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July 13, 2018

JANET NAPOLITANO, PRESIDENT
UNIVERSITY OF CALIFORNIA

Re: Academic Council Endorsement of Transfer Task Force Report

Dear Janet:

At its June 27, 2018 meeting, the Academic Council unanimously endorsed the attached report of the President's Joint Senate-Administration Transfer Task Force and its five core recommendations to: (a) Convene a Joint Transfer Work Group to guide the implementation of transfer initiatives and monitor and report on success; (b) Initiate a research initiative on transfer preparation and advising needs to better inform communication and policy-making; (c) Convene faculty workgroups to consider revising and expanding the transfer pathways; (d) Create a systemwide admission guarantee for transfer students who complete coursework in a UC Transfer Pathway with major preparation and overall GPA above some minimum to be determined; and (e) Create a pilot program for Associate of Science degrees in Chemistry and Physics.

As you know, the Task Force was co-chaired by Provost Michael Brown and Immediate Past Academic Senate Chair Professor Jim Chalfant. It employed qualitative and quantitative research to inform its work, and collaborated with CSU and CCC faculty colleagues who also expressed strong support for the recommendations. Please also recall that in April, Council [endorsed](#) a plan from the Board of Admissions and Relations with Schools (BOARS) to develop a policy framework for the systemwide transfer guarantee. BOARS is now examining demographic data and simulations for how a guarantee may affect transfer enrollment, diversity, and student success outcomes.

Council views the report as a roadmap to pursue improvements to student transfer. Our endorsement is a strong signal of the Senate's willingness to work toward implementation of the five recommendations, including implementation of the MOU with the California Community Colleges.

The Joint Transfer Work Group has already been convened; it will be chaired by incoming Academic Senate Chair Robert May, and Provost Michael Brown will be its vice chair.

Please do not hesitate to contact me if you have questions.

Sincerely,

A handwritten signature in dark ink, appearing to read "Shane N. White", written over a horizontal line.

Shane N. White, Chair
Academic Council

Encl.

Cc: Provost Brown
Academic Council
Senate Director Baxter
Senate Executive Directors

Enhancing the Student Transfer Pathway

**A Report of the President's
Transfer Task Force**

**University of California
Office of the President
May 9, 2018**

Enhancing the Student Transfer Pathway: A Report of the President's Transfer Task Force

Background

The 2013-14 President's Transfer Action Team, in its report, [*Preparing California for Its Future: Enhancing Community College Student Transfer to UC*](#), identified a key priority to streamline the transfer process for prospective University of California (UC) students. To that end, the UC Transfer Pathways initiative set out to identify a common set of lower-division preparatory courses as appropriate preparation for each of UC's 21 most popular majors among transfer applicants. These new Transfer Pathways indicate to prospective transfers the community college courses they should take to prepare for their desired major, without having to be concerned about UC campus differences in course expectations. The Pathways embody the recommendations of faculty from the 21 majors across UC's nine undergraduate campuses: students completing a Pathway before transfer will have met the course requirements for admission at any UC campus, and should be well-positioned to successfully complete their degree within two years.

The 21 Pathways¹ were developed in 2015 under joint leadership of the UC Academic Senate and the Provost, and in collaboration with UC Office of the President's (UCOP) Office of Undergraduate Admissions and the California Community Colleges (CCC). UC faculty in Phase 1 of the initiative defined the sets of courses for CCC students that would prepare them for transfer admission to any UC campus for these 21 majors (see *Appendix 1* for the complete list).

In Phase 2, UCOP's Office of Undergraduate Admissions coordinated the efforts with UC campuses and community colleges to align 115,000 CCC courses with Pathway course expectations—a critical step toward achieving full Pathways for transfer applicants from the CCC system. The current listings of existing Pathways appear on the *UC Transfer Pathways Guide* website: <https://pathwaysguide.universityofcalifornia.edu/>

¹ Any reference to a pathway in this report refers specifically to one of the 21 Pathways, and the sets of courses they comprise; we avoid using the term transfer pathway in the generic sense, as in “there are several different transfer pathways available” and instead use terms like “transfer routes” to avoid confusion.

