

An abstract geometric pattern composed of various-sized squares in blue, yellow, red, and grey, scattered across the left and bottom portions of the page.

Community College Transfer Students at the

University of California

2001 ANNUAL REPORT



contents

02 03	Introduction : UC President Richard C. Atkinson
04 05	Reinvesting in Transfer: Highlights from the past year
06 07	Goals and Progress: An assessment of UC's transfer efforts and outcomes
08 09	Student Profile: A snapshot of transfers at UC
10 11	Persistence and Performance: Transfer students' academic accomplishments at UC
12 15	Strengthening Student Transfer: Statewide, universitywide, and UC campus resources
16 17	A Future Path to Transfer: The dual admissions proposal



Increasing the numbers of students who will have access to the University of California, especially via the California Community Colleges, is one of my top priorities as president. The community colleges are perhaps the most diverse institutions of higher education in the nation, welcoming students of exceptional

Under UC's new Partnership Agreement with Governor Gray Davis, we are committed to increasing by 50 percent the number of transfer students we enroll by 2005-06. The partnership is described more fully in this report. I am especially grateful that the Governor has joined us in our efforts to increase community college



Introduction :

UC President Richard C. Atkinson

talent with a wealth of life and work experience and a deep motivation to succeed. Community colleges provide a strong academic foundation for their students and are important gateways for those seeking a baccalaureate education. It is vital that we continue to find ways to enhance the partnership between UC and the California Community College system.

transfers to UC. His interest, support, and encouragement have been of great value to us.

Creating strong and successful transfer programs is essential to preserving the promise of California's historic Master Plan for Higher Education. The University of California is committed to working in close collaboration with our counterparts in the community colleges to increase the number of their students transferring to UC and to prepare more students for

the transfer process through long-term academic development strategies. In the coming decade California will need to educate a record number of college-age students, and it is vital that we enhance our already successful partnerships with community colleges. I am proud of the varied transfer programs UC has initiated thus far, many of which are highlighted in this annual report. These programs allow anyone in California, regardless of age, educational background, or income, to fulfill the dream of an excellent and affordable education. In the coming years, we will continue to address the needs of California's citizenry and we look to the crucial role the California Community Colleges will play.

increased financial assistance, stronger intersegmental partnerships, and new admissions procedures. And while we have succeeded in increasing the number of transfer students entering UC, we will continue to find new ways to address student needs in the future to make the University even more accessible to the people of California.

Richard C. Atkinson

Richard C. Atkinson

This report details many of the ways we have focused our energies on transfer students from the community colleges through expanded outreach efforts,





The past year has been a good one for California Community College students transferring to the University of California. UC shares with Governor Davis and the California Legislature a strong desire to increase the number of community college students who apply to and enroll in a UC campus. This common purpose is expressed in a unique “partnership” agreement between UC and the State that calls for increases in the number of community college transfers to UC. Working closely with the California Community Colleges,

Reinventing Transfer Conferences

This project brings together campus presidents, chancellors, outreach officers, admissions directors, transfer center directors, and academic counselors from UC and the California Community College system. Throughout California, these UC and community college colleagues met to address two central goals: 1) increase the number of community college students, especially those that come from educationally disadvantaged backgrounds, that apply

A Universitywide Definition of Transfer

Identification of many more “transfer ready” students is an essential first step, but students will not apply to UC unless the transfer process can be easily negotiated. In the past, each UC campus had its own definition of who was a qualified transfer student. To simplify the transfer admissions process, UC recently developed a systemwide definition of a transfer student. Students applying for admission to the



Reinvesting in Transfer : Highlights from the past year

UC has adopted a three prong approach to enhancing transfer in California: better identification of “transfer ready” applicants; creation of clearer paths to transfer through enhanced communication about requirements, transfer agreements, and transfer student status; and a focus on the affordability of a UC education. What follows is a brief outline of the year’s most significant transfer events.

UC’s Partnership with the State

The Partnership commits UC to increasing by 50% the number of transfer students it enrolls by 2005-06. This represents a growth rate of 6 percent per year—the highest annual rate of growth for transfers in the University’s history. Additionally, the Partnership calls for the creation of a better infrastructure to accommodate students who wish to transfer. This translates into more articulation agreements among UC campuses and community colleges, enhanced transfer staff training, better access to transfer information, and increased intersegmental cooperation.

to and enroll in a UC campus; and 2) prepare more students for UC transfer through the implementation of long-term academic development strategies. The first meetings were held in the Central Valley and Southern California, with a Northern California event held in December 2000. These meetings, which will continue in 2001, brought teams of transfer experts together, created specific action plans, and laid out an agenda for long-term follow-up.

