the need for a more transparent pathway with the need to ensure that students are well prepared for a UC education, the University should build upon and support current UC faculty efforts to:

- A. Where possible, create new or align existing systemwide pre-major pathways with corresponding Associate Degrees for Transfer and Transfer Model Curricula.**

This effort can build upon work that the Academic Senate has been engaged in over the past several years in developing UC Major Preparation Paths for the most popular majors for transfer students. Campuses currently are identifying which departments can use the UC Transfer Paths to satisfy some or all of the necessary major preparation. Faculty should reexamine the extent to which these Paths can be more closely aligned with the new Associate Degrees for Transfer at the CCCs.
- B. Promote consistency across the system in how individual community college courses articulate to similar UC campus course requirements.³³**
- C. Strengthen the comprehensive review process for CCC transfer applicants.**
- D. Adopt the use of the Course Identification Numbering System (C-ID) for systemwide and campus articulation, where appropriate.**

The Transfer Action Team notes that the actions recommended will require substantial analytical and administrative support in order to be successful.





Finding 4: Transfer Receptivity—Campus Efforts to Create Transfer-Affirming Cultures Are Notable, but Additional Efforts Are Needed

Central Findings:

- The transition from a community college to a selective research institution can be a difficult adjustment for many transfer students, unaccustomed to the University's size, demands and costs.
- Although UC campuses make a concerted effort to ease the transition for transfer students, the degree to which these efforts affirm the academic qualifications and life experiences that transfers bring to UC are uneven and fall short in comparison with services provided to freshman students.

Major Recommendations:

- Create a “Transfer Success Kit” by conducting an inventory of campus transfer services, identifying areas of need and developing a systematic approach for welcoming students and supporting their transition to a UC campus.
- Create enhanced orientation programs for transfer students at all UC campuses that are similar in scale and focus to those offered to incoming freshmen.
- Supply a transfer credit evaluation for every CCC transfer applicant who submits a Statement of Intent to Register (SIR).

Surveys indicate that 80 percent of UC transfer students feel that they “belong” on their campus. This high level of commitment is eclipsed, however, by UC freshman students, 85 percent of whom feel they belong on the UC campus that they attend.³⁴ The impressions of transfer and freshman students are not radically different, yet hint at some measure of relative dissatisfaction for transfers—an unease that was reinforced by the UC transfer students who met with President Napolitano and the Transfer Action Team at a meeting on Jan. 6, 2014. For example, several students expressed concerns that their qualifications to attend UC were sometimes seen as suspect as a result of their earlier enrollment at a community college. These observations are consistent with research focusing on the satisfaction of community college transfer students nationally, despite additional evidence indicating that such students are likely to perform as well as or better than students who started college as freshmen at a four-year institution (a finding that is also true at UC).³⁵

The degree to which students feel a sense of belonging on their chosen campus has been the subject of considerable research in the past three decades.³⁶ Students who find themselves positively attached to the work of the academy—often the result of opportunities that allow them to engage actively with faculty, staff and peers—are far more likely to view their college experiences satisfactorily. And they also are more likely to graduate.

Such institutional bonding, however, takes time, and transfer students have less of it than freshmen when they arrive on a four-year college campus.³⁷ Moreover, community college students are likely to face challenges that their freshman peers almost never have to address. For example, many community college students transfer to UC not only well into their undergraduate careers, but well into their adult lives. They are more likely to be raising families, taking care of siblings or aging parents, and working full-time. After two, three or more years in a community college, they transfer to UC, confronting a significant shift to their daily reality. They must adapt to a different academic environment and connect to a

new community. This may be the first instance in which they are required to attend college full-time, all the while scheduling their lives around the demands of a new academic schedule (most UC campuses operate on a quarter system, while all but two community colleges operate on a semester system). Many students also face financial challenges, such as absorbing increased college costs combined with less opportunity to work given that UC expects full-time enrollment.

In response to the unique challenges facing community college transfer students, higher education leaders at two- and four-year institutions have begun to identify the elements that encompass what has come to be known as a “transfer-affirming culture.”³⁸ This approach is designed to identify those factors—people, services, resources—that propel community college students toward the baccalaureate degree. Building on the research regarding the importance of college-going cultures on high school campuses, transfer-affirming cultures include programs and services that take account of the needs of transfer students and help to ensure a productive transition from a two-year to a four-year institution.³⁹

But what do CCC transfer students need? Many community college students, especially those who come from families with no history of college-going, lack the “transfer cultural capital” needed to negotiate the transfer process.⁴⁰ Such capital is the accumulation of knowledge and skills that are essential and unique to the transfer process. For example, transfer students—unlike college-bound high school graduates—must become adept at finding and interpreting articulation agreements, fashioning different course schedules that satisfy the lower-division requirements of multiple four-year institutions that they would like to attend, and estimating the extent to which their community college credit will satisfy requirements for a four-year degree. In California, much of this information is available through ASSIST, but some students are either unaware of its existence or struggle to access it. Then, after negotiating the transfer process, students who enroll at a UC campus are faced with trying to quickly acquire the “local capital” of a

sophisticated, research institution—precisely the kind of capital that will allow them to flourish there.

To advance and sustain the success of transfer students on four-year institution campuses, practitioners and researchers have identified a variety of programs and services that enable transfers to quickly acquire the local capital necessary for them to take advantage of their limited time at the receiving institution:

- **Summer bridge programs** are an effective way to establish early and frequent engagement between students and the University. The summer is a special time in which students can devote themselves to a UC campus early in their college career without the relentless academic demands of a regular quarter and, in doing so, connect with faculty and staff, and meet new peers (see sidebar, next page).
- **Transfer student orientations** have been shown to be an effective way of providing transfer students with the information and guidance they need to thrive at a four-year institution.⁴¹ For UC freshmen, orientation is a mostly mandatory, two-day event, providing new students with vital information about their campus, academic requirements and college life. Despite the importance of that information for transfer students, transfer orientation programs are shorter, and mandatory only at two campuses. Understanding that transfer students may be less interested in attending an orientation or unable to leave a summer job, alternatives are available, such as online orientations or student success courses offered in the student’s first term on a UC campus.
- **Transfer centers** can serve as a hub for students to obtain resources and referrals (such as academic and social services), participate in transfer-related workshops and activities, and meet with faculty, staff and peers. They also can offer solace and provide a source of sustained support for community college students.

Summer Bridge Programs

Summer bridge is a generic term for programs that help prepare students—freshmen and transfers—for a new academic environment. Sometimes characterized as “academic boot camps,” they are geared toward the development of critical academic or research skills. Program elements may include intensive residential initiatives, six to eight weeks in length, that focus on specific research questions, to more modest multi-day programs designed to acclimate students to UC and its demands.

UC’s summer bridge programs range from events that help new CCC students prepare for their eventual transfer two or three years later, to programs offered to admitted transfer students to help them prepare for their first term on a UC campus. These efforts afford students the opportunity to take classes, learn about campus services and ease their transition to UC. Financial aid often is available to students to help offset participation costs of the program.

See Appendix 2 for more information about current UC summer bridge programs for potential transfer students.