Major Milestones

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|---------------------------|--|
| May 2014 | President’s Transfer Action Team of faculty, staff, and students presented recommendations to the UC Regents. |
| Spring / Fall 2015 | UC faculty convened in discipline-based workgroups to develop 21 new Transfer Pathways, covering the proposed areas of study for approximately 60% of transfer applicants each year. Each workgroup began with reference to the California State University’s (CSU) Transfer Model Curricula (TMCs), which serve as the template for major preparation courses in the Associate Degrees for Transfer developed by individual CCCs. |
| Spring 2016 | Began UC Transfer Pathways implementation for first 10 majors. |
| Fall 2016 | Began UC Transfer Pathways implementation for next 11 majors. |
| December 2016 | Launched <i>UC Transfer Pathways (UCTP) Guide</i> website: https://pathwaysguide.universityofcalifornia.edu/ |
| March 2017 | Released <i>Pathways Course Finder</i> tool on the <i>UCTP Guide</i> website. |

Task Force Charge & Membership

The Transfer Task Force emerged from two separate processes. The UC Academic Senate, working in partnership with the leadership of the Academic Senate of the CCCs, proposed exploring the creation of associate of science degrees for two majors, Chemistry and Physics. These degrees would be based on the UC Transfer Pathways. The creation of degrees and the definition of Pathways represent activities that the two Senates can do on their own, but consideration of how to recognize these degrees in transfer admissions, and particularly, whether students can be guaranteed admission after completing the degrees with a GPA above some minimum threshold, involves many administrative functions. At the same time, UCOP had been developing new ways to enhance the transfer route to a UC degree, building on past intersegmental efforts.

Recognizing the need for expanded collaborative effort between the Academic Senates and the administrations from the public higher education segments, President Napolitano established the Transfer Task Force to assess UC’s transfer admission policies and practices, advance intersegmental collaborations in support of transfer, and issue recommendations for next steps. We were encouraged to think and act boldly. *Appendix 2* contains the detailed Task Force charge. The participation of the CCC administration was delayed but, going forward, will be reflected in the future UC Transfer Work Group membership.

Provost and Executive Vice President Michael T. Brown, and Immediate Past UC Academic Senate Chair Professor Jim Chalfant co-chaired the Task Force, which extended its work through three subcommittees:

- ***UC/CCC A.S. Degrees & Transfer Guarantees***—Subcommittee 1 considered both the proposed A.S. degrees and the benefits and challenges of transforming all 21 of the UC Transfer Pathways into the foundation for new avenues of guaranteed transfer admission to UC.
- ***Transfer Pathways & Beyond***—Subcommittee 2 assessed whether there are ways to build upon the Pathways to further simplify and enhance the CCC-UC transfer process.
- ***Transfer Advising Innovations & Communications***—Subcommittee 3 recommended strategies to strengthen pre-transfer advising and UC transfer communications.

The Task Force and subcommittees included members from all UC campuses, as well as advisory members external to UC (see *Appendices 3-6* for membership rosters).

The Task Force met monthly from December 2017 through April 2018, with subcommittees convening as needed to inform the Task Force’s work in progress. During the course of its deliberations, the Task Force:

- Identified and evaluated the current mechanisms for transfer to UC, including the likelihood of admissions and yield for each option;
- Assessed the needs of UC campuses and the system to improve the articulation process (i.e., decisions on the transfer of course credit from CCC to UC based on curriculum offerings and degree requirements), and to recommend a process for periodic re-evaluation of Transfer Pathways; and
- Reviewed the benefits and challenges of transforming the UC Transfer Pathways into new guarantees of transfer admission into the UC system;
- Addressed how the Transfer Pathways in Chemistry and Physics can be piloted for new associate’s degrees for guaranteed UC transfer; and
- Examined the most pressing needs and areas of improvement for pre-transfer advising and UC transfer admission communications.

The Task Force reviewed UC campus and systemwide materials that provided background and also pointed to focused areas of interest regarding existing and potential new opportunities for transfer to UC. These included: relevant UC policies, guidelines, and campus transfer admission agreements; briefings on UC transfer admissions and the Transfer Pathways initiative; related data on transfer applicants, admits, and enrollees for the system and by UC campus; draft proposals for expanded UC transfer guarantees; and the final report from the 2013-14 President's Transfer Action Team.

