

Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For Meeting of May 17, 2017

STRATEGIES TO INCREASE TRANSFER STUDENT ENROLLMENT AT THE UNIVERSITY OF CALIFORNIA

EXECUTIVE SUMMARY

UC has a strong legacy in admitting, enrolling, and graduating transfer students from California Community Colleges. The 1960 California Master Plan for Higher Education established the transfer function as a key element in providing access to higher education for all qualified Californians. In addition, the Master Plan stipulated that both UC and California State University reserve space at the upper-division level so that both systems would be able to enroll significant numbers of transfer students. Under the 2015 Budget Framework Agreement between the Governor and the President of the University, which was approved by the Regents, UC has enhanced and extended its commitment to transfer students. Under this Agreement the University will increase the proportion of undergraduates entering as community college transfers, so that by the 2017-18 academic year—assuming the presence of a sufficiently qualified transfer applicant pool—one-third of all incoming California resident undergraduates will enter as transfers, systemwide and at every campus except Merced.

This year, UC enrolled the largest transfer class in the history of the institution. The majority of this growth was at UC's most competitive and in-demand campuses. In 2017-18, it is anticipated that UC will achieve the 2:1 goal systemwide and at the following campuses: Berkeley, Davis, Irvine, Los Angeles, San Diego, and Santa Barbara. This item describes UC's sustained commitment to transfer students and reiterates the University's intention to meet the 2:1 goal systemwide and at every campus except Merced. In addition, the item provides data regarding UC's progress in meeting the 2:1 goal, identifies current challenges to achieving this goal at some campuses within the current time frame of the Agreement, and describes several initiatives designed to improve progress toward achieving the goal.

BACKGROUND

UC's commitment to transfer students predates by decades its formal adoption under the California Master Plan for Higher Education. In the early 1900s, UC leaders were prominent boosters for the (then) junior college movement. When California's first community college, Fresno Junior College, was established in 1910, UC Berkeley faculty agreed to accept course work completed there "as if the work had been done at the University of California and without the necessity of any further examinations."

The adoption of the California Master Plan solidified the importance of the transfer process, and this model has been adapted in other states and internationally. Although UC's focus on transfer follows naturally from California's extensive investment in community colleges (113 colleges total), its commitment is unique in the US. Although highly selective, public and private 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 Community College (CCC).¹

A second and unique aspect of UC's commitment to transfers is the degree of success these students earn after transfer to UC. Although most four-year institutions advise prospective transfer applicants to complete general education requirements prior to transfer, UC expects potential transfer students to complete substantial *pre-major* preparation requirements so that they are ready to excel in upper-division classes upon transfer. The goal of UC faculty is to select CCC students who are well prepared not only for the demands 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 the institution and for transfer students. Retention and graduation rates for CCC students at UC are comparable to rates for UC's freshman students and are generally superior to other transfer students at the universities comparable in size and selectivity to UC.

In 2015, UC extended and enhanced its commitment to CCC students when the Governor and the President, with the approval of the Regents, adopted the Budget Framework Agreement. Under this agreement UC will increase the proportion of students entering as community college transfers, so that by the 2017-18 academic year—assuming the presence of a sufficiently qualified transfer applicant pool—one third of all incoming California resident students will enter as transfers, systemwide and at every campus except Merced. In other words, UC will enroll two new California resident freshmen for every one new California resident transfer student (resulting in a 2:1 ratio). The Agreement, while consistent with the Master Plan's original requirement that UC *as a system* meet the 2:1 goal, also specifies that each campus, except Merced, meet this criterion as well, presuming an adequate transfer pool. The goal of the Agreement, as well as the Master Plan, was to ensure that both public four-year institutions maintained sufficient space in the upper-division to accommodate transfers from California's community colleges.

Since this Agreement was created, UC has made significant progress in reaching the 2:1 goal. This year, for example, UC enrolled the largest transfer class in the history of the institution. Most of this growth was centered at campuses that have the greatest demand. When the Agreement was signed, the Davis, Los Angeles, and San Diego campuses had already met the 2:1 target, and they have maintained or enhanced the presence of transfers on their campuses since that time. This year, UC Berkeley also met the 2:1 goal, despite significant growth among freshman students. Given current admission and enrollment goals for 2017-18, UC will achieve the 2:1 goal systemwide, as well as at the Irvine and Santa Barbara campuses.

¹ In a 2008 study, researchers estimated that the average number of transfer students at any one of America's 179 most selective, public and private four-year institutions was likely less than 200 individuals.

Sustaining UC's progress in meeting the 2:1 goal is dependent on addressing two major challenges. The first challenge is to increase the number of CCC students who are preparing themselves for transfer to UC. Data indicate that perhaps a small percentage of all students enrolled in California Community Colleges are ready to transfer to *any* four-year institution. The second challenge, related to the first, is to increase the number of well-prepared students who apply to UC. The application rate to UC is neither robust nor sustained, which is especially problematic for campuses that have not yet met the 2:1 goal.

The following sections describe UC's progress in expanding its commitment to transfer students and highlights policies, programs, and intersegmental partnerships to boost and sustain transfer at all UC campuses. It is the University's intention to meet the 2:1 goal systemwide and at every campus (except Merced), although additional time beyond the 2017-18 target will be needed for two campuses to reach this threshold.