- **On-campus transfer student housing** that is aligned to the special needs of transfer students is a relatively new yet powerful signal regarding an institution’s commitment to CCC students. As noted earlier, transfer students are older, on average, than incoming freshman students; sharing living quarters with students freshly out of high school can have adverse effects on transfer students’ social and academic progress. Housing that both supports transfer students’ work in the upper division and accommodates their more varied familial circumstances is an essential part of a portfolio that addresses transfer student needs.
- **Peer mentoring opportunities** provide transfer students with an opportunity to connect with peer advisers who can provide sustained academic and social support. Such mentors have already experienced many of the emotions and stressors that their mentees are likely to undergo and can help guide them through the sometimes confusing and frustrating period of adapting to a new campus. Such peers also can alert new transfer students to unique opportunities and resources that might otherwise go unnoticed or unappreciated.
- **Transfer credit evaluations** provide students with a commitment from the institution that the credit they earned at a community college will be applied toward the four-year degree in specific ways. Students must have this information well before they select classes for their first term at the receiving institution.

Understanding the importance of such services in helping students transition successfully to a four-year institution, the Team conducted an inventory of programs and services available at UC campuses (see Figure 3, next page). Reflecting the prominent role of transfers in the undergraduate life of UC, campuses generally—though not universally—offer a variety of pivotal services to their students, providing a solid foundation to aid students’ success.

Figure 3: UC Campus Transition Services for Community College Transfer Students

Dedicated space for matriculated transfers	<ul style="list-style-type: none"> Seven of UC’s nine undergraduate campuses have a center or office that focuses on the specific needs of transfer students. Many of these offices also provide services to other distinct groups of students, such as veterans or re-entry students.
Transfer orientation program	<ul style="list-style-type: none"> Transfer orientation programs are optional at seven campuses and mandatory on the other two. Freshman programs are mandatory at all campuses except one. Most transfer programs are for ½ day while freshman orientation lasts one to two days.
Guaranteed housing for transfers	All campuses guarantee housing for transfers, with seven offering one year and two campuses offering two years.
Peer mentoring programs for matriculated transfers	Seven campuses offer mentoring opportunities. Some are major-based, while others are paired by college or interest.
Summer programs for prospective transfers	All campuses offer summer programs, with most aimed at specific populations, such as low-income, first-generation-college, or STEM students.

For additional detail on services that UC campuses provide, please see Appendix 2.

Recommendation 4: Welcome Students to UC With a “Transfer Success Kit”—the Product of a Systematic Review of Current Campus Transfer Services, Identification of Needed Programs and Resources, and Coordination of Transfer Resources Campuswide.

While UC’s high rates of graduation are a strong indicator of transfer student success, the process of transitioning from a community college to a four-year residential research university can be a difficult one for many students. The Team notes that campuses already are engaged in important work to support the needs of transfer services, but such resources may need to be more effectively deployed. Building on this foundation, UC campuses should:

- A. **Conduct a comprehensive review of their current transfer services, identify programs or services where additional support are needed, and develop an organized package or “kit” of transfer support initiatives that serve to welcome transfer admits to the campus and aid them in making a successful transition to UC campus life.**
- B. **Include, at minimum, in the Transfer Success Kit:**
 - 1) Guaranteed on-campus housing for transfer students, allowing them to participate in campus life and offering a safe and stable environment for study and social integration.
 - 2) Physical transfer centers or online transfer “resource hubs” that link students to the wider campus network of academic and research opportunities and social and networking connections specially developed for transfer students.
 - 3) Peer-to-peer mentoring and advising programs that provide new transfer students with the insight and guidance of individuals who have experienced the transfer transition and can offer authentic advice and counsel.

- 4) Summer residential or non-residential programs for admitted students that allow CCC transfers to immerse themselves in the UC campus culture, meet with faculty and staff, participate in social and cultural events, and strengthen academic skills that will be needed for success in upper-division courses.
- 5) Enhanced orientation or online student success courses.

C. Create enhanced orientation programs for transfer students entering any UC campus.

While a two-day orientation is typical—and mandatory—for freshman students, transfer student orientation lasts no longer than one day at UC campuses, and is mandatory at only two campuses. Orientations for transfer students serve many valuable functions, not only introducing students to University offices, functions and academic expectations, but also acknowledging students' past college success while explaining how being a student at a research university differs from their previous college experiences.⁴² While there may be effective alternatives—such as student success courses—the Team feels that the current disparity between services provided to freshmen and transfers must be addressed and that each campus should have a plan in place to serve the specific transitional needs of CCC transfers enrolling at UC.⁴³

D. Supply a transfer credit evaluation for every CCC transfer applicant who submits a Statement of Intent to Register (SIR).

Currently, many students receive this after they enroll, during their first term. This evaluation should delineate how a student's CCC credits will be applied to the baccalaureate degree, and provide guidance (or instructions on how to obtain guidance) about program planning for their first term and major program. This credit evaluation should be received well before a student must select courses for the first term at UC.

Finding 5: Transfer Commitment—The Future of the Transfer Function Is Dependent on a Recommitment to the Values of the California Master Plan

Central Findings:

- The Master Plan engages California's higher education segments in an essential partnership that advances the pivotal role of transfer; such a commitment to community colleges is unrivaled nationally.
- UC's commitment to transfer is not in competition with its responsibility to find a spot for all eligible California high school graduates who have earned their shot at a UC education.
- The Master Plan obligation of 60 percent upper-division to 40 percent lower-division was expressed in terms of new students by the UC Commission on the Future (2011): to enroll one new transfer student for every two new freshmen, or having one-third of all new California students coming via transfer. Today, the degree to which this goal has been achieved varies by campus.

Major Recommendations:

- Recommit UC to the 2:1 ratio by campus and systemwide.
- Work collaboratively with the community colleges to estimate likely transfer demand and with UC campuses, CSU and the independent higher education segment to project overall capacity shortfalls. Addressing these shortfalls will require additional enrollment funding from the State of California.
- Launch a "Presidential Conversations" tour to engage California higher education leaders in discussions concerning statewide transfer capacity.
- Host an annual Intersegmental Transfer Summit.
- Create an Intersegmental Enrollment Management Team to study long-term enrollment trends and needs.

The original California Master Plan expressed its expectations for UC's transfer enrollment in terms of the ratio between lower- and upper-division students: It suggested that UC should focus on upper-division education, with an undergraduate student body comprised of at least 60 percent upper-division students. To meet this ratio, it was assumed that UC would enroll one-third of its new students as transfers. Underlying this goal, however, was an assumption that incoming freshmen became upper-division students after two years of enrollment. In fact, UC native freshmen now attain junior status far more quickly through the application of AP and other college credit. As a result, UC is able to attain and in fact surpass the desired upper-lower division ratio while taking fewer transfers than were originally envisioned. To be consistent with the spirit as well as the letter of the Master Plan, the UC Commission on the Future (2011) revised the transfer enrollment goal, restricting it to entering (new) students and applying a 2:1 ratio of freshmen to juniors. (Put a different way, one-third—33 percent—of all new California students should be CCC transfer students). (See sidebar)

For the 2012–13 academic year, UC's overall freshman-transfer ratio stood at 2.4:1 (29 percent). Four campuses—Berkeley, Davis, Los Angeles and San Diego—met the 2:1 target. Enrollment projections submitted by the campuses in Fall 2013 indicate that with the exception of one campus, all intend to increase the ratio of transfers to freshmen between now and the 2020–21 academic year, bringing the University closer to the 2:1 (33 percent) goal by 2020.

