

Office of the President

TO MEMBERS OF THE COMMITTEES ON LONG RANGE PLANNING AND EDUCATIONAL POLICY:

DISCUSSION ITEM

For Meeting of March 17, 2011

ANNUAL ACCOUNTABILITY SUB-REPORT ON THE UNIVERSITY OF CALIFORNIA ADMISSIONS AND ENROLLMENTS

This Annual Accountability Sub-Report on Admissions and Enrollments focuses on transfer students; a similar report on freshmen admission was brought to the Committee in March 2010.

EXECUTIVE SUMMARY

In 2009-10, UC enrolled 52,056 new undergraduate students across all nine undergraduate campuses, 16,784 of whom transferred from another college or university. Of these, 14,792, or 88 percent, came from one of California's 113 community colleges. UC's goals for transfer admission and enrollment include: maintaining an effective transfer pathway; enrolling an academically well-prepared class; and enrolling a diverse class.

Highlights of UC success include:

- In 2009-10, UC enrolled 30 percent more transfer students (16,784) than it did ten years earlier (12,908).
- Furthermore, despite reductions in new California freshmen enrollment beginning with fall 2009, UC increased and met short-term enrollment targets for new California community college transfers.
- The University continued to enroll a transfer population which mirrors that of students who entered as freshmen in terms of time-to-degree, graduation rates, and grade-point average at graduation.
- UC continued to improve the diversity of newly enrolled transfer students.

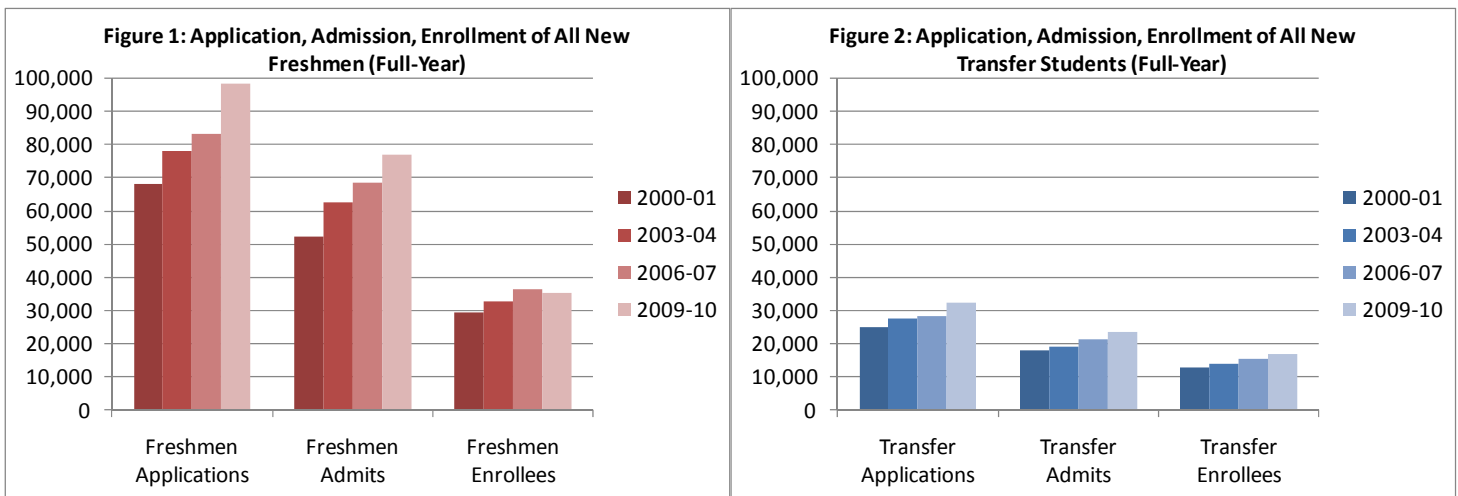
Areas in need of continued effort:

- The current proportion of new California resident students coming via the transfer route (29 percent) is below the target (33 percent) identified by the Commission on the Future.
- The University continues to streamline the transfer process, making the preparation for admission to and timely graduation from UC campuses more efficient.
- The University should continue to broaden opportunities for students from community colleges with low rates of transfer to UC and for students from traditionally underrepresented groups.

MAINTAINING AN EFFECTIVE TRANSFER PATHWAY

- **GOAL:** The Master Plan envisions a transfer pathway that allows students to begin their studies at a California community college (CCC) and smoothly transfer to complete a baccalaureate degree at either the California State University (CSU) or the University of California (UC).