Identifying Prospective Transfer Students

One of the main goals of Reinventing Transfer is to identify students who are likely to be eligible for transfer. With the help of the California Community Colleges, President Atkinson sent a letter to over 22,000 high-performing community college students inviting them to apply to UC for 2001. A new brochure specifically designed to address the most often asked questions of prospective transfers accompanied the President’s letter. In addition, the University is studying effective means of identifying students who would be good prospects for UC transfer. Early identification and counseling are essential elements in persuading students to consider a UC degree as their educational goal.

University of California in advanced standing are given priority over all other transfer applicants if:
The student was enrolled at one or more California Community College campuses for at least two terms, excluding summer sessions; the last college the student attended before admission to a UC campus was a California Community College; and the student has completed at least 30 semester (45 quarter) UC transferable units at one or more California Community Colleges.

Completing General Education More Easily

Completing lower-division general education requirements became easier last year for transfer students. The Intersegmental General Education Transfer Curriculum, or IGETC, is a single curriculum that California Community College students may complete to satisfy the general education requirements at every UC and CSU campus.

Until this year, the IGETC had to be completed in its entirety prior to transfer. Students who did not complete all courses were required to satisfy the GE curriculum of the UC campus they attended. As a result of collective efforts by UC, CSU, and California Community College officials, a new protocol was developed that allows students with certain hardships to complete one or two remaining IGETC-required courses after transfer.

Helping Students Afford an Education

The State of California has recently restructured the Cal Grant program, both with an infusion of new resources and with a new guarantee component. The entitlement components of the Cal Grant program will increase the number of Cal Grant recipients and mean that students leaving high school or preparing to transfer within 3 years of leaving high school will, for the first time, know the GPA required to qualify for a Cal Grant. This has the potential to increase the number of transfer students at UC by both directing additional Cal Grant support to transfer students and countering the perception that the University is not affordable. Since the Cal Grant is “portable,” students take it along when they transfer from a community college, assuring substantial grant funding at UC before they even apply for admission.



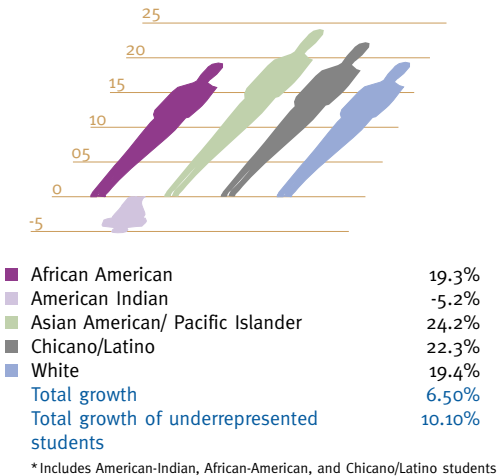


Under the Partnership, UC aims to increase enrollment of transfers by 6 percent annually to 15,300 students by academic year 2005-06. In addition, UC is expanding course articulation and increasing opportunities for counselor training and student outreach. Here is a look at UC's progress in reaching these important goals.

Course Articulation

Articulation is the road map showing how coursework completed at a community college transfers to a four-year institution. During the past year, UC has increased investment in articulation agreements with California Community Colleges. Because preparing for an academic major is an essential ingredient for student success, most of these new agreements delineate the courses students should take at a community college to prepare themselves for specific UC majors.

Figure 2: Increase or decrease in transfer enrollment by student ethnicity 1998-1999 to 1999-2000



a small, interactive environment. Last year over 600 counselors from nearly 80 community colleges attended one of the three ETS events. For the upcoming academic year, an additional ETS event has been added to accommodate many more counselors.

- **UC Counselor Conferences:** Each fall, the University hosts large-scale Counselor Conferences around the state for both community college and high school counselors. In Fall 2000, UC increased the number of Conferences, and served nearly 6,000 counselors.