To increase the ratio of transfers to freshmen involves a number of challenges:

- Upper-division education is more expensive than lower-division education. Most campuses have increased enrollment in recent years without the requisite state funding to support new students and without adding faculty, thereby significantly stressing academic programs and increasing the student-faculty ratio. Increasing the number of upper-division students adds further stress, and is not viable in the absence of additional enrollment funding.
- At the transfer level, student demand and campus capacity must be aligned, not only in terms of overall numbers, but also across disciplines. On many campuses, demand far exceeds capacity in certain majors, while others may not have sufficient pools of qualified transfer applicants. Increasing transfers in this situation means either increasing capacity in particular disciplines or increasing the number of qualified applicants to disciplines that do have capacity for additional upper-

A Revised UC Transfer Metric

In 2011, the UC Commission on the Future recommended that UC recommit itself to an explicit transfer goal consistent with the Master Plan but updated to reflect the changing dynamics of student course completion:

The Commission recommended that UC “continue to enroll sufficient numbers of transfer students to maintain an upper-lower division ratio of at least 60:40 on all campuses ... Resources permitting, it also will seek to ensure that one California resident community college student is enrolled for every two California resident freshmen.”

division students. This also has an impact on freshman enrollment that needs to be taken into account.

- On most campuses, the overall freshman applicant pool is more racially and ethnically diverse than the transfer pool (although transfers are more socioeconomically diverse). For campuses struggling to admit an entering class more reflective of the racial and ethnic diversity of California, shifting the balance from freshmen to transfers exacerbates this problem. Moreover, changing this dynamic requires recruiting and enrolling transfer students from a broader range of community colleges—the focus of a separate recommendation in this report.

Recommendation 5: Strengthen Partnerships to Sustain Statewide Transfer for the Long-Term

A common thread throughout these recommendations is a renewed partnership with the California Community Colleges to create a clear message for students about their educational options within the state. The recommendations below, for example, include joint technology and training projects. The Team also recommends that the three segments jointly engage in statewide strategic planning to improve the transfer pathway, present a united voice for higher education in Sacramento and with the California public, and increase the capacity of the segments to accommodate a growing number of students who are preparing for college in California. This work already has begun with the joint presentations by UC President Napolitano, CSU Chancellor White and CCC Chancellor Harris at the governing boards of the three segments, before legislative committees in Sacramento, and at higher education events.

One important area in which the UC-CCC partnership will be critical is in forecasting the size and shape of future CCC transfer classes. As discussed in Finding 1, enrollment increases and improved student support at the CCCs should lead to increased transfer applications to UC in the coming years. UC should work with the Community

College Chancellor's Office and other state agencies to project demand over the coming decade.

For UC specifically, the Transfer Action Team recommends that the institution continue to strive to meet the target of one new transfer student to every two new freshmen—not only as a system but on every campus. To achieve this goal, the Team recommends that the Office of the President work with each campus not currently at the 2:1 ratio (otherwise expressed as 33 percent transfers) to develop a long-term plan for increasing the proportion of transfer students.⁴⁴ To ensure that increased transfer enrollments align with capacity in specific disciplines and support the campus's diversity goals, systemwide Institutional Research and Academic Planning (IRAP) should obtain and analyze community college enrollment data to identify those community colleges that represent the best opportunities for each UC campus.

Critical to the success of this effort will be a commitment by the Governor, the Legislature and other state agencies to increase enrollment capacity at both UC and CSU. The Team does not recommend increasing transfers at the expense of freshmen, nor in the absence of enrollment funding. Increasing enrollment of transfers without addressing the very significant number of freshman applicants who are turned away every year would not serve California or its students. Without increased enrollment capacity, UC will not be able to accommodate the increased student demand for a University of California education and the state's need for college graduates to sustain the California economy.

With these institutional and state goals in mind, the Transfer Action Team recommends that UC:

A. Recommit to the 33 percent transfer target (2:1 freshman-transfer ratio) as a system and for each campus.

- 1) Working with the Office of the President, each campus below the 33 percent threshold should develop a long-term plan for increasing the proportion of transfer students.

-
- 2) Use systemwide data to target specific community colleges to meet campuses' enrollment needs (e.g., students in a particular major).

B. Launch a “Presidential Conversations” Tour.

To galvanize interest in UC’s commitment to transfer students, the President, campus Chancellors, and other senior University leaders and renowned faculty should visit community colleges throughout the state to raise awareness about transfer opportunities to UC, build or strengthen partnerships among UC and CCC campuses, and consult with CCC students, faculty and other campus leaders about ways to reinforce transfer in California.

C. Host an Annual Intersegmental Transfer Summit.

To support a statewide emphasis on the importance of transfer, the leaders of the three segments should annually host a summit that examines the health and efficiency of the transfer function, advising the Governor and other state leaders about the extent to which this academic pathway is serving the needs of California. This summit will also highlight research and programs that have been shown to be especially effective in assisting students with the transfer transition as well as earning a baccalaureate degree.

D. Create an Intersegmental Enrollment Management Team.

To emphasize a statewide strategic enrollment planning focus, the administrative and academic senate leaders of the three segments as well as representatives of the independent sector of California higher education should create an intersegmental enrollment management team. The purpose of this group will be to project California higher education demand and identify projected capacity shortfalls at both the regional and statewide levels, and to advise senior postsecondary and state leaders about resources needed to meet this projected demand.



IV. Ideas Meriting Additional Study

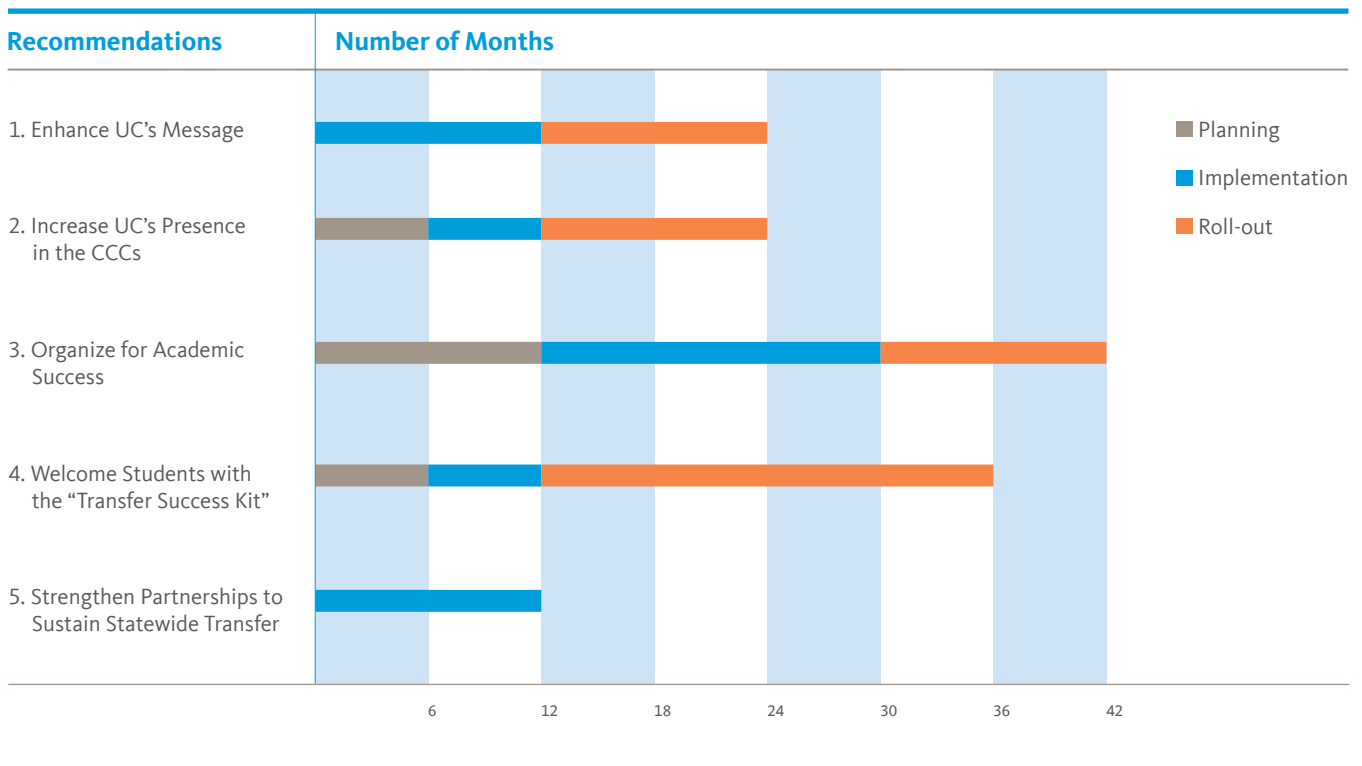
In addition to the Transfer Action Team's five major recommendations, several additional ideas resulted from its deliberations. Although not formal recommendations, they are presented here and recommended for further study and analysis:

- **Promote the establishment of CCC branch campuses near or on UC campuses.** Sacramento City College has for several decades offered classes in the city of Davis and in 2010 opened a facility on the UC campus there. The Sacramento City College Davis Center offers a broad curriculum, providing access to college for students in the Sacramento Valley. The Center's proximity also facilitates an opportunity for community college students to complete their lower-division courses in preparation for transfer to UC Davis. Co-locating two- and four-year institutions is a model that has been used with success in a variety of places nationally, reducing many of the institutional barriers that often plague transfer students trying to negotiate the transition from one institution to another.
- **Expand UC online course offerings that would help community college students prepare for transfer to a UC campus.** As a highly selective institution, UC requires prospective students to complete a significant number of lower-division courses to prepare for transfer. At smaller community colleges, especially those in rural areas of California, curricular offerings are often limited, making it difficult for students to obtain the courses they need to be UC admissible. Online courses, under the guidance of UC faculty, could fill this gap and provide many more prospective applicants with an opportunity to make themselves eligible for transfer to UC.
- **Offer guaranteed UC admission to the top UC transfer-preparing students at every community college in the state.** UC currently offers an admission guarantee to all high school students who graduate in the top 9 percent of their class, either within their school or across the state. This policy is a powerful incentive for high school students throughout the state to prepare for a UC education, while communicating the institution's commitment to enrolling well-prepared students from all California schools. Similarly, a community college admissions guarantee could expand the geographic influence of the University across the entire CCC system, providing a powerful pull for prospective students who might not otherwise consider UC as a transfer destination. Under such a plan, students would register their intention to transfer to UC on the Transfer Academic Planner after they have earned at least 30 units, completed transferable math and English, and are within one year of transfer. The top students within the cohort for any given community college would be guaranteed admission to UC, with the percentage to be determined on the basis of further analysis of the plan.
- **Support programs that help underserved community college students earn postgraduate and professional degrees.** While this report focuses on students transferring from a California community college to a UC campus to earn a baccalaureate degree, it is also important to support initiatives that help these students pursue graduate and professional degrees. One model is the Community College Pathway to Law School, an initiative of the State Bar of California, in partnership with the California Community Colleges and the University of California. In this program, community college students complete courses based on a defined set of "success factors" that help make effective lawyers. Institutions along the student's pathway, such as community colleges, four-year universities, and law schools, agree to support and mentor these students. Success at each step of the program garners enhanced consideration for the student's next level of training. UC Davis, UC Irvine and 24 community colleges are active partners in this new initiative, helping to advance the first cohort of undergraduate and law school participants.

V. Proposed Implementation Timeline

The Transfer Action Team’s five recommendations each incorporate a cluster of interrelated activities. It is anticipated that work can begin immediately on some recommendations. Other recommendations will require additional and sustained consultation and coordination with Academic Senate, campus and student leadership. Progress on the successful implementation of each recommendation will be monitored regularly.

Chart 3: Implementation Timeline



VI. Afterword

The Transfer Action Team's report serves as an important reminder that the transfer pathway is central to the University's values and success, as well as a pivotal pathway ensuring access to the California dream. The Team found much that is good about the way transfer operates at UC, particularly the high rates of student success after they transfer to a UC campus. But more can be done.

Working with our community college partners, the Team believes there are opportunities to build on current efforts to streamline transfer requirements and make them more transparent, ensuring that more CCC students can see a clear path forward in preparing for admission to UC campuses. The Team feels strongly that this can be accomplished in ways that maintain UC's rigorous academic preparation and admissions standards.

In response to findings that UC transfer students are concentrated at a limited number of community colleges and remain less diverse ethnically than the potential transfer student pool, the Team outlines an extensive statewide outreach plan. By utilizing advanced technology to target messages to students, high-profile campus visits and stronger, more creative partnerships between UC and specific CCC campuses, UC can make transfer more accessible throughout the state.

Finally, UC can ensure the continued success of transfer by planning for future growth, ensuring that transfer enrollment remains a central goal at all of UC's undergraduate campuses, and by coordinating campus transfer services to advance transfer student success.

No selective research university in the nation has a transfer infrastructure as extensive and successful as does the University of California. With renewed focus and coordination, the Team believes the transfer process can be further improved for a new generation of California students.







Appendix 1

TRANSFER ACTION TEAM CHARGE

The charge of the Transfer Action Team is to recommend strategies that streamline the flow of California community college students who transfer to UC and improve the already high graduation rate of those students who come to a UC campus from the community colleges. In developing these recommendations, the Team will:

- Assess UC's capacity to achieve the transfer goals without supplanting eligible California high school graduates who seek to enter UC as freshmen;
- Consider a wide range of strategies, use subcommittees to inform its deliberations, and consult broadly;
- Identify a broad spectrum of potential steps that may include such strategies as increasing campus outreach to community colleges with low transfer rates or a high percentage of low-income students, streamlining the transfer admission process, and/or expanding transfer transition programs that prepare students for University study;
- Consult broadly with the Office of the President, the University's campuses and external stakeholders, and convene four subcommittees that will focus on: 1) Outreach and Preparation; 2) Transfer Admission, Diversity and Articulation; 3) Student Transitions and Orientation; and 4) Enrollment Growth and Impact; and
- Adhere to an aggressive timeline of fact-finding and deliverables, culminating in a report for the Provost and the President to be discussed at the May 2014 meeting of The Regents.