UC PROGRESS IN MEETING THE 2:1 GOAL

The fall 2016 transfer class was the largest in the history of the University, demonstrating the commitment of UC to increase the presence of transfer students on its campuses. In a typical admissions cycle, UC's transfer ratio might have reached 2:1 in 2016-17. Indeed, as Table 1 shows, all campuses are either at 2:1 or are making progress toward that goal in 2017-18. However, 2016-17 was also witness to one of the largest increases of new California resident *freshmen* as well—contributing to the growth of more than 7,000 new California students in all—and therefore impacting the overall freshman to transfer ratio.

This remarkable one-year increase meant that many more California residents were able to enroll at UC—both as freshmen *and* as transfers. But it also altered the traditional dynamics of admission and yield at every campus. Far more students were admitted, students had more choices, and more of them had an opportunity to enroll at the campus of their choice. These outcomes are, of course, good for students and the state. However, campus yield rates, especially at UC's less selective campuses, decreased. For example, despite admitting significantly more transfer students than the previous year, fewer of these admitted students enrolled at the Riverside and Santa Cruz campuses.

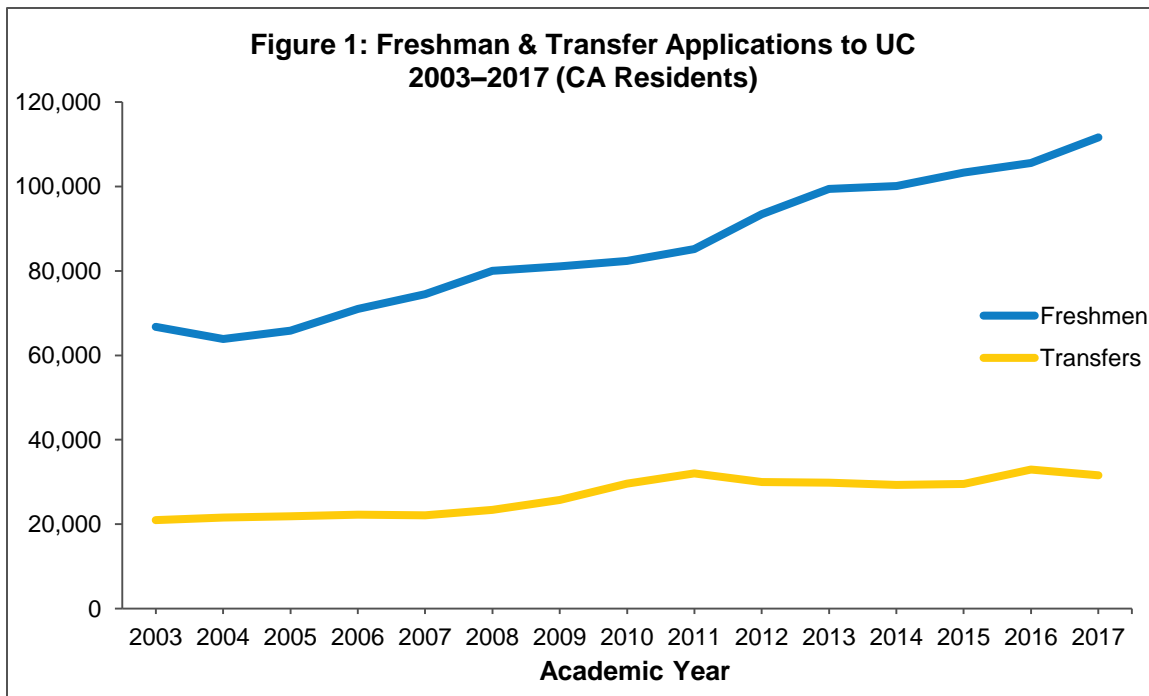
Although the 2:1 goal is naturally seen as a marker of UC's commitment to California Community College students, it is necessarily linked with policies and practices associated with UC's need to accommodate enrollment demand at the freshman level as well. The balancing of both freshman and transfer student demand is an important—and complicated—element in the University's strategy to serve the postsecondary needs of all Californians.

Table 1: UC Enrollment Ratios
Number of New California Freshman Students
per New California Transfer Students

	2016–2017 actual	2017–2018 UC projection
Berkeley	2.04	1.85
Davis	1.48	1.42
Irvine	2.27	2.00
Los Angeles	1.76	1.66
Merced	9.82	10.18
Riverside	4.49	3.91
San Diego	1.93	2.00
Santa Barbara	2.41	2.00
Santa Cruz	3.26	2.59
UC	2.29	2.09
UC (excluding Merced)	2.20	2.00

CROSS-CUTTING TRENDS THAT INFLUENCE UC’S ABILITY TO MEET 2:1

California Resident Freshman and Transfer Applicant Demand: The demand for space at the freshman level has outpaced demand at the transfer level for over a decade. UC campuses receive far more applications for freshman admission than they do for transfer admission. (See Figure 1.)



The framers of the California Master Plan understood that demand for admission at the freshman level would outpace transfer demand, especially since the greatest expansion of the CCCs occurred in the late 1960s and 1970s. But few, perhaps, would have predicted the extraordinary and sustained growth of applications of California residents at the freshman level. The number of applications for freshman admission has increased for 13 consecutive years.