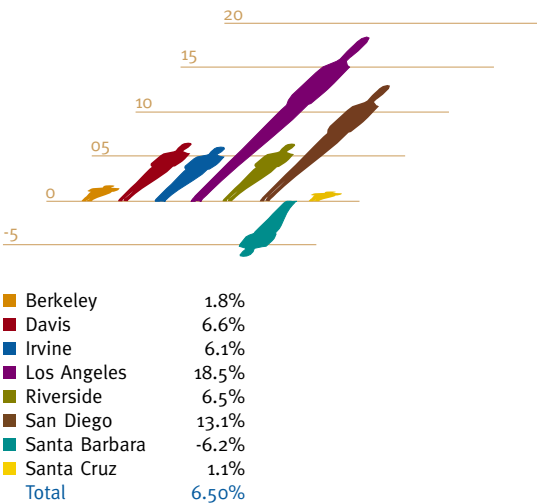
Goals and Progress : An assessment of UC's transfer efforts and outcomes

Enrollment

For the 1999-2000 academic year, the number of California Community College students that transferred to a UC campus increased 6.6 percent, from 10,150 students in 1998-99 to 10,821 students last year.

Figure 1 presents the changes in enrollment for each campus. The overall enrollment growth exceeds that required by the Partnership and reflects the impact of a series of initiatives the University has put in place to boost transfer rates. Figure 2 shows the increase in enrollment by student ethnicity. The number of students from traditionally underrepresented groups rose over 10 percent.

Figure 1: Increase or decrease in transfer enrollment by campus from 1998-1999 to 1999-2000



Under the Partnership agreement, UC plans to articulate high demand majors with the community colleges in its service area (which are defined areas of the State where UC campuses focus their outreach and articulation efforts with local high schools and community colleges). Figure 3 shows that all UC campuses have major articulation agreements with all of their service area community colleges. In addition, four UC campuses have articulation agreements with every community college in the state.

Training and Outreach

As a final element of the Partnership, UC has agreed to expand its current programs that provide transfer-specific training for California Community College counselors and to expand its outreach to prospective students throughout the State.

Transfer Training: UC provides two statewide programs to assist community college counselors in transfer admissions policies and practices.

- **Community College Counselor Institutes:** Each spring, UC co-sponsors with CSU and the California Community Colleges the "Ensuring Transfer Success" (ETS) Counselor Institutes. ETS provides new and veteran counselors with comprehensive information about transfer admission policies, transfer support services, and general education and graduation requirements in

Figure 3: Major Articulation Agreements, by UC Campus (1999-2001)

Campus	Coverage in UC Campus Service Area	No. of CCCs with Major Articulation Agreements Overall	No. of Majors Articulated (Median No.)
Berkeley	Complete	108	96
Davis	Complete	108	125
Irvine	Complete	65	54
Los Angeles	Complete	54	31
Riverside	Complete	108	74
San Diego	Complete	25	96
Santa Barbara	Complete	54	57
Santa Cruz	Complete	108	62

Moreover, a special workshop series was added for California Community College counselors, focusing on their particular informational and outreach needs, including sessions on University eligibility requirements and selection criteria, completing the UC application, financing higher education, and non-academic factors affecting transfer performance.

UC Outreach Visits: Transfer students require personal contact with well-informed advisors. UC campuses visit community college campuses to provide students UC information and assistance. These visits help students stay focused on their transfer goals, as well as provide information on how to prepare for transfer and navigate the admissions process.

In 1999-2000, UC outreach officers made over 3,400 campus visits, meeting with prospective transfers at all 108 California Community Colleges. Most community colleges received visits from multiple UC campuses, with over two-thirds of community colleges receiving personal contact with a UC outreach officer from at least four different UC campuses. Figure 4 delineates the number of visits performed by each UC campus and illustrates the breadth of the UC immediate outreach effort.

Figure 4: UC Campus Outreach Visits to California Community Colleges (1999-2000)

Campus	No. visits within service area	No. visits outside service area	Total
Berkeley	211	183	394
Davis	391	221	612
Irvine	188	150	338
Los Angeles	277	140	417
Merced	85	0	85
Riverside	188	223	411
San Diego	161	297	458
Santa Barbara	90	103	193
Santa Cruz	291	254	545
Total	1,882	1,571	3,453

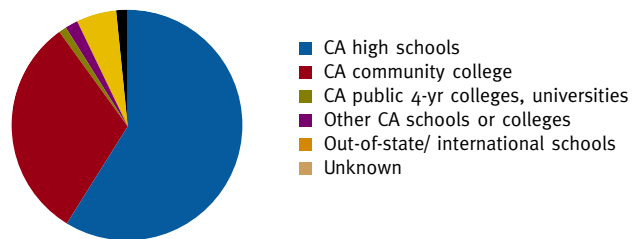


Universitywide, over 24,000 junior and senior level UC students began their studies at a California Community College. These transfer students, who come from every community college in the State, comprise the second largest group of upper-division students at UC, second only to students who began as freshmen (see Figure 5).