Appendix 2

UC CAMPUS TRANSITION SERVICES FOR COMMUNITY COLLEGE TRANSFER STUDENTS

	Berkeley	Davis	Irvine	Los Angeles
Dedicated Space for Matriculated Transfer Students	Yes Transfer, Re-entry, and Student Parent Center (TRSP) http://trsp.berkeley.edu	Yes Transfer Reentry Veterans Center http://success.ucdavis.edu/trv/	Yes Transfer Student Center www.transfercenter.uci.edu/	Yes Bruin Resource Center www.transfers.ucla.edu/
Transfer Orientation Program	1 day (Optional)	1 day (Optional)	½ day (Optional)	1 day (Optional)
Freshman Orientation Program	2 days (Mandatory)	2 days (Mandatory)	2 days (Mandatory)	3 days (Mandatory)
Guaranteed Housing for Transfers¹	Yes (1 year)	Yes (1 year)	Yes (1 year)	Yes (1 year)
Peer Mentoring Program for Matriculated Transfer Students	Yes Major Insights Mentoring Program http://trsp.berkeley.edu/transfer.shtml	Yes http://srrc.ucdavis.edu/programs/collective/index.html	Yes Transfer Summer Start Mentors www.summer.uci.edu/transfer/leadership.asp	Yes Student Transfer Opportunity & Mentorship Program (STOMP) www.admissions.ucla.edu/stomp/
Summer Programs for Prospective Transfers²	Several, i.e., Cal Summer Experience http://admissions.berkeley.edu/CalSummerExperience The Pathways to Four-Year Universities Program http://summer.berkeley.edu/pathways	For specific populations, i.e., low income and/or first generation	For specific populations, i.e., UCI Teach www.gse.uci.edu/calteach/	Several, i.e., Center for Community College Partnerships (CCCP) www.cccp.ucla.edu SMDEP www.medsch.ucla.edu/smdep/

The information above was collected via informal survey of campus websites and representatives. It is not intended to be inclusive of all services offered to transfer students, but to give a broad perspective of services offered to all transfer students. Additional programs offered by individual departments are not reflected in this document.

¹ Guarantees contingent upon meeting SIR and application deadlines, which vary by campus.

² List of programs was edited for brevity; campuses offer more programs than those shown.

Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Yes Bright Success Center-Degree Attainment for Returning and Transfer Students (DARTS) http://learning.ucmerced.edu/	No	Yes Triton Center http://admissions.ucsd.edu/transfers/tss.html	No	Yes Services for Transfer and Re-Entry Students (STARS) http://stars.ucsc.edu/
1 day (Mandatory)	1 day (Optional)	1 day (Mandatory)	1 day (Optional)	1 day (Optional)
1 day (Mandatory)	2 days (Mandatory)	Varies by college	2 days (Optional)	1 days (Mandatory)
Yes (1 year)	Yes (1 year)	Yes (1 year)	Yes (2 year)	Yes (2 year)
Yes DARTS http://learning.ucmerced.edu/	Yes Through colleges	No	Yes Through EOP Transfer Continuing Service Program	No
For specific populations, i.e., Summer Transfer Academy & Resources for Success (STARS) http://era.ucmerced.edu/stars-program	For specific populations, i.e., UCR Puente Summer Leadership Conference http://admissions.ucr.edu/Academics/transferprep	For specific populations, i.e., the UniversityLink Medical Science Program http://peds.ucsd.edu/ulmsp/	For specific populations, i.e., STEM students through Jack Kent Cooke Bridges http://cooke-csep.cnsi.ucsb.edu/	

Appendix 3

DATA TABLES AND ANALYSES PREPARED FOR THE TRANSFER ACTION TEAM

Available for download at ucal.us/TAT

Table Number	Title
1	Annual CCC Enrollment by Ethnicity <ul style="list-style-type: none"> 1A: Counts 1B: Proportions
2	CCC Transfer-Ready Students by Ethnicity <ul style="list-style-type: none"> 2A: Counts 2B: Proportions
3	UC Transfer Enrollment by CCC Campus
4	UC Longitudinal Transfer Admission Data
5	UC Longitudinal Admission Data by Ethnicity (Systemwide) <ul style="list-style-type: none"> 5A: Counts 5B: Proportions
6	UC Transfer Student Profile Data
7	UC Pell Grant Recipients
8	UC Transfer Pipeline <ul style="list-style-type: none"> 8A: Counts 8B: Proportions 8C: Time Snapshots
9	UC Persistence Rates, Graduation Rates and GPAs for CCC Transfer Students
10	CSU and UC Transfer Admissions Data

The Transfer Action Team

Co-Chairs

[George Johnson](#), Chair, Board of Admissions & Relations with Schools, Professor of Mechanical Engineering, UC Berkeley

[Judy Sakaki](#), Vice President, Student Affairs, UC Office of the President

Members

[Tom Andriola](#), Vice President, Information Technology Services & CIO, UC Office of the President

[Maria Anguiano](#), Deputy Chief of Staff, Strategic Planning and Analysis, UC Office of the President

[Pamela Brown](#), Vice President, Institutional Research & Academic Planning, UC Office of the President

[Katherine Edwards](#), Director, Integrated Communications, UC Office of the President

[Ross Frank](#), Chair, University Committee on Preparatory Education, Associate Professor, Department of Ethnic Studies, UC San Diego

[Yvette Gullatt](#), Assistant Vice Provost, Education Partnerships, UC Office of the President

[Stephen Handel](#), Associate Vice President, Undergraduate Admissions, UC Office of the President

[Alfred Herrera](#), Assistant Vice Provost, Center for Community College Partnerships, UCLA

[Sachin Jain](#), UC Student Association, UC Berkeley

[Timothy Labor](#), Chair, University Committee on Educational Policy, Associate Professor, Department of Music, UC Riverside

[Thomas Parham](#), Vice Chancellor, Student Affairs, UC Irvine

[Nina Robinson](#), Associate President, UC Office of the President

[Walter Robinson](#), Associate Vice Chancellor, Admissions & Enrollment Management, UC Davis

Staff

[Shawn Brick](#), Associate Director, Admissions Policy and Communications, Student Affairs, UC Office of the President

[Reginald Hillmon](#), Deputy Director, College Access and Preparation, Education Partnerships, UC Office of the President

[Adam Parker](#), Coordinator, Admissions Policy, Student Affairs, UC Office of the President

[Liz Terry](#), Program and Policy Analyst, Student Affairs, UC Office of the President