In contrast, application growth for transfer admission has been variable over the past decade. The University most recently saw strong growth in transfer applications between 2008 and 2011, largely paralleling upward enrollment growth in the CCC system overall. This trend largely dissipated, however, when the US economy improved following the Great Recession. (Community college enrollment is associated with counter-cyclical effects; that is, economic downturns tend to result in greater community college enrollment, which is reversed when the economy rebounds.) Despite these contrasting enrollment trajectories, however, the University fully intends to meet the goal systemwide by the end of the 2017-18 academic year and also to meet the goal on most campuses.

Growth in UC transfer applications for the Fall 2016 enrollment was the first significant bump in applications since 2011. However, demand declined systemwide and at almost all campuses for Fall 2017 enrollment. (See Table 2.) In an attempt to attract more applicants, the application deadline for transfer students was extended for both Fall 2016 and Fall 2017. The boost in applicant numbers that UC experienced for Fall 2016 enrollment was not sustained among applicants for Fall 2017 enrollment.

Table 2: Fall 2017 Transfer Applications from California Residents

	# of applications	% change from fall 2016
Berkeley	14,499	-2.6%
Davis	13,513	-4.9%
Irvine	15,844	-1.8%
Los Angeles	17,249	-1.9%
Merced	2,700	5.1%
Riverside	8,769	-6.0%
San Diego	13,859	-4.6%
Santa Barbara	13,659	-0.6%
Santa Cruz	8,820	0.0%
University-wide	31,551	-4.1%

The Need for Qualified UC Applicants: The budget agreement anticipated that UC’s ability to meet the 2:1 goal required that there be a sufficient number of applicants who were qualified for admission at each campus and systemwide. This was a pivotal consideration given variations in the number of applications submitted to UC in recent years. UC cannot admit students if they do not apply; more critically, the institution ought not to admit students who are not prepared for

success at UC. Simply put, generating more applications is an insufficient strategy if many of those applicants are not at least minimally qualified to be admitted to a UC campus.²

Fortunately, data indicate that a high proportion of CCC transfer students who apply to UC are at least minimally UC-eligible. This suggests that UC's outreach to prospective transfers (and their counselors) is effective in establishing basic conditions for admission. But it also begs an important question: How will UC's efforts to grow transfer enrollment employ strategies that increase the number of applications from students who are qualified and competitive for admission and not simply increase the aggregate number of CCC applications the institution receives? Sustained and systemic strategies—in partnership with the CCCs and the State—will continue to be needed. UC's Transfer Pathways and a recent partnership agreement with the California Community College Chancellor's Office represent important next steps in preparing additional students for transfer and encouraging them to consider a UC campus to earn a baccalaureate degree; both will be described later.

UC's Future Transfer Students: The CCC system is the largest postsecondary education institution in the U.S., enrolling more than 2.1 million students at 113 institutions (2015-16). Although UC draws virtually all of its transfers from this extensive and accessible network of colleges, not all CCC students want to transfer. The CCC's multiple missions offer students a variety of educational objectives, including workforce training certificates, developmental education, and terminal associate's degrees in addition to preparation for transfer to four-year institutions.

Data provided by the California Community College Chancellor's Office (CCCCO) suggest that the pool of qualified CCC transfer applicants within the CCC system is relatively small. The CCCCCO reported in 2015-16 that less than five percent of the total enrolled students in the CCC system had earned sufficient credits to transfer as juniors to any four-year institution. It will need to grow in order for UC reliably to meet the 2:1 goal.

CAMPUS-SPECIFIC CHALLENGES IN MEETING THE 2:1 GOAL

Although UC as a system will meet the 2:1 goal at the end of next year, it will take three campuses more time to meet the goal locally. UC Merced is not part of the Agreement with the State on 2:1 and does not yet have the capacity to meet a 2:1 goal. However, its 2020 plan is

² To be minimally eligible for admission, applicants must earn at least a 2.4 overall GPA and complete a seven-course pattern that includes two courses in English composition and one in mathematical concepts and quantitative reasoning course. It is important to stress, however, that many majors require additional courses for admission selection so that students are fully -prepared to enter the upper-division upon matriculation to a UC campus and stay on track for timely- graduation. Given the importance of pre-major preparation, but appreciating that this complicates students' transfer planning, the Academic Senate developed UC Transfer Pathways, which provide a common set of course expectations across all undergraduate campuses for the 21 most popular transfer majors.

designed to build enrollment capacity across the campus, including transfer student enrollments.³ UC Riverside and UC Santa Cruz are making progress toward 2:1, but each will need additional time beyond 2017-18 to enroll sufficient California resident transfer students to achieve the 2:1 ratio. The reasons for this stem not only from the issues already discussed but also result from their unique position within the UC system.

Lower Student Demand: Other than UC Merced, UC Riverside and UC Santa Cruz receive the fewest number of transfer applicants in the UC system. One reason for this is that transfer students are more “place-bound” than are freshmen, meaning that they are likely to choose a college that is located close to them geographically. In a recent survey of UC’s transfer students conducted to help identify promising approaches to increasing transfer enrollment, geographic proximity was rated by 93 percent of respondents as a major influence in their selection of a transfer destination. This plays out in different ways at both campuses. UC Santa Cruz is located in an iconic California locale, but one that is geographically remote from the urban centers of Northern California. UC Riverside is located in the fast-growing Inland Empire—which bodes well for its long-term enrollment growth—but is relatively close to two of UC’s most popular campuses, UCLA and UC Irvine, as well as three CSU campuses (Fullerton, Pomona, and San Bernardino).