To guide both the overall work and deeper-level analyses of the subcommittees, the Task Force developed the following ***Transfer Principles*** that underscore the most important outcomes for UC transfer:

- *UC is committed to transfer as a vital path leading to students' UC degree attainment.*
- *UC is committed to enhancing and incentivizing transfer students' strong academic preparation.*
- *UC is committed to defining a UC-specific guarantee of transfer student admission.*

The Task Force's work yielded nine findings and five recommendations² to enhance the effectiveness of the student transfer route to UC. Two beliefs provide the foundation for each finding or recommendation. The first is that UC will continue to accommodate all California resident undergraduates for whom the state provides enrollment funding. The second is that UC as a system, and each UC campus, will continue to use the ratio of 1 transfer enrollee for each 2 freshman enrollees (commonly termed "two to one" and written as 2:1) as the University's obligation under both the California Master Plan for Higher Education and the more recent agreement with the State. The Task Force acknowledges that any increased numbers of students due to enhanced freshman and transfer enrollments appropriately require State funding; infrastructure investments (including physical plant, administrative supports, and academic supports) are critically needed to sustain even current enrollments.

² During the Transfer Task Force deliberations, CCC Chancellor Eloy Ortiz Oakley and UC President Janet Napolitano agreed to a Memorandum of Understanding that aligns with the recommendations in this report.

Task Force Outcomes

Findings

- 1. In order to further enhance transfer admissions and enrollment successes, UC should eliminate as many layers of complexity and obstacles to transfer as it can. This includes enhancing the quality of counseling and advising for prospective transfer students.***

In the last two years, UC has enrolled more transfer students than at any other time in the institution's 150-year history. This follows the trend over the last decade of a 28% increase in the number of transfer students enrolling at UC. In fact, the most selective and popular campuses (Berkeley, Davis, UCLA, and San Diego) have historically enrolled the greatest number of transfer students. As a system, the University has met the 2 to 1 ratio, as stipulated in the Master Plan, which prescribes that the institution enrolls two freshman students for every transfer student. Retention and graduation rates have similarly been rising steadily for CCC transfer students and are comparable to the rates for students who begin as first-year students at UC.

This snapshot of UC not only reflects a record of transfer student success (matriculation and graduation) but also serves as a challenge—to achieve greater growth in UC's transfer applicant pool while strengthening the academic preparation of incoming transfer students. Otherwise, it will be impossible to meet the 2:1 standard on some campuses while simultaneously expanding total enrollment. Essential to reaching out to prospective transfers—especially early in, or even before, their CCC careers—is the quality and frequency of counseling and advising support that can help guide students' transfer preparation and planning.

The adoption of any recommendations in this report will bring new challenges for advising and outreach. It will be critical, for instance, to communicate effectively concerning the multiple important routes for transfer to UC, as well as concerning any new guarantees of admission that are created. Even the best reforms will fall short of their objectives if the routes are not understandable to students. The Task Force anticipates that the subcommittee dealing with these issues will continue its work, as needed, as new policies are developed.

2. *CCC students are from an incredibly diverse higher education segment in California, yet the students successfully transferring to UC do not represent the full spectrum of that diversity.*

The transfer experience is not uniform across the 114 community colleges. There are a few “high-sending” colleges and many others where relatively few students transfer to UC. Currently, the top 10 CCCs by transfer numbers represent 36% of total transfer applications and 37% of transfer admissions. Where this is a function of a local district and campus identifying different priorities, such an outcome is expected. Our belief, though, is that UC can better signal to students who have intentions to transfer that the University is indeed interested in them.

The opportunities foregone by potential students and UC campuses are enough reason for concern, but the geographic pattern of high-sending/low-sending campuses suggests that there are consequences for the diversity of the applicant pool and the regional pattern of transfers to UC. Campuses in the CCC system located in the San Joaquin Valley, particularly, seem underserved by UC. The Task Force takes it as a given that UC campuses are committed to the transfer route to a UC degree and that they recognize benefits from the diversity of experiences and perspectives that transfer students bring. We also acknowledge the significant investments and efforts already underway to build relationships geographically, recognizing that some transfer students are more bound by geography, resources, and social circumstances than are many freshmen, including efforts by UC’s three campuses not yet achieving the 2:1 ratio.