Community college transfers come from a variety of ethnic and racial backgrounds. Among traditionally underrepresented students, Chicano and Latino students constitute the largest group of upper-division transfers (13.7%), followed by African American students (2.6 %), and American Indian students (1%) (Fall 2000 data).

Student Profile : A snapshot of transfers at UC

Figure 5: Upper-division students at UC, by school of origin



Transfers from California Community Colleges are well represented on all UC campuses. Over 25% of the upper-division students at all UC campuses started their college careers at a California Community College. At five UC campuses, a third or more of the total upper-division student body transferred from a community college (see Figure 6).

Figure 6: Proportion of upper-division students at each UC campus who entered UC as a transfer student

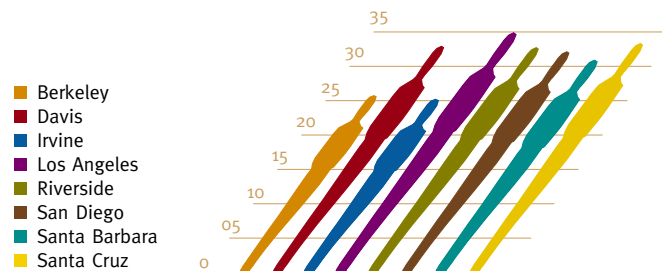
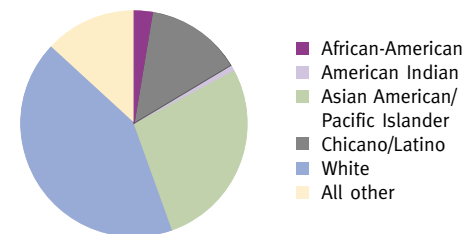


Figure 7 presents the racial and ethnic backgrounds of transfer students. Figure 8 shows how this ethnic and racial diversity compares with students at the freshmen level.

Figure 7: Transfer students by ethnicity



Well over half (54 percent) of the students that transfer to UC are women. While two-thirds of community college transfers are traditionally aged college students (18-22 years), there is a significant diversity in ages. Figure 9 shows the distribution of ages of transfer students from California Community Colleges to UC in 1999-2000.



Figure 8: Comparison of transfer students and juniors who began as freshmen, by ethnicity

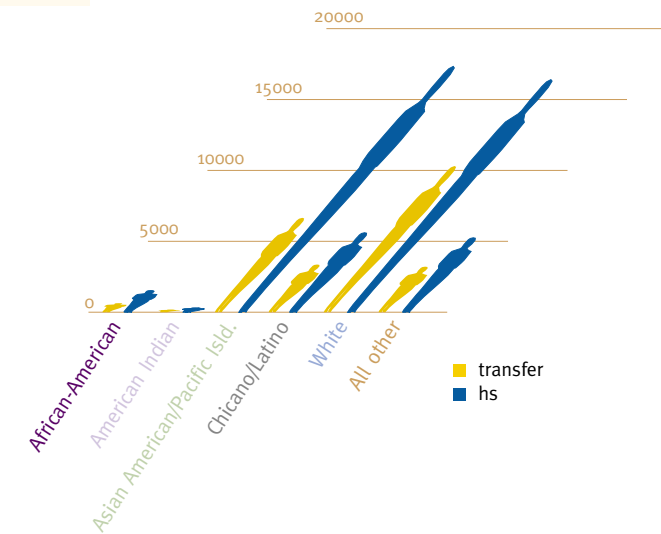
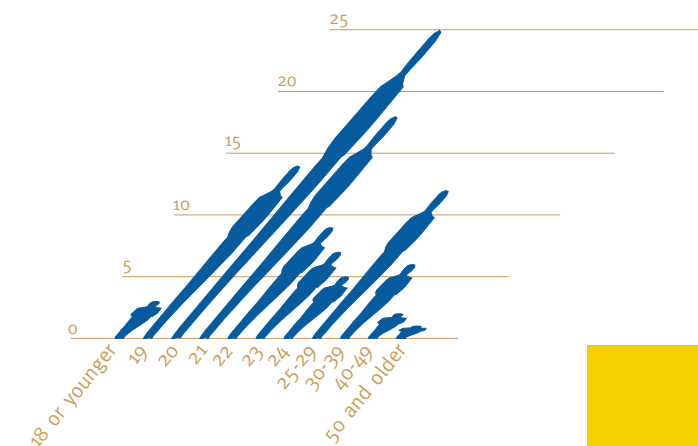