Complicating UC Riverside and UC Santa Cruz’s ability to yield students from their local regions is the fact that these campuses rely heavily on nearby “feeder” schools for transfer students. Although Riverside and Santa Cruz have strong relationships with CCCs throughout the state, they each are especially dependent on the productivity of a single community college for transfer students. (See Figures 2 and 3.) Riverside City College—UC Riverside’s most productive feeder—reports only 1,848 students as transfer-ready on a campus that enrolls more than 18,000 students. Cabrillo College, Santa Cruz’s top feeder, reports only 821 transfer-ready students, yet they still represented ten percent of all new transfer students enrolling at UC Santa Cruz. (See Figure 3.)

³ At this stage of UC Merced’s development, the campus plays a significant role in accommodating demand at the freshman level by serving as the destination for California resident applicants who are UC-eligible, but might not otherwise have access to a UC education.

Figure 2: CCCs that Send the Greatest Number of Students to UC Riverside

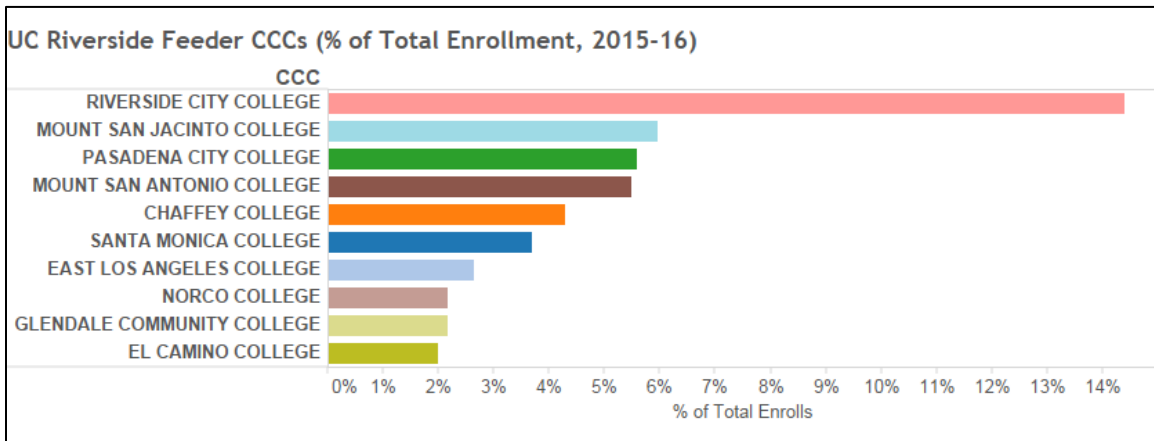
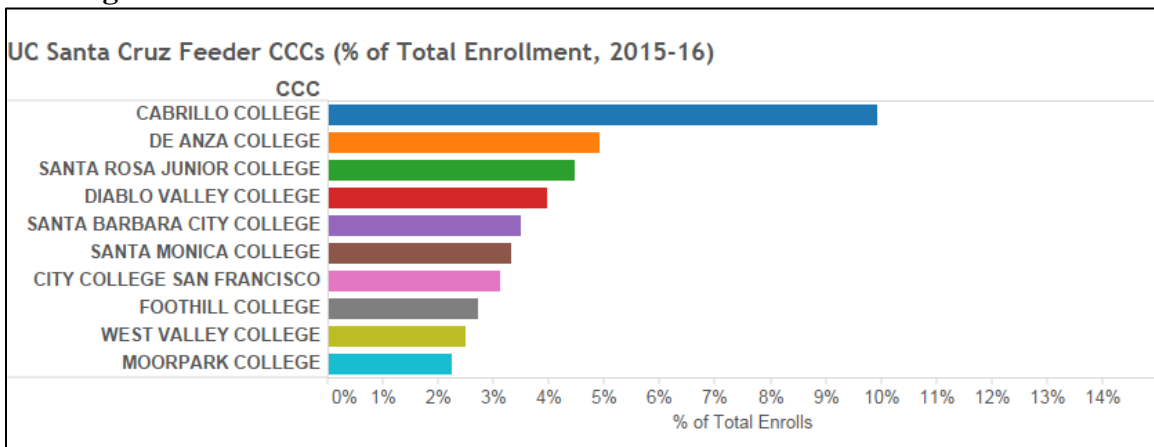
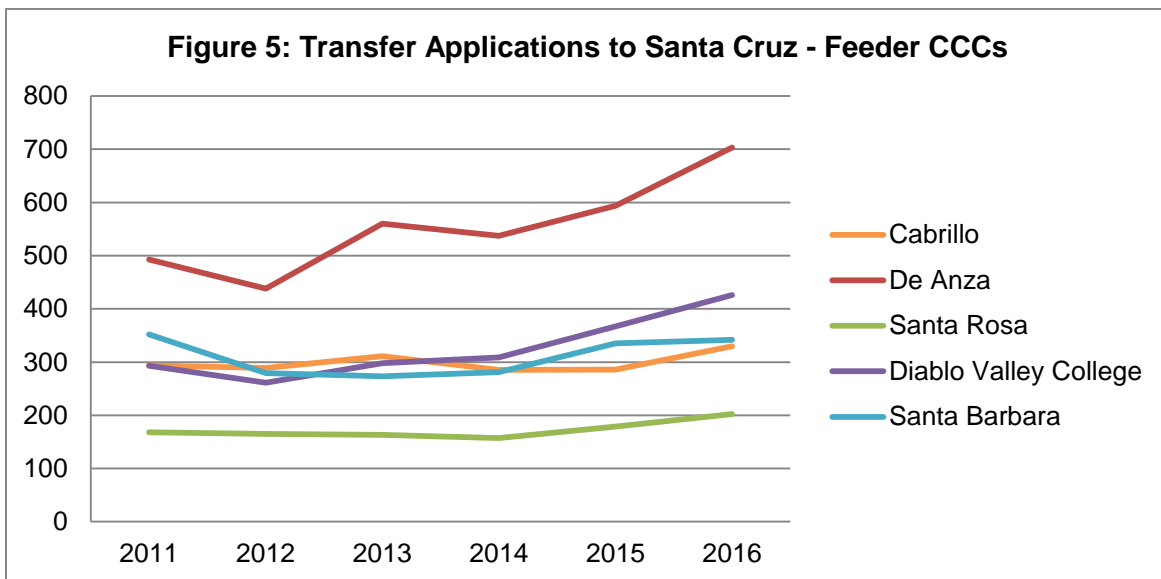
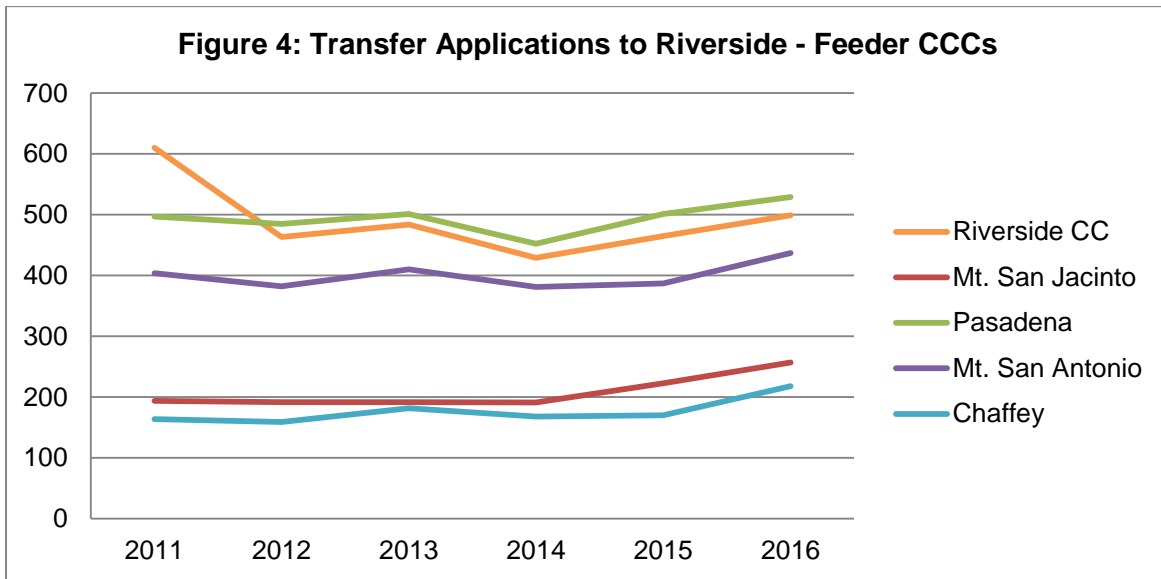