Still, more can be done. Where there may be existing or expanded opportunities for more effective transfer student outreach, UC should capitalize on them, and ideally in collaboration with the other segments. A good example of this is the UC-CCC Partnership Grant that targeted outreach to 39 additional CCCs serving historically underrepresented students and low-income students. UC should also forge new avenues to engage a broadened prospective transfer pool, and especially aim to attract students who do not present the typical UC transfer profile.

3. *Given that student access and success are not mutually exclusive, transfer strategies should focus on preparing students to continue performing well academically after they transfer to UC.*

Transfer covers a student’s educational journey as they transition from one segment to another, but the fundamental goal of supporting students in their academic achievements remains the same in this process. As such, strategies to increase CCC-UC transfer need to

incorporate intentional support structures to help ensure students are prepared to do well academically after they transfer. Access is an empty promise without also considering the importance of maximizing the probability of students' success in earning a four-year degree. Most important, any route for transfer to UC should emphasize students' academic preparation. It is unconscionable to admit students who are not prepared to graduate in two additional years, especially when it comes as a surprise to the student after transfer.

4. *Transparent and effective transfer routes are key for student access and success, and because each student comes from unique circumstances, a single route may not work for every student: providing multiple routes designed to complement each other can do more to enhance transfer than complicate it.*

A primary goal of the Task Force was to develop strategies that help support CCC students by providing clear and stable bridges to four-year institutions and degrees. This goal raised questions about the extent to which prospective transfer students know about and/or understand the UC Transfer Pathways and the existing Transfer Admission Guarantee (TAG) programs offered at six UC campuses³ (Davis, Irvine, Merced, Riverside, Santa Barbara, Santa Cruz), and how those transfer options compare to the general transfer route to UC based on systemwide and campus-specific transfer admission requirements.

Especially if new guarantees of admission are created, as this Task Force recommends, there may be confusion regarding the various options to transfer to UC. It is easy to criticize the University for making the transfer process confusing. At the same time, it should be kept in mind that there are benefits to being able to determine the best path for an individual student.

In short, the different admissions procedures were designed to accommodate students with different goals. Students who know what UC campus they want to attend might well be advised to look into the campus-specific requirements. Such students may want to take advantage of campus-specific guarantees concerning admission, when these are offered. They might even benefit if the current limitation allowing only one TAG agreement per student is relaxed; our Task Force sees no reason not to consider expanding the number allowed. For students who are not focused on a particular UC campus, the Transfer Pathways were created to ensure that they are taking courses to prepare for any of our campuses. Regardless of their preferred path, students should be provided with clear

³ Notably, five of the UC campuses with existing TAG programs are Hispanic-Serving Institutions: Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz.

information explaining the various routes to transfer and the requirements they must fulfill for UC transfer admission.

It is incumbent upon UC, in turn, to ensure that any differences in transfer routes serve campuses well. For instance, the Task Force recognizes the current existence and value of the TAG agreements. Our recommendations add a new set of transfer options, via the systemwide guarantee, and they do not require campuses make any changes regarding TAGs.

However, our Task Force does not want to advocate strongly for preserving existing rules for TAG agreements. That the agreements themselves are valuable seems beyond debate, but by definition, if the Pathways are considered the best preparation for UC campuses, the requirements for existing TAGs may fall short. It is hard to see why that is sustainable in the long run. If we consider the goal of ensuring good preparation for transfer students, then it seems to follow that TAGs should evolve into guarantees that remain campus-specific, but which require the Pathway courses, *or at least the subset of Pathway courses that the particular campus deems essential*.⁴ While we anticipate that faculty on the campuses with TAGs will reach this same conclusion, we felt it was getting too far out in front of campus discussions to propose that TAGs be aligned to such an extent. Instead, we simply propose that each campus consider this point. Adjusting the requirements for a TAG agreement to coincide with the Pathway recommendations makes sense, but the successful implementation of our proposals and the systemwide guarantee does not require that any changes be made to the existing arrangements for TAGs.