References

- Astin, A.W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Beach, J.M. (2011). *Gateway to opportunity? A history of the community college in the United States*. Sterling, VA: Stylus Publishing.
- Bohn, S., Reyes, B., and Johnson, H. (2013, March). *The impact of budget cuts on California's community colleges*. Public Policy Institute of California.
- Borden, V.M.H. (2014). "A downward trend: As the economy improves and GDP grows, enrollment heads in the opposite direction," *Community College Week*, 26 (14), 7-10.
- California Community Colleges Student Success Task Force (2011). *Advancing Student Success in the California Community Colleges*. Sacramento, CA: California Community Colleges Chancellor's Office. Available online at www.californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf.
- California Department of Finance, (2013). California public K-12 graded enrollment projections table, 2013 Series. Available at www.dof.ca.gov/research/demographic/reports/projections/k-12/.
- California State Department of Education (1960). *A master plan for higher education in California: 1960-1975*. Sacramento, CA: Liaison Committee of the State Board of Education and The Regents of the University of California, California State Department of Education.
- Cohen, A.M., & Brawer, F.B. (2008). *The American community college*. San Francisco: Jossey-Bass.
- College Board (2011). *Improving student transfer from community colleges to four-year institutions: The perspective of leaders from baccalaureate-granting institutions*. San Jose, CA: National Office of Community College Initiatives. Available at <http://advocacy.collegeboard.org/sites/default/files/11b3193transpartweb110712.pdf>.
- Community College Transfer Task Force (2009). *Findings and recommendations aimed at strengthening the community college transfer process*. Oakland, CA: University of California.
- Dougherty, K.J. (1994). *The contradictory college: The conflicting origins, impacts, and futures of the community college*. Albany, NY: State University of New York Press.
- Dowd A., Cheslock, J., and Melguizo, T. (2008). Transfer Access from Community Colleges and the Distribution of Elite Higher Education. *The Journal of Higher Education*. Available at [http://cue.usc.edu/tools/Dowd.Cheslock.Melguizo %20Transfer%20Access%20to%20Elites JHE%20in%20press_pages%20proofs.pdf](http://cue.usc.edu/tools/Dowd.Cheslock.Melguizo%20Transfer%20Access%20to%20ElitesJHE%20in%20press_pages%20proofs.pdf).
- Eggleston, L.E. & Laanan, F.S. (2001). Making the transition to the senior institution. *New Directions for Community Colleges* (114), 87-97.
- Goldrick-Rab, S. (2007). *Promoting academic momentum at community colleges: Challenges and opportunities*. New York: Community College Research Center, Teachers College, Columbia University. Available at <http://ccrc.tc.columbia.edu/media/k2/attachments/academic-momentum-community-colleges.pdf>.
- Grubb, W.N. (2006). "Like, what do I do now? The dilemma of guidance counseling." In T. Bailey and V.S. Morest (Eds.), *Defending the community college equity agenda*. Baltimore: The Johns Hopkins University Press.
- Handel, S.J. (2013). *Transfer as academic gauntlet: The student perspective*. San Jose, CA: National Office of Community College Initiatives. Available at: <http://media.collegeboard.com/digitalServices/pdf/advocacy/policycenter/transfer-academic-gauntlet-student-perspective-report.pdf>.
- Handel, S.J. & Williams, R. (2012). *The promise of the transfer pathway: Opportunity and challenge for community college students seeking the baccalaureate degree*. New York: The College Board. Available at <http://outreach.collegeboard.org/initiatives/community-colleges/initiative-transfer-policy-and-practice>.

- Herman, J.P. and Lewis, E. (2004). "Transfer transition and orientation programs." In Kerr, T.J., King, M.C.; and Grites, T.J., *Advising transfer students: Issues and strategies*, NACADA Monograph Series Number 12, Manhattan, KS, National Academic Advising Association, 57–64.
- Herrera, A. and Jain, D. (2013). "Building a transfer-receptive culture at four-year institutions." *New Directions for Higher Education*, no. 162, DOI:10.1.
- Horn, L. (2009). *On track to complete? A taxonomy of beginning community college students and their outcomes 3 years after enrolling: 2003-04 through 2006* (NCES Publication No. 2009-152). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education.
- Jain, D., Herrera, A., Bernal, S., & Solórzano, D. (2011). "Critical race theory and the transfer function: Introducing a transfer receptive culture." *Community College Journal of Research @ Practice*, 35, 252–266.
- Kuh, G.D., Kinzie, J., Schuh, J.H. & Whitt, E.J. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.
- Laanan, F.S., Starobin, S.S., and Eggleston, L.E. (2010). "Adjustment of community college students at a four-year university: Role and relevance of transfer student capital for student retention." *Journal of College Student Retention*, 12 (2), 175-209.
- McDonough, P.M. (1997). *Choosing colleges: How social class and schools structure opportunity*. Albany, NY: State University of New York Press.
- Melguizo, T., Kienzl, G.S., & Alfonso, M. (2011). "Comparing the educational attainment of community college transfer students and four-year college rising juniors using propensity score matching methods." *The Journal of Higher Education*, 82, 265–291.
- Moore, C., & Shulock, N. (2011). *Sense of direction: The importance of helping community college students select and enter a program of study*. Sacramento, CA: California State University, Sacramento, Institute for Higher Education Leadership and Policy.
- Moore, C., & Shulock, N. (2009, September). *Student progress toward degree completion: Lessons from the research literature*. Sacramento, CA: California State University, Sacramento, Institute for Higher Education Leadership & Policy. www.csus.edu/ihelp/pages/publications.html.
- Moore, C., Shulock, N., & Jensen, C. (2009, August). *Crafting a student-centered transfer process in California: Lessons from other states*. Sacramento, CA: California State University, Sacramento, Institute for Higher Education Leadership & Policy www.csus.edu/ihelp/pages/publications.html.
- Pascarella, E.T. and Terenzini, P.T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco, Jossey-Bass.
- Rosenbaum, J.E., Deil-Amen, R. & Person, A.E. (2006). *After admission: From college access to college success*. New York: Russell Sage Foundation.
- Scott-Clayton, J. (2011). *The shapeless river: Does a lack of structure inhibit students' progress at community colleges?* New York: Community College Research Center, Teachers College, Columbia University. Available at <http://ccrc.tc.columbia.edu/media/k2/attachments/shapeless-river.pdf>.
- Tinto, V. (1994). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: The University of Chicago Press.
- Townsend, B.K. and Wilson, K. (2006, July/August). "A hand hold for a little bit; factors facilitating the success of community college transfer students to a large research university," *Journal of College Student Development*, 47 (4), pp. 439-456.
- University of California. Academic Senate Regulations, Part II, Title I, Chapter 4, Article 1, 476. Available at <http://senate.universityofcalifornia.edu/manual/rpart2.html#r476>.

University of California (2014). *University of California annual accountability report 2013*. Oakland, CA: University of California, Office of the President. Available at <http://accountability.universityofcalifornia.edu/>.

University of California, Academic Senate, Board of Admissions and Relations with Schools (2012). *Comprehensive review in admissions at the University of California: An update*. Oakland, CA: University of California, Office of the President. Available at <http://senate.universityofcalifornia.edu/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf>.

University of California Commission on the Future (November 2010). *Final report*. Oakland, CA: University of California, Office of the President. Report available at <http://ucfuture.universityofcalifornia.edu/>.

University of California Outreach Task Force (1997). *New directions for outreach: the report of the University of California outreach task force*. Oakland, CA: University of California, Office of the President. Available at www.ucop.edu/education-partnerships/_files/outreachrpt.pdf.

University of California Strategic Review Panel on UC Educational Outreach (2003). *Forging California's future through educational partnerships: Redefining education outreach*. Oakland, CA: University of California, Office of the President. Available at www.ucop.edu/education-partnerships/_files/forging_cafuture.pdf.

Western Interstate Commission for Higher Education. (2012). *Knocking at the college door: Projections of high school graduates by state and race/ethnicity, 1992–2022*. Boulder, CO: Author.

Western Interstate Commission for Higher Education. (2010). *Promising practices in statewide articulation and transfer systems*. Boulder, CO: Author. Available at www.wiche.edu/info/publications/PromisingPracticesGuide.pdf.