Figure 3: CCCs that Send the Greatest Number of Students to UC Santa Cruz



UC Riverside’s and UC Santa Cruz’s attempts to increase transfer enrollment have been hampered by low application rates from these feeder colleges. Although both Riverside City College (Riverside) and Cabrillo College (Santa Cruz) increased the number of students applying to UC last year, recent history shows a pattern of low numbers of applications to UC, illustrated below in Figures 4 and 5.



Inter-Campus Competition for Transfer Students: Transfer applicants to the UC system apply, on average, to about four campuses. This is beneficial for applicants because it increases their chances of gaining admission to the University. Nevertheless, this behavior also makes it more difficult for campuses to estimate who will actually enroll in the fall. UC Merced, UC Riverside, and UC Santa Cruz are especially susceptible to variations in yield since a larger proportion of their applicants apply to UC campuses they are more likely to attend. This year, for example, over 70 percent of Riverside’s applicants also applied to Irvine; over 60 percent of Santa Cruz’s applicants also applied to Davis. And, as shown in Figure 6, UC Irvine and UC Davis have higher yield rates than do Riverside and Santa Cruz.

Last year, the yield rates at Riverside and Santa Cruz declined as a dramatic increase in transfer admissions across the system gave students more opportunities to attend other campuses to which they had been admitted. Although about one-fifth of admitted students chose to enroll at Riverside and Santa Cruz, 80 percent selected other destinations (Table 3). And more than half of those admitted enrolled at a different UC campus. At the same time, about 20 percent of admits did enroll in Riverside and Santa Cruz, and another 60 percent enrolled at another UC campus. Riverside and Santa Cruz have a base from which to build a larger pool of local students who see these campuses as a very good place to finish their undergraduate education.