5. UC's Transfer Pathways are the most suitable foundation for the CCC-UC transfer process.

The development of Transfer Pathways was a significant accomplishment because there had not previously been any UC systemwide agreement on very specific course expectations for 21 of the most popular majors for UC transfer students. The definition of the Pathways and the guidance on the courses that students can take in the CCC system to complete a Pathway bring a lot more clarity to the course requirements for transfer admissions. However, we are aware that we are contemplating basing quite a bit more on the Pathways, so the faculty will want to ensure that the Pathway requirements are exactly what is needed. Given their construction as a superset of courses used in selection by any of the undergraduate campuses, there is a risk that Pathways could be too burdensome to

⁴ There is no reason for the requirements for TAG agreements to expand beyond what the faculty in the major consider necessary, but our point is that if a TAG agreement requires less than the Pathway courses the faculty consider necessary, that is not sustainable.

some applicants. It is important that any course included play a vital role in students' academic preparation. However, there currently is no mechanism in place to update the Pathways as needed or to fill gaps in articulation or in Pathway course offerings, on a systemwide basis.

The University needs to create a systemwide structure to facilitate the ability for Transfer Pathways to evolve and expand while respecting the autonomy of individual UC campuses. Faculty representatives for the 21 majors should be reconvened, along with colleagues from the CCC and CSU systems, to address whether the most relevant courses have been identified for each Pathway and whether the courses with articulation are successful in preparing transfers to UC. Improvements in articulation are logically a separate topic from defining Pathway requirements, but the faculty involved and the ultimate goals are the same, so the Task Force sees significant benefits from combining these topics.

6. *There may be significant value in providing a transfer admission guarantee because it presents students with a specific goal to guide their pre-transfer course selection and preparation.*

About one-third of transfer enrollment is through existing guarantees—the aforementioned TAG programs. Data from UCOP show that 60% of the students with these guarantees finish their degrees within two additional years of study. Moreover, there appears to be steady growth in students' interest and participation in TAG. For example, over 3,100 students completed TAG requirements and enrolled at a UC campus for fall 2016.

We identify at least two benefits from offering guarantees. First, there is the obvious “certainty effect.” A student who can count on admission to a particular campus may still pursue other options, including other UC campuses, but without any anxiety about not finding a place at UC. Second, linking guarantees to specific course plans seems like a “best practice” in academic advising that ensures students will take the right courses in the right order. Flexibility is obviously a benefit for students who want to explore, but many students are likely to gain from following a roadmap that leads to a guarantee. Both better success and improved time-to-degree seem likely to follow.

That said, UC's current system of guarantees risks falling short of providing such complete academic preparation. If we stipulate that the UC Transfer Pathways represent the faculty's best thinking about good preparation, it follows that any TAG agreements currently offered but not linked to the courses the faculty consider essential may fall short, while three campuses offer no guarantees at all. We see no reason why students should have to choose between guarantees and the best preparation. Our recommendations concerning transfer

guarantees to the entire UC system therefore are based on the UC Transfer Pathways, which were conceived with systemwide agreement on the course requirements.

The goals of newly proposed transfer admission guarantees to UC may be multifold: to attract more and better-prepared students; to improve student persistence rates; or to broaden the enrollment of students from diverse populations—all of which would be benefits for the applicants themselves as well as the University. In addition, UC transfer guarantees would signal to CCCs what they need to do to prepare students, and would signal to policymakers what they need to do to support those sending institutions. Guarantees based on the Transfer Pathways seem like the best way to achieve all of these goals.

7. *UC campuses may have unique needs to address while also striving to leverage the rewards of new or existing transfer initiatives.*

UC campuses are far more alike than they are different, but it is still the case that each campus has unique sets of opportunities regarding transfer, and also unique sets of challenges. Three highly selective campuses are able to achieve the 2:1 target without offering guaranteed admission, for instance.⁵ Three other campuses are still trying to achieve the 2:1 ratio. They and the three remaining campuses have presumably found TAG agreements beneficial in building early relationships with transfer students and in increasing the number of transfer applicants.

TAG agreements also offer the possibility for individual majors on the campus to communicate requirements that differ from the Pathways. By agreement, the majors should not be adding course requirements, but some majors do not require the full set of Pathway courses. For a student who is interested only in that particular campus (e.g., due to limitations of geography), and that major, this is valuable information that is not readily available at the systemwide level. It is worth considering whether the goal of simplification that the Pathways brought can still be achieved while also serving students with this additional information about campus differences.