Endnotes

COMPLETE CITATIONS FOR THESE NOTES CAN BE FOUND IN THE REFERENCE SECTION

- ¹ J. Napolitano remarks to The Regents of the University of California, Nov. 13, 2013, available at <http://ucop.edu/president/public-engagement/remarks-to-regents-nov-2013.html>.
- ² The establishment of the Transfer Action Team builds on the findings of two reports, the recommendations of which highlight the vital role of community colleges in meeting the mission of the University of California. Members of the Community College Intersegmental Transfer Task Force (2009) concluded from their year-long study that community colleges served as a pivotal gateway for students from underserved groups to earn a four-year degree and noted that “to accelerate the number of these students who successfully transfer and earn a baccalaureate degree requires an unprecedented partnership among California’s public post-secondary institutions” See Community College Transfer Task Force (2009). *Findings and recommendations aimed at strengthening the community college transfer process*. (Appendix A). Two years later, the University of California Commission on the Future (2010) devoted significant discussion to strengthening the community college transfer pathway, concluding that “the transfer path makes the bachelor’s degree more affordable, provides a different environment and structure (including part-time enrollment) that is preferable to many students, and eases some of the pressure on campus capacity and UC resources (p. 13).” (University of California Commission on the Future, November 2010. *Final Report*. Oakland, CA: University of California, Office of the President). Report available at <http://ucfuture.universityofcalifornia.edu/>.
- ³ Text of the original California Master Plan for Higher Education, along with subsequent implementing regulations and reviews, can be found at www.ucop.edu/acadinit/mastplan/mp.htm.
- ⁴ Researchers estimate that the average number of transfer students at any one of America’s 179 most selective, public and private four-year institutions is probably less than 200 individuals. See A. Dowd, J. Cheslock, and T. Melguizo (2008). “Transfer access from community colleges and the distribution of elite higher education.” *The Journal of Higher Education*. p. 17. Available at: http://cue.usc.edu/tools/Dowd.Cheslock.Melguizo_%20Transfer%20Access%20to%20Elites_IHE%20in%20press_pages%20proofs.pdf.
- ⁵ See *University of California Annual Accountability Report 2013*. Oakland, CA: University of California, Office of the President. Available at <http://accountability.universityofcalifornia.edu/>.
- ⁶ Underrepresented minority students at UC consist of those who identify themselves as African American, Chicano/Latino or American Indian.
- ⁷ We note, however, that California faces a policy challenge if the community colleges continue to recruit nonresidents—particularly international students who leave their home countries expecting to transfer and find their transfer opportunities constrained by state policy that prioritizes Californians.
- ⁸ This is not the first time that UC has recorded drops in the number of applications submitted by students from the CCCs. In 2007, UC experienced decreases in applications from CCC transfers, which similarly followed budget cuts and a decline of CCC enrollment in 2004.
- ⁹ The decline in enrollment is not unique to California’s community colleges. Nationally, community college enrollment declined 4 percent from fall 2011 to fall 2012 (the last year for which complete national data are available). See V.M.H. Borden (2014, February 17). “A downward trend: As the economy improves and GDP grows, enrollment heads in the opposite direction,” *Community College Week*, p. 1, 7-10.
- ¹⁰ Admissions and enrollment data for the California State University are available at www.calstate.edu/as/stat_reports/fall_apps.shtml.

-
- ¹¹ See Bohn, S., Reyes, B., and Johnson, H. (2013, March). *The Impact of Budget Cuts on California's Community Colleges*. The Public Policy Institute of California details the myriad ways in which budget cuts affected students at the CCCs. California State University admissions data are available at www.calstate.edu/as/stat_reports/fall_apps.shtml.
- ¹² Details regarding the CCC's Student Success Initiative, including the final report and information regarding implementation, can be found at www.californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessInitiative.aspx.
- ¹³ Providing CCC students preparing for a UC education with information at strategic points during their time at a community college is key to the success of this recommendation. W.N. Grubb notes in his comprehensive analysis of counseling and advising in the community college that: "Most guidance involves the provision of information...about prerequisites, graduation requirements and sequences, general education requirements, and transfer requirements. The head of student services in one college noted, 'Some just try to inundate students [with information]. There is a time for what they need to know...' (p. 201). See W.N. Grubb (2006). "Like, what do I do now? The dilemma of guidance counseling." In T. Bailey and V.S. Morest (Eds.), *Defending the Community College Equity Agenda*. Baltimore: The Johns Hopkins University Press (pp. 195–222).
- ¹⁴ Data obtained from the UC Corporate Student Database.
- ¹⁵ "Transfer-ready" students are defined by the California Community College Chancellor's Office as having completed at least 60 transferrable units, including math and English classes, with a minimum GPA of 2.0. Reaching this benchmark does not mean, however, that a student has completed all requirements for UC transfer.
- ¹⁶ In 2012–13, 2,764 African American students were transfer ready, despite a CCC African American population over 166,000. Data obtained from the California Community College Chancellor's Office.
- ¹⁷ UC data is for California residents only, whereas CCC data includes all of their students, regardless of residency. In 2012–13, African Americans and American Indians actually constituted a greater share of the California resident new transfer population than the transfer pool. This pattern is not consistent from year to year for African Americans, though it is for American Indians.
- ¹⁸ UC admission policies relating to the review of transfer applicants can be found at <http://admission.universityofcalifornia.edu/transfer/reviewed/index.html>.
- ¹⁹ Data on the ethnic distribution of students at each California Community College is available at http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx. Note: A better indicator of a community college's potential to send transfers to UC would be the number and ethnic distribution of "transfer-ready" students each campus produces. At press time, however, current data were not yet available.
- ²⁰ Two UC reports are particularly relevant to this discussion. See [New Directions for Outreach: The Report of the Universitywide Outreach Task Force \(1997\)](#) and [Forging California's Future through Educational Partnerships: Redefining Education Outreach \(2003\)](#).
- ²¹ This has important implications for CCC students preparing to transfer to UC. "If the variety of courses and programs in a college is large and the complexity of degree and transfer requirements substantial, the lack of access to counseling may discourage some students—particularly nontraditional students, or those with marginal or nontraditional attachment to college" (p. 209–210). See W.N. Grubb (2006). "Like, what do I do now? The dilemma of guidance counseling." In T. Bailey and V.S. Morest (Eds.), *Defending the Community College Equity Agenda*. Baltimore: The Johns Hopkins University Press (pp 195–222).