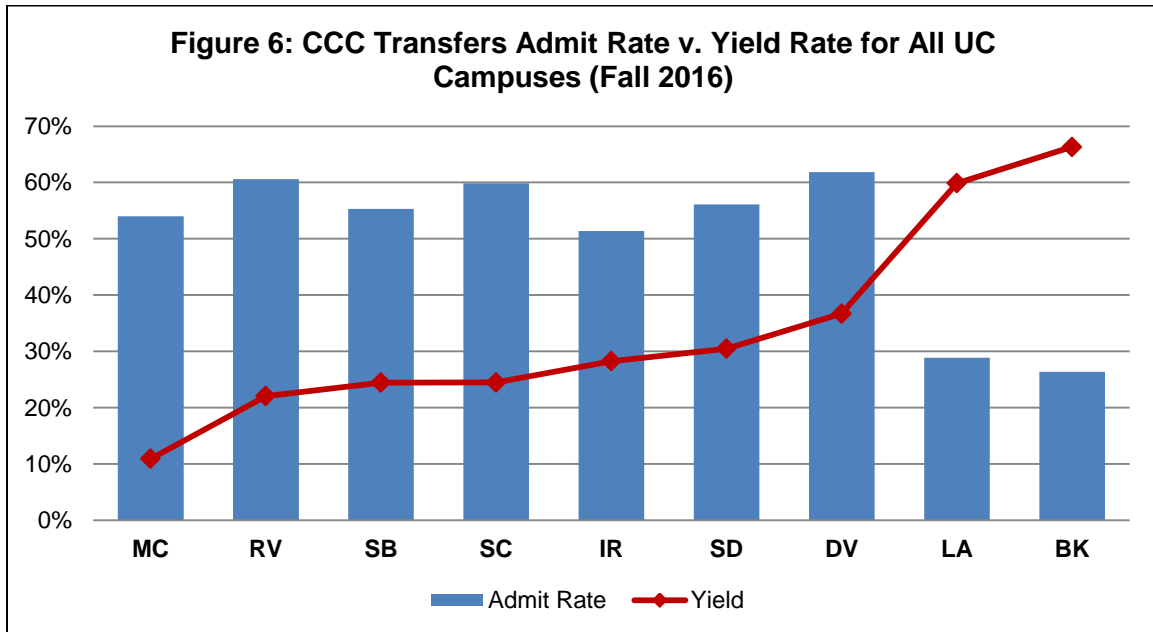


Table 3: Enrollment Destinations of Students Admitted as Transfers to UC Riverside and UC Santa Cruz for Fall 2016

Type of College	UC Riverside		UC Santa Cruz	
	#	%	#	%
Enrolled (UCR/UCSC)	1,232	20%	1,132	20%
Other UC campus	3,326	53%	3,209	56%
CSU	492	8%	354	6%
CCC	260	4%	286	5%
Private Selective 4-Yr	116	2%	77	1%
Other	308	5%	202	4%
Unknown	486	8%	454	8%
Total	6,220	100%	5,714	100%

Source: UC Corporate Student System, National Student Clearinghouse

Systemwide Initiatives to Boost Transfer

The lack of a robust transfer pipeline suggests the need for a more broad-based and systemic approach to meeting the 2:1 goal. Such a strategy began in earnest in late 2016, and it is anticipated that positive results, for example, as measured by increased applications, will be recorded for the fall 2017 term.

The CCC-UC Partnership: The UC system admits students from all community colleges throughout California. However, nearly 50 percent of all transfer students who ultimately enroll at UC come from fewer than 20 CCCs (out of 113 total). CCCs that prepare large numbers of students for admission to UC are characterized by a strong institutional devotion to transfer and close relationships with UC campuses developed and sustained over a long period of time. UC, in close partnership with the CCCCCO, is working to reproduce these relationships at more CCCs throughout the state. Beginning in October 2016, UC campuses entered into an agreement with 39 CCCs in nine regions across California that have traditionally prepared low numbers of UC-eligible applicants and/or enroll students from low-income, first-generation, and diverse ethnic/racial backgrounds. (See Table 4.)

Under this partnership agreement, admission outreach staff and UC campus recruiters visit campuses on a sustained basis to conduct presentations and meet individually with students. During these visits, UC outreach personnel also provide in-service training for community college transfer counselors and their staff. In addition, UCOP Undergraduate Admissions has partnered with Diversity and Engagement’s Transfer Preparation Programs to plan three- and five-day summer experiences programs at seven campuses this year that will serve up to 1,000 students.