A systemwide guarantee should, by definition, involve cooperation and uniformity for all nine undergraduate campuses. That does not mean that the competitiveness of the admissions process will be the same across all UC campuses. A student who completes a Pathway with a GPA above the minimum required for the system may not be competitive

⁵ There are students with TAG agreements from other UC campuses who decline the guarantee of admission and end up enrolling at one of the “non-TAG” UC campuses (Berkeley, UCLA, or San Diego).

for their major of choice at every UC campus. That will depend on the entire applicant pool, space in the major, and campus resources.

The systemwide guarantee also cannot ignore the campuses' differences. There are other campus goals addressed in admissions, and it is important to emphasize this Task Force's expectation that campuses will admit many students without systemwide guarantees. Some will be based on campus-specific TAG agreements, but all admissions should still be based on Comprehensive Review, assuming that the UC faculty Board of Admissions and Relations with Schools (BOARS), the Academic Senate, and ultimately The Regents maintain that policy.⁶

8. *To inform ongoing and new transfer initiatives, UC needs to better understand the complete trajectory of transfer admissions through post-transfer graduation from UC.*

From pre-transfer counseling and advising, to engaging transfer students so that they can thrive at UC, UC stands to gain from understanding each and every stage of the transfer student journey, all the way through UC graduation. For example, as UC explores the best mechanisms for expanding the UC Transfer Pathways and transforming them into transfer admission guarantees, some unknowns are expected to arise. There may be unintended consequences of a guarantee based solely on academic factors. If more students are admitted through a guarantee route, what happens to those students who are denied admission as a result of limited capacity? UC's Comprehensive Review allows for a diverse incoming class, but a guarantee may affect the pool of students offered admission.

UC will want to conduct research studies alongside offering relevant student support programs and services to study the diversity impact of its transfer initiatives. In addition, UC should contact a full landscape assessment of all resources currently available, and existing resource gaps, to inform a systemwide strategy to communicate UC transfer options more clearly and widely so that prospective transfers have even better guidance. Through visible and collective action in partnership with the CCC system, as well as with additional funding resources, UC will be better positioned to reach prospective transfer students.

9. *There is value in an associate's degree.*

While the Transfer Pathways solved one particular problem—the difficulty in determining the right courses to take for transfer—without knowing which campus recommendations to

⁶ Regents Policy 2104: Policy on Comprehensive Review in Undergraduate Admissions: <http://regents.universityofcalifornia.edu/governance/policies/2104.html>

follow, their development reflects one view of the transfer route to a UC degree. They seem to work best for a student who is familiar with how to navigate the various processes characterizing higher education everywhere, not just at UC, and for the student who fits the traditional model of two years at a CCC, then two years at UC.

There are many more part-time and first-generation students in the CCC system than UC is used to serving. These students may benefit more from the academic planning that comes from completing requirements for an associate's degree. UC's transfer requirements are more based on total units and meeting certain requirements, but not on earning an associate's degree. However, it would be easy to guarantee that requirements are met, if they are reflected in such a degree.

Moreover, an associate's degree represents a significant achievement and milestone for all students, but that may be particularly true for first-generation attendees. The degree is important for what it signifies, and it could bring advantages on the job market, for students who want to transfer but not right away, or for those for whom continuing in a job is necessary while studying at UC.

It is also the case that the Task Force thinks UC can learn from the experience of the CSU system and the ADTs that they created in partnership with the CCC system. It may be that labeling a degree as designed for transfer to UC would represent a signal to students that goes beyond our public statements and outreach concerning 2:1, the UC Transfer Pathways, and other current efforts. We see no downside and plenty of merits in signaling UC's commitment to transfers from assisting the CCC system in creating associate's degrees. Our specific recommendations that follow are limited to guarantees based on the Pathways and a pilot study based on the proposed associate's degree for just two majors, but a successful outcome from the pilot certainly should be taken as evidence that more such degrees could be developed.

Anticipating one criticism: why would UC develop our own degrees? UC's requirements are different, for many majors, and the existing ADTs were developed by agreements between the other two segments of California's higher education system. The UC Academic Senate's guidelines for Comprehensive Review state that the completion of an ADT should be factored into the overall evaluation UC applicants receive. However, in some cases, the ADTs specify preparation that does not completely support a student's preparation for and eventual success in majors at UC; in other cases, ADTs require coursework that is not necessary for transfer to UC.