The University experienced an increase in application, admission, and enrollment of new freshmen and transfer students over the past decade, with the notable exception of 2009-10 when freshmen enrollment was reduced as a result of budget cuts (see Figures 1 and 2).¹ In 2009-10, UC enrolled 30 percent more transfers (16,784) than it did ten years earlier (12,908) and 33 percent more transfer students from California community colleges (14,792) than it did ten years earlier (11,147). While UC enrolls transfer students from other four-year institutions and private two-year junior colleges, the vast majority (88 percent) come from a CCC.



The rate of admission was 73 percent for all transfer applicants in 2009-10 and 80 percent for applicants from a CCC.² In the same year, 78 percent of all freshmen applicants and 85 percent of all California freshmen applicants were admitted to the University. For both populations, the University was able to offer a guarantee of admission to all eligible students, although not always to the campus of their choice. Transfers were much more likely than freshmen to accept an offer of admission – 71 percent versus 46 percent.

In adopting the Master Plan, the Regents also adopted a goal of having 40 percent of undergraduate enrollment as lower-division and 60 percent as upper-division. This can only be accomplished by admitting transfer students at the upper-division. The Commission on the Future recommended that the University translate this policy into a simple metric: enrolling one new transfer student (33 percent) for every two new freshmen (66 percent). Using this measure,

¹ Because many transfer students are admitted for the winter or spring terms, full-year enrollments are used in Figures 1 and 2. UC also reduced enrollment of new transfers and freshmen between 2002-03 and 2003-04 as a result of budget cuts.

² Campus admission rates vary. In 2009-10, for example, the Berkeley campus was the most selective, admitting 29 percent of all transfer applicants (33 percent of CCC transfer applicants), while Riverside was the least selective, admitting 74 percent of all transfer applicants (78 percent of CCC transfer applicants).

the University was short of its goal in 2009-10, enrolling 1 new California resident CCC transfer student to every 2.5 new resident freshmen (29 percent).³

Despite reductions to new freshmen enrollment targets beginning in fall 2009, targets for new California resident CCC transfers have been increased and met (see Table 1).

	2009	2010	2011
Targets	+500	+1,000	+1,250
Actual	+870	+1,227 (est.)	TBD

Transfer is different from freshmen admission in that students come to the University mid-way through their degree. Campuses must decide how coursework that the student has taken elsewhere satisfies UC degree requirements, a process called “articulation.” The core principle in UC’s articulation policies is to ensure that transfer students receive preparation for upper-division coursework equivalent to that received by their peers. Despite the intentions of UC’s admission and articulation policies, the result is often a confusing set of varying requirements across the UC system, even within the same discipline.

Understandably, the state has a strong interest in ensuring the efficiency of the transfer pathway. In 2010, Governor Schwarzenegger signed into law two bills meant to provide a clearer path to transfer for students at community college: Senate Bill 1440 (Padilla) and Assembly Bill 2302 (Fong). In response, the Academic Senate and Student Affairs in the Office of the President identified five of the most popular disciplines – mathematics, biology, history, psychology, and computer science – for a pilot exploration of how to streamline transfer. Faculty from the five disciplines met in fall of 2010 and identified a “common core” of coursework that students need in order to be ready for upper-division study at the University.

ENROLLING AN ACADEMICALLY PREPARED AND DIVERSE STUDENT BODY

- **GOAL:** UC’s Policy on Undergraduate Admissions states, “[T]he University ... seeks to enroll on each of its campuses a student body that... *demonstrates high academic qualifications* or exceptional personal talent and that encompasses the *broad diversity of cultural, racial, geographic, and socio-economic backgrounds* characteristic of California.”

UC is very proud of the success of its transfer students. The average UC grade point average at graduation for students who entered as transfers is nearly identical to the grade point average for those who entered as freshmen – just under 3.2. Furthermore, graduation rates for transfers also parallel those for their freshmen peers: 49.7 percent of students who entered as transfers in 2003 graduated after two years, 79.2 percent after three years, and 85.1 percent after four years. For students who entered in the same year as freshmen, 56.6 percent graduated after four years, 78.4 percent graduated after five years, and 82.0 percent graduated after six years. On average, students who entered UC as transfers graduate after 2.4 years; students who entered as freshmen, after 4.2 years.

Transfer students add a valuable diversity to the campuses they attend. Transfers are less likely to be traditional college age. In 2009-10, over 30 percent of enrolled UC students who entered as transfers were 24 or older, compared to 1 percent of students who entered as freshmen. The vast majority (93 percent) of US veterans who become UC students enter as transfers. Transfer students are more likely than freshmen (40 percent vs. 35 percent) to qualify for federal Pell Grants (a proxy for low-income status).