-
- ²² Transfer students who apply to multiple receiving institutions face unique challenges. “Unless a student has an ironclad guarantee of admission to a four-year institution...most hedge their bets by applying to multiple four-year institutions. Unlike high school applicants, however, community college students quickly understand that applying to multiple [institutions] comes with unique challenges. That’s because students...need to take into account multiple admission requirements that may vary significantly. These may involve different minimum GPA thresholds, transferable course credit limits... general education requirements, and perhaps most problematically, lower-division, pre-major course requirements.” See Handel, S.J. (2013). *Transfer as Academic Gauntlet: The Student Perspective*. San Jose, CA: The College Board. Report available at <http://media.collegeboard.com/digitalServices/pdf/advocacy/policycenter/transfer-academic-gauntlet-student-perspective-report.pdf>.
- ²³ Rosenbaum, et al. (2006) conclude that multiple pathways to programs, certificates, associate degrees, and other educational outcomes, such as transfer, can serve as barriers to student progress if academic guidance is insufficient. See Rosenbaum, J.E., Deil-Amen, R. & Person, A.E. (2006). *After admission: From college access to college success*. New York: Russell Sage Foundation. In addition, Goldrick-Rab (2007) notes that “Students from socioeconomically disadvantaged family backgrounds are demonstrably less likely to possess a clear sense of how to negotiate either the college social or academic context. As a result, when these students are confronted with multiple pathways and options (with regard to courses, programs of study, etc.), they are more likely to make ineffective choices” (p. 7). See Goldrick-Rab, S. (2007). *Promoting academic momentum at community colleges: Challenges and opportunities*. New York: Community College Research Center, Columbia University. Available at <http://ccrc.tc.columbia.edu/media/k2/attachments/academic-momentum-community-colleges.pdf>.
- ²⁴ Scott-Clayton (2011) quotes research from a survey administered by the Center for Community College Student Engagement indicating “that less than a quarter of students [in the survey] were assigned a specific person that they could contact for information or assistance, and less than half reported that any college staff (besides instructors) knew their names” (p. 7). See Scott-Clayton, J. (2011). *The shapeless river: Does a lack of structure inhibit students’ progress at community colleges?* New York: Community College Research Center, Teachers College, Columbia University. Available at <http://ccrc.tc.columbia.edu/media/k2/attachments/shapeless-river.pdf>.
- ²⁵ Rosenbaum and his colleagues (2006) articulate the situation well for students in need of advising: “First [transfer] students must be aware of what kind of help they need and when they need it. Second, they must be informed about how and where to get it. Third, they must actually go get it. Fourth, students must seek this information well in advance” (p. 119-120).
- ²⁶ Research by Moore and Shulock (2011) and Horn (2009), among others, reveals that students with even modest academic plans and goals while attending a community college are more likely to transfer and earn a four-year degree. Although this finding could simply be the result of selection effects (better prepared and resourced students who engage in systematic academic planning), it nonetheless seems reasonable to conclude that such planning would be beneficial for all students regardless of circumstances and background.
- ²⁷ According to the Western Interstate Commission on Higher Education (WICHE, 2010), 31 states have implemented significant transfer articulation reforms, but much of this work is focused on creating statewide transfer associate’s degrees (31 states) common general education curricula (15 states), block credit transfer packages (20 states) and common course numbering systems (7 states). These reforms are primarily concerned with systematizing general education requirements rather than pre-major

requirements. Twenty-two states have developed statewide major articulation agreements, but WICHE concludes that while such arrangements allow students to move seamlessly from one institution to another if they stay in the same major, “this practice may or may not ensure transferability of lower-division major prerequisites...” (p. 7). See Western Interstate Commission for Higher Education. (2010). *Promising Practices in Statewide Articulation and Transfer Systems*. Boulder, CO.

²⁸ Although direct comparisons among university systems are difficult, mainly owing to differences in how a transfer student is defined, UC’s systemwide one-year retention rate and four-year graduation rate for transfer students generally are higher than similar institutions nationwide, including state universities in Arizona, Florida, Michigan, New York, Virginia and Washington.

²⁹ Details regarding the implementation of SB 1440 by CSU and CCCs can be found at www.sb1440.org/.

³⁰ The Senate regulation for this initiative can be found at <http://senate.universityofcalifornia.edu/manual/rpart2.html#r476>.

³¹ Additional information regarding the C-ID project can be found at www.c-id.net/.

³² For additional information concerning the implementation of comprehensive review, see *Comprehensive Review in Admissions at the University of California: An Update* (September 2012). Oakland, CA: University of California, Office of the President, Board of Admissions and Relations with Schools. Available at <http://senate.universityofcalifornia.edu/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf>.

³³ This is meant to address the concern that a student who has taken a particular course to prepare for admission to one UC campus might find that that same course does not count towards similar degree requirements at another UC campus. For example, a CCC economics sequence that will satisfy the

introductory economics requirement at one UC campus may be rejected for the same purpose by another campus. The Academic Senate addressed this concern with Senate Regulation 477, but its implementation has been deemed unwieldy and with uncertain effectiveness given that campuses can opt out.

³⁴ Data obtained from Institutional Research and Academic Planning, UCOP (“Factors Associated with Bachelor Degree Completion Rates and Time-to-Degree,” A presentation to the UC Academic Council, Feb. 26, 2014). Additional data compiled for *University of California Annual Accountability Report 2013*. Oakland, CA: University of California, Office of the President.

³⁵ See, for example, Pascarella, E.T. and Terenzini, P.T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco, Jossey-Bass.

³⁶ See, for example, Tinto, V. (1994). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: The University of Chicago Press; and Astin, A.W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.

³⁷ Kuh, et al. (2005) concludes: “Most institutions pay far more attention to new first-time first-year students than they do to transfer students. As a result, transfers often don’t know enough about the resources available to them. Equally problematic, they have little by way of common academic and social experiences with their peers who started at the institution and cannot easily connect with other transfer students. Thus, they often feel disconnected from the institution” (p. 255). From Kuh, G.D., Kinzie, J., Schuh, J.H., and Whitt, E.J. (2005). *Student Success in College: Creating Conditions that Matter*. San Francisco: Jossey-Bass.

³⁸ For an extensive discussion of the components of “transfer-affirming” and “transfer-receptive” cultures, see College Board (2011); Handel and Williams (2012); Herrera and Jain (2013); and Jain, Herrera, Bernal and Solórzano (2011).

-
- ³⁹ For a comprehensive discussion of the influence of a “college-going” culture” in U.S. high schools, see P.M. McDonough (1997). *Choosing Colleges: How Social Class and Schools Structure Opportunity*. Albany, NY: State University of New York Press.
- ⁴⁰ Laanan, F.S., Starobin, S.S., and Eggleston, L.E. (2010) adapt traditional theories around social capital as a framework in explaining differential rates of success among college students.
- ⁴¹ Orientation’s place as one of a range of important transitional support services for transfer students is discussed, for example, in Eggleston, L.E. & Laanan, F.S. (2001). “Making the transition to the senior institution.” *New Directions for Community Colleges* (114), 87–97; Herman, J.P. and Lewis, E. (2004). “Transfer transition and orientation programs,” in Kerr, T.J., King, M.C., and Grites, T.J., *Advising Transfer Students: Issues and Strategies*, NACADA Monograph Series Number 12, Manhattan, KS, National Academic Advising Association, 57–64.
- ⁴² Townsend and Wilson (2006) conclude that “An important step for administrators at research universities to take is to include in the orientation information about the receiving institution’s mission as opposed to that of the community college. Community college transfer students are accustomed to small classes where students and professors know one another and where faculty concentrate on their teaching...[i]n moving to a research university with a different ethos about teaching and research, community college transfers have to change from one institutional culture to another” (p. 452–453). See Townsend, B.K. and Wilson, K. (2006). “A hand hold for a little bit; factors facilitating the success of community college transfer students to a large research university,” *Journal of College Student Development*, 47 (4), pp. 439–456.
- ⁴³ This recommendation is neither new nor novel. In December 1942, the UC Office of the President surveyed 1,100 junior (community) college students who attended either Berkeley or UCLA. One of the students’ major recommendations was to improve the University’s orientation program. One student noted that “[O]rientation [is needed] to help... transfers, particularly those from a small junior college, get adjusted to a more complicated life” (p. 3).
- ⁴⁴ This is consistent with Recommendation 5 of the University of California Commission on the Future (November 2010): “UC will continue to enroll sufficient numbers of transfer students to maintain an upper-lower division ration of at least 60:40 on all campuses...Resources permitting, it also will seek to ensure that one California resident community college student is enrolled for every two California resident freshmen...” (p. 14). Report is available at <http://ucfuture.universityofcalifornia.edu/>.







Berkeley
Davis
Irvine
Los Angeles
Merced

Riverside
San Diego
San Francisco
Santa Barbara
Santa Cruz