Table 4: CCC–UC Partnerships 2016-2018

<u>UC Berkeley</u> <ul style="list-style-type: none">▪ Antelope Valley College▪ Rio Hondo College▪ Santa Ana College▪ Victor Valley College	<u>UC Davis</u> <ul style="list-style-type: none">▪ Butte College▪ College of the Redwoods▪ College of the Siskiyous▪ Feather River College▪ Lassen College▪ Shasta College	<u>UC Irvine</u> <ul style="list-style-type: none">▪ Barstow College▪ Cerro Coso College▪ Copper Mountain College▪ Crafton Hills College
<u>UCLA</u> <ul style="list-style-type: none">▪ Bakersfield College▪ Reedley College▪ San Joaquin Delta College▪ Solano College	<u>UC Merced</u> <ul style="list-style-type: none">▪ Clovis Community College▪ Fresno City College▪ Merced College▪ Modesto College	<u>UC Riverside</u> <ul style="list-style-type: none">▪ Imperial Valley College▪ Palo Verde College▪ Porterville College▪ West Hills (Lemoore) College

<u>UC San Diego</u>	<u>UC Santa Barbara</u>	<u>UC Santa Cruz</u>
<ul style="list-style-type: none">▪ Chaffey College▪ LA Trade Tech College▪ San Bernardino Valley College▪ Sierra College	<ul style="list-style-type: none">▪ Allan Hancock College▪ Oxnard College▪ Ventura College	<ul style="list-style-type: none">▪ Berkeley City College▪ College of Alameda▪ Laney College▪ Mendocino College▪ Merritt College▪ Yuba College

This partnership program was developed as a *long-term* strategy to boost transfer enrollments from a greater number of community colleges throughout the state. By employing strategies already in place at UC's most productive CCCs, it is hoped that a broader and more productive transfer pipeline will be established.

Transfer Pathways: UC's Transfer Pathways emerged from the President's Transfer Action Team report, *Preparing California for its Future: Enhancing Community College Student Transfer to UC*, as a compelling systemwide strategy to encourage more CCC students to prepare for a UC degree. Implementation of the Pathways across the nine UC undergraduate campuses—a fundamental element of the Budget Framework Agreement—has been completed. The Pathways provide clear roadmaps for CCC students to apply to any UC campus using the same set of course expectations for 21 of the institution's most popular majors. A CCC student who completes the Pathway, with a competitive GPA, is well prepared for junior-level transfer to UC in that major. Although the "guided pathways" concept is not new, its potential to reshape the transfer process for UC is significant. These Pathways serve as a powerful planning tool for students at a California Community College who are not certain of the UC campus they wish to attend. As their goals mature while attending a community college, students may decide to focus attention on a subset of UC campuses—even enter into a transfer guarantee agreement with a specific campus, if they wish. The critical task for students is to begin planning for transfer the moment they first step on a CCC campus.

In addition to UC's Transfer Pathways and partnership with 39 new community colleges, UC has other strategies planned or in place to increase transfer. For example:

- Enhancing existing online transfer tools, such as the UC Transfer Admission Planner, which provides community college students customized curricular information that will enable them to become ready to transfer to the UC campuses and programs that they wish to enter.
- Implementing "Summer Bridge" programs at five campuses. Such programs prepare prospective and admitted CCC students with strategies to make an effective transition to a large, research-oriented UC campus.
- Expanding significantly professional development opportunities for community college counselors and advisors by nearly doubling the number of Ensuring Transfer Counselor Institutes offered throughout California.

- Increasing the number of sustained and strategic communications with CCC counselors and advisers via monthly statewide webinars and the electronic *Counselor and Advisers Bulletin*.
- Fostering more partnerships with community-based organizations that prepare students for transfer. UC recently signed a Memorandum of Understanding (MOU) with the Umoja Community Education Foundation to establish the UC-Umoja Diversity Pipeline Partnership to promote African-American student success.

Campus Initiatives to Increase Transfer Enrollment

UC Riverside and UC Santa Cruz are committed to admitting as many transfer applicants as are eligible. For example, both campuses participate in the Transfer Admission Guarantee (TAG) program, providing students with specific guidance on major preparation and general education coursework requirements for guaranteed admission. Last year, Riverside and Santa Cruz admitted 405 and 788 TAG applicants, respectively, and remain enthusiastic supporters of this enrollment strategy. In addition, both campuses provide alternate admission offers for winter quarter to many students who are just short of completing transfer requirements, giving them an extra term at community college to become ready to transfer. Riverside and Santa Cruz also admit some lower-division transfer students to their campuses.

UC Riverside-Specific Efforts: The campus has put in place a number of strategies to boost transfer. The most notable strategic efforts include the following:

- **Expanding Capacity:** Two of the campus's most popular majors, Psychology and Business Administration, account for 25 percent of Riverside's applicants. Increasing capacity in these two programs will expand the transfer admit pool.
- **Strengthening Relationships with Local Community Colleges:** UC Riverside has developed an MOU with Chaffey Community College that has strengthened the partnership by clearly outlining expectations and opportunities for engagement with Chaffey students and counseling staff. UC Riverside intends to take the model built with Chaffey and apply it to other community colleges in the local area.
- **Supporting Academic Preparation for STEM Majors:** UC Riverside is currently implementing an HSI-STEM (Hispanic-Serving Institution-Science, Technology, Engineering and Mathematics) Pathways grant that will improve the preparedness of students looking to transfer into a STEM major. Importantly, this project includes outreach to community college students during their first year of study, bringing them to campus, and building long-term, discipline-specific relationships that should increase their matriculation at UC Riverside.
- **Expanding Yield and Transition Services:** The campus sponsors, with its local and high-feeder community colleges, *Admission Celebration* events on the community college campus with the goal of celebrating admission to UC Riverside and further explaining next steps to ensure a smooth transition to campus.