Figure 9: Distribution of ages of transfer students from California Community Colleges to UC in 1999-2000



Given that UC is encouraging many more community college students to transfer, how well can they expect to do at a UC campus? Transfer student academic performance reflects the quality of preparation received at California Community Colleges and the extent to which transfer students can adjust to UC's academic environment.



• **California Community College transfer students earn high grades.**

Students who transferred to UC from a California Community College in the 1999-2000 academic year entered with high grades. Over 50 percent transferred with GPAs in excess of 3.30. Moreover, these same students took much less time to make the transition between a community college and UC.

Once enrolled at UC, transfers maintain their high level of academic performance.

• **California Community College transfer students take longer to complete their degrees compared to native UC students.**

Time-to-degree analyses reveal that transfer students from California Community Colleges need more time to complete their degrees than native UC students, while enrolled at the University of California. Standard cohort analyses indicate that, on average, California Community College students graduate in 2.4 years or about 8 quarters following their transfer to UC, while native UC students stay at UC for 4.2 years or 13 quarters (1991 cohort).

Persistence and Performance : Transfer students' academic accomplishments at UC

• **California Community College students transferring to UC earn baccalaureate degrees at a high rate.**

California Community College students who transfer to the University of California demonstrate higher persistence and graduation rates than community college transfer students nationally. National studies tracking the academic performance of community college students following their transfer to four-year institutions reveal that students enrolling at a community college are less likely to earn a bachelor's degree than their counterparts in four-year institutions.

UC students who begin their education at a California Community College, however, attain significant academic success. Over three-fourths of transfer students entering the University of California in 1993 earned a bachelor's degree within 4 years after transfer. Moreover, the persistence and graduation rates of transfers from California Community Colleges have steadily increased throughout the 1990s.

• **California Community College students graduate at rates similar to those of students who began their studies at a UC campus as freshmen.**

Research comparing the graduation rates of community college transfer students and native UC students reveals a similar and comparable degree of academic performance. Analyses using a standard cohort analysis (i.e., a process that compares the academic performance of UC freshmen to community college transfer students who enter UC at the same time) reveal very little difference between these two groups. The graduation rate for the 1993 cohort of students (the last year for which complete figures are available) indicates that 30 percent of transfer students had graduated two years after entering UC. For freshmen students entering in the same year, 35 percent had graduated four years later. Taking a slightly longer view, the graduation rate rises significantly for both groups. Over 78 percent of transfers complete a bachelor's degree within 4 years after transfer, compared to 76 percent of freshmen students (six years after entering UC).



Studies analyzing the academic performance of community college students who transferred to UC in 1993 (and who earned a degree) reveal an average GPA of 3.12. Preliminary data taken from transfer students who entered UC in 1994 and 1995 also reveal strong academic performance as measured by GPA.

• **California Community College students that transfer to UC enter a wide variety of majors.**

One of the persistent myths about transfer students is that they enter UC with little direction about their education or that they do not tackle the most challenging majors. Yet data obtained from students who transferred to UC as juniors in 1994 and 1995 reveal that community college students were no more likely to enter undeclared than native students who persisted to their junior year. Moreover, analyses of community college transfers who entered in 1994 and 1995 indicate that they tackle a variety of majors, including those considered most rigorous. For example, in 1995, over a quarter of the entering transfers majored in a physical or life science (compared to 33 percent of students entering as freshmen). Another 38 percent majored in the humanities or social sciences (compared to 32 percent of students entering as freshmen).