³ This ratio drops to 1:2.1 (or 32 percent) when comparing all new transfer students to all new freshmen (resident and non-resident).

The University has seen an increase in the proportion of its transfer students from traditionally underrepresented groups in recent years (see Table 2). However, the share of incoming transfers from these groups has continued to lag behind those at the freshmen level, an ongoing concern.

For many years, the University has also had a goal of increasing the number of students it enrolls from community colleges with

traditionally low rates of transfer to UC. In Figure 3 below, the community colleges have been ranked and grouped by the number of students that they send to UC (blue bars). Figure 3 also shows the enrollment of “Transfer Ready” students at the same community colleges (green bars).⁴ Not surprisingly, the colleges that send the most students to UC also have the highest number of Transfer Ready

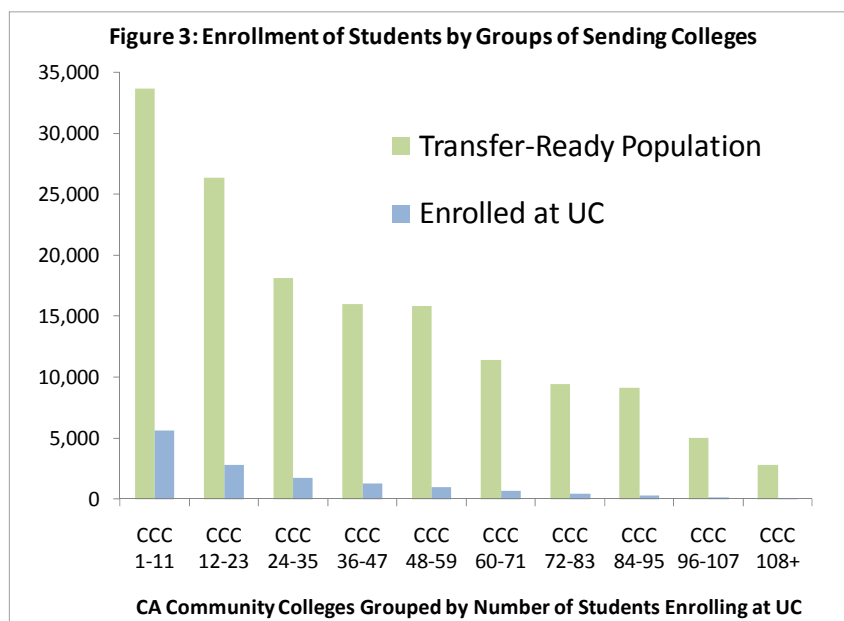
students. However, the proportion of Transfer Ready students who enroll at UC drops from 17 percent in the first group of community colleges to 2 percent in the last group. While there are a number of factors (geographical proximity to a UC campus, for example) that may contribute to this variation, it does suggest that there is potential to expand UC enrollment of students from these colleges.

One set of initiatives that have made a difference in achieving these goals – at least for program participants – are UC’s

Community College Transfer Preparation (CCTP) programs. These programs provide campus visits, student advising, peer-mentoring, and professional development activities for high school and community college students to ensure that they know how to best use the transfer pathway as a route to a four-year institution. When comparing CCTP and Non-CCTP participants, CCTP participants were admitted at higher rates (7 percentage points higher on average). The most notable difference in admission rates (9.8 percentage points higher) occurred at those colleges with the lowest Transfer Ready student enrollment, and those with the highest percent of underrepresented students (8.9 percentage points higher). Additionally, admitted CCTP students have a greater likelihood of enrolling at UC (75 percent) compared to Non-Participants (71 percent).

Table 2: Ethnicity of New CA Resident CCC Transfer & CA Freshmen, Fall 2008-2010

Race/Ethnicity	Transfer			Freshmen		
	2008	2009	2010	2008	2009	2010
American Indian	0.8%	1.0%	1.1%	0.5%	0.6%	0.8%
African American	2.9%	3.3%	4.0%	4.0%	3.8%	3.8%
Chicano/Latino	17.5%	18.1%	18.6%	19.3%	20.3%	22.3%
Underrepresented	21.3%	22.4%	23.7%	23.7%	24.7%	26.9%
Asian American	30.9%	29.8%	30.3%	39.6%	40.9%	41.4%
White	39.4%	39.7%	37.7%	30.8%	29.6%	26.8%
Other/Unknown	8.4%	8.1%	8.3%	5.9%	4.8%	4.9%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



⁴ “Transfer Ready” includes students with 90 quarter units, a minimum GPA of 2.0, and transferrable math and English courses.