- **Expanding Community Partnerships:** The campus uses community-based programs to encourage more students to prepare for UC, including the Puente Program and Umoja. (These and similar programs provide prospective UC applicants with advising support and guidance and, in the case of the Puente program, academic enrichment as well.) For the past ten years, Riverside has hosted a ten-day intensive summer leadership conference explicitly for Puente students. UC Riverside also has Puente transfer peer mentors who visit community colleges each week. Most recently, the campus has developed a similar relationship with Umoja. As a result, Riverside has hosted Umoja's annual Southern California Regional Symposium two years in a row.
- **Hiring New Staff:** UC Riverside will dedicate a new staff member to coordinate efforts across campus aimed at improving UC Riverside's transfer ratio. This effort will increase the engagement/participation of Undergraduate Admissions with the Honors Program, Career Center, Financial Aid, Vice Provost of Undergraduate Education, Student Affairs Marketing and Communications, and Housing to improve the application and yield rates of qualified community college students. This staff member will spearhead an effort to consolidate transfer resources across the campus into one single point of reference.

UC Santa Cruz-Specific Efforts: The Santa Cruz campus strategy is designed to increase the pool of highly qualified applicants, maximize admission offers, and increase the number of students who select UC Santa Cruz from their often numerous admission offers. The plan includes building relationships with community college partners, beginning early recruitment efforts, refining selection policies, providing yield programs and services to assist students in making an informed decision, and providing transfer-centered services from orientation through graduation. Examples of these efforts include the following:

- **Expanding Opportunity:** UC Santa Cruz will remain open for winter quarter, if needed, to enroll additional CCC students. The campus also plans to review the qualifications of students otherwise not admitted by other UC campuses who are interested in majors offered by the campus.
- **Modifying the GPA Requirement for Admission:** In March 2017, as a direct result of the campus' efforts to advance toward the 2:1 goal, the UC Santa Cruz Academic Senate Committee on Admissions and Financial Aid adopted a proposal to change the campus minimum transfer GPA from 2.6 to the systemwide minimum of 2.4 for otherwise qualified students. This change will affect applicants who may have fewer options at other UCs and thus are more likely to accept a UC Santa Cruz offer.
- **Increasing Community College Outreach:** From 2014 to 2016, UC Santa Cruz has increased its contact with community colleges. Fall visits increased 58 percent over two years, from 161 in 2014 to 255 in 2016. Spring visits increased 44 percent over one year, from 99 in spring 2015 to 143 in 2016, with even more currently underway in spring 2017.
- **Implementing the *Cultivamos Excelencia* Initiative:** In October 2015, in partnership with San José City College (SJCC), UC Santa Cruz launched this recruitment program with

funding from the US Department of Education's Developing Hispanic Serving Institution Title V program. (The campus achieved HSI status in 2012.). The goal is to increase the student transfer pipeline from SJCC to UC Santa Cruz from the typical ten students per year to 20-50 students per year. This year-long program offers SJCC students research methods instruction, mentoring by UC Santa Cruz doctoral students, transfer planning and application assistance, paid research assistant opportunities, and a summer research institute.

- **Launching the Campus Transfer Success Kit:** In June 2016, the campus launched a "transfer success kit" website to help transfer students quickly discover and connect with key campus resources. For Fall 2017, the campus Transfer Experience Team is planning the first Transfer Pride Day event to enhance UC Santa Cruz as a "transfer-affirming" culture.
- **Inaugurating a Transfer Summer Academy:** In July 2016, the campus launched a new Summer Academy to provide a strong start for transfer students and ensure timely graduation. The five week program helps students move from semesters to quarters and from community college to a research university, while getting them started in their advanced major requirements. A total of 80 students joined the inaugural cohort and the campus expects the program to grow significantly.
- **Leveraging the Resources of the CCC-UC Partnership Grant:** For Fall 2017, the campus will hire two new outreach staff funded by the CCC-UC Partnership Grant to focus on community colleges with high concentrations of African-American and Native American students. The focus will include Berkeley City College, College of Alameda, Laney College, Merritt College, Mendocino College, Yuba College, and potentially other colleges in the San Joaquin Valley.

BALANCING COMPETING NEEDS IN A DYNAMIC STRATEGIC ENROLLMENT CONTEXT

UC will reach the 2:1 goal systemwide next year, matching the threshold established by the California Master Plan. The institution has already met the 2:1 goal at its most competitive and in-demand campuses, including Berkeley, Davis, UCLA, and San Diego, to be followed in the coming academic year by Irvine and Santa Barbara. Reaching this goal at the remaining two campuses will take more time given the variety of countervailing forces described previously. In order to sustain, as well as achieve, 2:1, all campuses need to continue to cultivate relationships with community colleges that can be feeders and with potential transfer students. The transfer strategies described here not only position the University to meet and sustain this important element of the Budget Framework Agreement, they also lay a foundation—in partnership with the California Community Colleges—for a robust pipeline of transfer students who will obtain their baccalaureate degree from the University of California.

AFFAIRS COMMITTEE

May 17, 2017

CCC	California Community Colleges
CCCCO	California Community College Chancellor's Office
CSU	California State University
HIS-STEM	Hispanic-Serving Institution-Science, Technology, Engineering and Mathematics
MOU	Memorandum of Understanding
SJCC	San José City College
TAG	Transfer Admission Guarantee