Therefore, the Task Force does not recommend that the University simply use the ADTs for offering guaranteed admissions to UC. At the same time, we anticipate that this will remain information used in Comprehensive Review, and moreover, consideration of how well each ADT might work for majors at UC is appropriate, keeping in mind that there should be ongoing research to identify what will be best for students transferring to UC. We assume that UC will continue to admit students with ADTs, just as we assume that the CSU will end up admitting some students who followed the UC Transfer Pathways. Our Task Force thus recommends that the ADTs, and this potential criticism of our recommendations, be kept in mind—nothing should be created that differs solely to be different—but that UC first do what it can, borrowing ideas from others’ successful innovations before intruding on their processes.

Core Recommendations

The Transfer Task Force was to analyze the current scope of transfer admission options for prospective UC applicants, with a goal of increasing the number of well-prepared transfer students by ensuring greater transparency of UC’s requirements for successful transfer. Based on its findings, the Task Force presents the following five recommendations that advise the UC Academic Senate and UCOP leadership on new or existing policies. These recommendations are intended both to improve the preparation of all transfer students and to increase the number of CCC students who prepare for and apply for admission to the University. The Task Force recognizes the need for additional resources to support any enrollment growth, and took two conditions as givens: first, that UC would continue to seek the 2:1 enrollment ratio on every undergraduate campus, and second, that enrollment growth could occur only with the necessary funding.

1. UC systemwide transfer admission guarantee

Guarantee a place in the UC system to all CCC transfer applicants who complete a UC Transfer Pathway with a GPA above the minimum GPA in the Pathway courses and an overall GPA exceeding the minimum overall GPA required. Preliminary planning and subsequent implementation should include examinations of potential enrollment demand and the impact on student diversity. Students will continue to be encouraged to apply to multiple UC campuses, as is currently the case. Any student who meets the requirements for a systemwide guarantee but is not accepted by any campus to which he or she applies will be referred to campuses participating in a systemwide transfer guarantee pool.

Assuming that the UC Academic Senate adopts this recommendation, the relevant Senate committees should also consider whether guarantees can be provided for students

interested in other majors. In some instances, there will be majors where the lower-division requirements match the ones in a particular Pathway. Presumably, there would be nothing controversial about identifying such majors, as has already been done to a limited extent, most notably in the Life Sciences and Economics. But the Senate should consider whether UC would be remiss in limiting guarantees to only these majors; perhaps one more Pathway Guarantee could be developed, i.e., for all majors that do not require any particular lower-division preparatory courses.

2. *Expansion of UC Transfer Pathways*

Through UC Academic Senate leadership, regularly convene discipline-specific UC faculty in partnership with the CCC and CSU Academic Senates to consider changes to the Pathway requirements, when deemed appropriate, and to explore ways to improve articulation of courses between segments. In addition, such groups should examine any differences between UC Transfer Pathways and the major preparation in the CCC/CSU Associate Degrees for Transfer (ADTs), with the aim of eliminating differences where the improvements in transfer students' academic preparation for UC do not seem sufficient to justify maintaining separate sets of requirements. Such groups could recommend greater alignment of curriculum between segments, if they would increase the compatibility of ADTs with preparation for UC, for instance, without compromising students' preparation for transfer to UC. When a particular ADT includes all of the requirements for a UC Transfer Pathway, UC would very likely treat the ADT as equivalent, but such groups still have a role to play in monitoring the quality of transfer students' academic preparation and recommending changes when they seem appropriate.

3. *Associate of science (A.S.) degrees for guaranteed admission pilot*

Collaborate with CCCs in a pilot project to create two new associate of science (A.S.) degrees that provide sufficient pre-major preparation and are based on UC Transfer Pathways in Chemistry and in Physics. Students completing the Chemistry or Physics Pathways with above the minimum GPA expected would already be guaranteed admission to UC, under the proposed systemwide guarantees. This recommendation combines the benefits from a guarantee with the additional benefits of an associate's degree. Such degrees are important milestones for students and their families, and they provide further guidance in students' academic planning. The Task Force recommends that additional degrees be developed, as needed, if the pilot is deemed successful, and where the ADTs do not fully prepare students for transfer to UC.