To assess the entire length of time it takes transfer students to complete a baccalaureate degree requires consideration of the time period they enrolled at a community college before enrolling at UC. Although it often is assumed that transfer students spend about two years at a community college before making a transition to a four-year institution, that assumption is based more on historical notions of what a community college ought to be rather than today's realities. Community colleges accommodate their students exceptionally well by allowing part-time enrollment, minimal entrance requirements, and low fees, all of which encourages a slow rate of progress to transfer. This lengthy time-to-degree is supported by preliminary data, which indicate that most students successfully transferring to UC were probably at a community college anywhere from 2 to 4.5 years prior to transfer.



Helping students to successfully transfer requires statewide partnerships and local initiatives. Below are descriptions of some of the most important efforts occurring around California.



Established in 1970, Mathematics, Engineering, Science Achievement (MESA)

is a statewide outreach program that provides academic support services to educationally disadvantaged students who are majoring in math or science. While



as well as faculty-sponsored informal dinners to promote the exploration of various academic fields and encourage graduate studies.

UC Davis

UC Davis, a campus working towards an aggregate growth of 8% in the next five years, is actively expanding its outreach to transfer students. Two long-standing and influential programs for transfers have been enhanced: The Transfer Opportunity Program (TOP), which works with students

Strengthening Student Transfer : Statewide, universitywide, and UC campus resources



Assist is a web-based articulation database that allows community college students to identify the courses they must complete to satisfy requirements at the UC or CSU campus they are interested in attending. Course articulation agreements between community colleges and UC campuses are available on-line at www.assist.org. By describing how course credits earned at a community college can be applied to requirements at a UC campus, ASSIST helps students assess whether they are "transfer-ready."



Gateways is an on-line system that enables more efficient access to information about UC outreach programs. It will also contain a program allowing students to chart their individual step-by-step progress to transfer and a list of transfer prospects. Additionally, Gateways will also provide a data warehouse for researchers and those interested in program evaluation.

MESA works with students at all levels of education, it is an important part of efforts to increase transfer. MESA centers, supported in partnership by the California Community College Chancellor's Office, are located in 35 community colleges, a dramatic increase from their presence on only ten campuses three years ago. MESA's rigorous academic program, which includes an academically-based peer community to provide mutual student support and motivation, leadership preparation, and problem-solving training, has created a diverse pool of transfer-ready students who are prepared to excel as math, engineering, and science majors.



The Puente Project, founded in 1981, strives to increase the number of educationally underserved students who transfer to four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Students in the community college program participate in specific coursework, meet with Puente counselors, are provided a mentor, and visit university campuses. Puente serves students in 38 community colleges throughout California and is an important strategy for enhancing transfer.

UC Campus Services and Events

Each of the UC undergraduate campuses hosts activities to familiarize students with the campuses and to advise students on how to transfer. All campuses offer campus tours throughout the year and most of the campuses offer academic advising services for community college students. Preview Days and Transfer Days, hosted by seven of the eight general campuses, are important events, offering students advice on admissions, financial aid, major selection, and the UC campus community. Below is a sampling of some of the student-centered activities and innovative programs campuses are developing.

UC Berkeley

Berkeley devotes considerable resources to helping transfer students transition into UC campus life. In addition to the transfer and re-entry student centers, the Transfer Student Center provides additional support by offering academic advising, course planning, and a broad orientation to campus support services in a course called "Transfer Student Perspectives." This two-unit pass/no pass course works to assess and strengthen transfers' academic skills while demystifying the Berkeley campus. The program also includes work with the Transfer Student Advisory Council that identifies issues and implements activities for transfer students,

from targeted community colleges, and the Transfer Admissions Agreement (TAA) program, which contracts with students for admission, pending the completion of specified requirements. Even more innovative, Davis has begun distance advising. Through the use of new video conferencing technology, this program puts Davis advisors in touch with students attending hard-to-reach community colleges. This program is currently used to reach students from six campuses—Lake Tahoe, Merced, Redwoods, Reedley, Fresno, and Siskiyou—and is in the testing stages for six more campuses. These historically successful transfer agreement programs, combined with groundbreaking use of technology, have made important strides in reaching prospective students throughout California.

UC Irvine

UC Irvine has formed a productive alliance with the Orange County Transfer Consortium (OCTC), a body composed of key transfer staff from all nine Orange County Community Colleges and UCI. OCTC's committed work is largely responsible for the increase in transfer applications to UCI last year. UCI also has adopted a creative technique of bringing advising to community college campuses. The Preliminary Admission in the Field (PAIF) program, in its third year, offers students early notification of their admissions status. Should a student lack necessary



courses, he or she can take advantage of summer sessions to remedy the deficiencies that would otherwise impede transfer. Since its inception, over 1,000 California Community College students have benefited from the program. UCI also hosts a Summer Scholars Transfer Institute that offers prospective transfer students exposure to the learning environment of a four-year institution. Approximately 70% of students who participate ultimately transfer to a four-year institution.

UC Los Angeles

UCLA is expanding the pool of prospective transfers through the implementation of innovative programs such as the Summer Intensive Transfer Experience (SITE) for high school students. Since 1999, this program has provided students planning to attend a community college, with a week-long experience on the UCLA campus, in which they work with faculty and staff to develop an academic plan designed to prepare them for transfer to a UC campus. Moreover, UCLA has hosted high-profile outreach programs specifically for transfer students, such as the November Transfer Conference and UCLA Science Day. The Transfer Conference, which attracted over 900 students (a significant number of who were from underrepresented minority communities), provided participants with information about transferring, course selection, major preparation, careers, and costs of attending UC. The UCLA Science Day focused on majors leading to careers in research and medicine. Over 350 students attended and were met by UCLA science faculty.

UC Merced

While UC Merced will not open to students until 2004-05, staff are encouraging many high school students in the Central Valley to transfer to this UC campus after completing lower-division work at a community college. This is a significant and important challenge in light of the higher than average poverty levels in the region, the high number of educationally disadvantaged students, and the historically low UC-application rates. To address these issues, Merced created the Community College Transfer Initiative (CCTI), a collaboration providing direct services to students, closer interaction between UC and community college counselors, and greater interaction among UC and community college faculty. In addition to the CCTI, Merced has hired three outreach staff dedicated solely to transfer, offering students UC campus visits and “one-stop” advising on majors, academic planning, financial aid, and the application process. Finally, two conferences were organized. The first, designed for currently enrolled community college students, provided individual advising sessions, the second introduced the transfer option to local high school students.

UC Riverside

UC Riverside, located in a region without a historical record of high college attendance, is striving to make transfer possible for many who had not considered it before. As a campus, Riverside anticipates significant student growth and is working to make transfers a significant part of that growth. UCR has devoted resources during the past year to building a Transfer Center, one of the first in the UC system. The Center offers broad-based resources, including advising services to assist prospective transfer students currently attending a California community college. UCR also is working to devise policies that could offer incoming transfer students more flexibility in scheduling coursework.



UC San Diego

UC San Diego has developed outreach strategies to help prospective students transition successfully to the UC campus environment. The “UCSD-For-a-Day” program provides community college students with an opportunity to participate in UCSD courses, providing them with an in-class UC experience prior to transfer. The Transfer Admit Day invites admitted transfer students to explore the campus and consult with academic department advisors, admissions staff, and current UCSD transfer students. UCSD has also created the “UniversityLink” program which offers guaranteed admission to high school seniors who successfully complete specific academic program requirements at the community college level.

UC Santa Barbara

Santa Barbara has expanded its outreach staff to help advise prospective community college students throughout its region and across the State. The campus recently hired two outreach officers devoted to community college outreach: an Orange County-based counselor who provides the campus with a sustained presence throughout the Southland, and a counselor assigned to assist transfer students from Kern county and other Central California regions. Moreover, in the past year, the campus has increased the number of articulation agreements it has developed with California Community Colleges by well over 100%. UC Santa Barbara now has major articulation agreements with over 50 California Community Colleges and is working to expand this total every day.

UC Santa Cruz

UC Santa Cruz has been focusing its efforts on streamlining the transfer process for students. The Guaranteed Admission for Transfer Entry (GATE) program provides students with a transfer admission agreement after completing 30 transferable semester units and other requirements. Of the 302 applicants to this program last year, 275 were accepted. Also, UCSC’s new dual admission plan has been an innovative solution, providing students with simultaneous admission to a community college

and UCSC. In an effort to facilitate timely transfer, UCSC staff support dual admission students while they are enrolled at a community college campus. In its first year, 47 students enrolled. Additionally, UCSC is working with its community college partners through the creation of the UCSC—Community College Regional Council.

Additional information about campuses can be found on the campus Transfer Web Pages.

- **UC Berkeley:**
http://students.berkeley.edu/ouars/level_3/trans_info.html
- **UC Davis:**
<http://ugaos.ucdavis.edu/transfercc.html>
- **UC Irvine:**
<http://www.admissions.uci.edu/transfer.html>
- **UC Los Angeles:**
http://www.admissions.ucla.edu/prospect/adm_tr.htm
- **UC Merced:**
<http://www.ucmerced.edu>
- **UC Riverside:**
<http://www.transfer.ucr.edu/transfer/transfer1.html>
- **UC San Diego:**
http://admissions.ucsd.edu/ad_trans.html
- **UC Santa Barbara:**
<http://www.admit.ucsb.edu/transfer.htm>
- **UC Santa Cruz:**
<http://admissions.ucsc.edu:80/overview/admit/tguide.html>





A Future Path to Transfer :

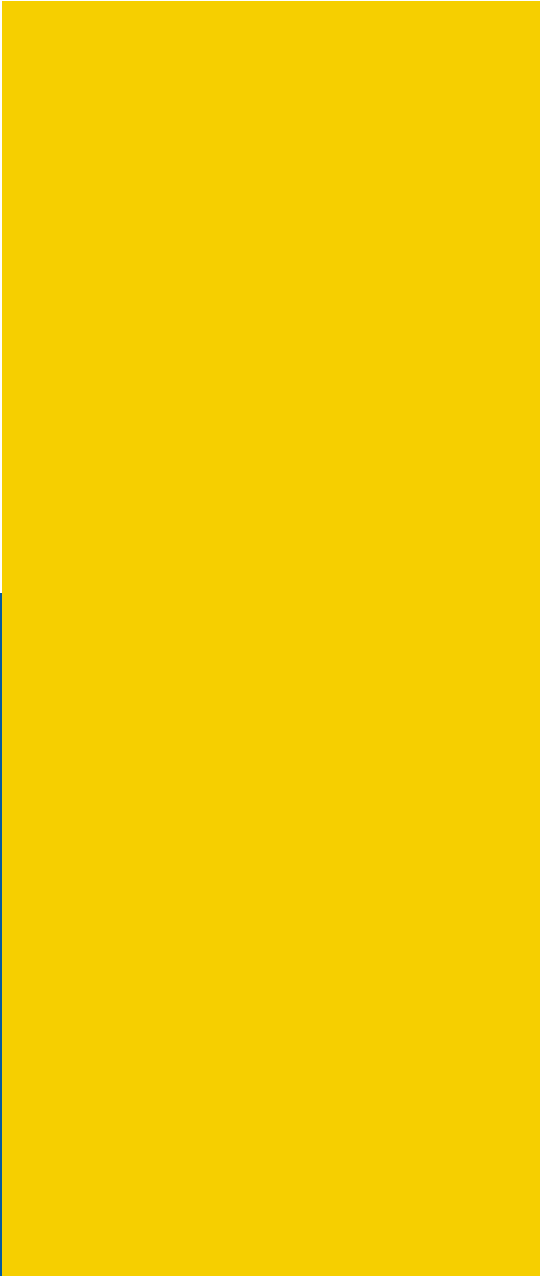
The dual admissions proposal

The University of California is more committed than ever to enrolling transfer students from California Community Colleges. In addition to the many exciting changes mentioned in this report, UC is developing a new path to UC for students in California. To both encourage more students to seek a UC education and to make the route to such an education clearer, President Atkinson has proposed a “dual admissions” program. This radical change in admissions strategy seeks to identify students at the high school level and to invite them to apply for admission to UC and a California Community College simultaneously. Students from the top 4-12% of graduating high school seniors would be guaranteed a spot on a UC campus after completing necessary coursework at a community college campus. While enrolled at the community college, dual admissions students would have access to UC facilities and resources.

Although the proposed dual admissions program, currently under review by UC faculty and administration, would not provide a “one-size fits all” solution to the diverse needs of California students, it is an exciting next step in UC’s statewide efforts to enhance the transfer process.

The future looks promising for transfer. New admissions processes, such as the dual admissions proposal, expanded outreach efforts, new sources of financial aid, and emerging intersegmental partnerships all point to a stronger commitment than ever to helping community college students transfer to a UC campus.





Student Academic Services
Office of the President | University of California

1111 Franklin Street | 9th Floor | Oakland, CA 94607-5200
www.ucop.edu/sas