4. Comprehensive research on UC transfer preparation, advising & communications

Conduct a thorough research initiative grounded in quantitative and qualitative design—from UC systemwide and intersegmental studies to market research—to identify opportunities for new transfer advising innovations, clarify how UC can better serve the needs of prospective and incoming transfer students, inform a strategic UC transfer communications plan, and ultimately develop a culture of ongoing research to inform policy.

5. UC Transfer Work Group

Establish a Transfer Work Group jointly led by the UC Academic Senate and UCOP, including intersegmental representation and relevant subcommittees, to monitor and report on ongoing efforts and success of the President’s Transfer Initiative. The achievement of short- and long-term goals to streamline and enhance UC transfer depends on sustained progress on several fronts, including admissions policymaking, identifying new best practices, systemwide/campus-specific evaluations (e.g., documented in annual reports of Comprehensive Review outcomes), and subsequent recalibration, as needed.

Looking Forward

Because California’s four-year institutions and community colleges are critical avenues of opportunity for all students to meet their educational goals, it is imperative that UC collaborate with the CCC and CSU systems to address how the transfer process can be further enhanced, especially through continuous improvement cycles involving thorough self-study. As the University turns its focus to more detailed planning and implementation of recommended UC transfer initiatives, the Transfer Task Force expects that ongoing efforts to improve student transfer will benefit from solid intersegmental partnerships.

APPENDIX 1

UC Transfer Pathways: 21 Most Popular Majors for Transfer Applicants

- Anthropology
- Biochemistry
- Biological Sciences
- Business Administration
- Cell Biology
- Chemistry
- Communication Studies
- Computer Science
- Economics
- Electrical Engineering
- English
- Film Studies
- History
- Mathematics
- Mechanical Engineering
- Molecular Biology
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology

APPENDIX 2

Charge: Transfer Task Force Reviewing the Effectiveness of the Student Transfer Pathway

In December 2018, President Napolitano established a Transfer Task Force to assess UC's transfer admission policies and practices, advance intersegmental collaborations in support of transfer, and issue recommendations for next steps.

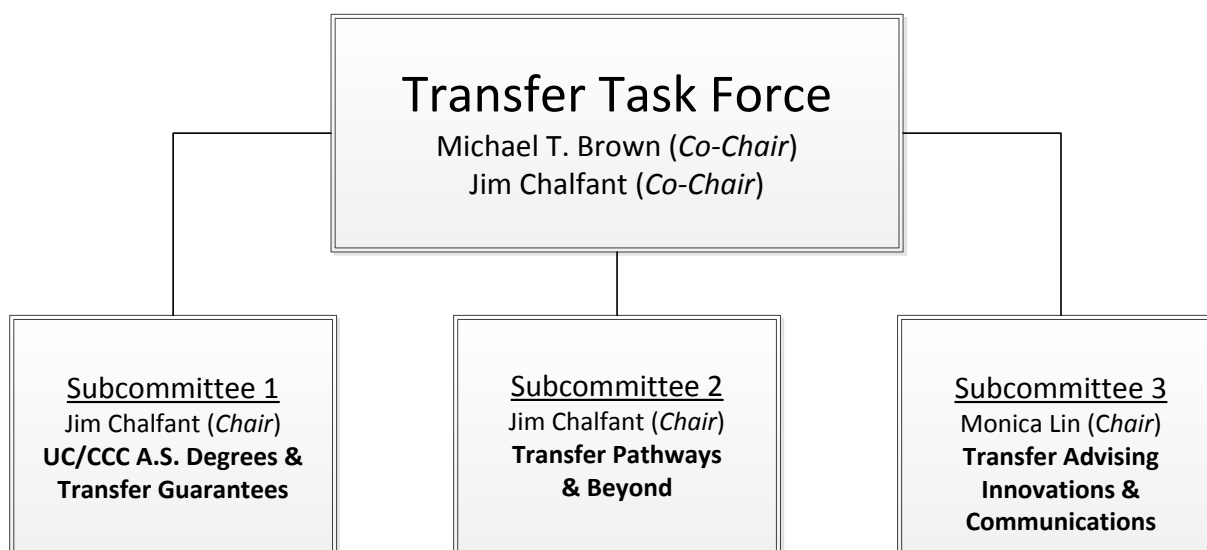
Charge

The charge of the President's Transfer Task Force is to:

- 1) Analyze the current scope of transfer admission options for prospective UC applicants, with a goal of attaining more and better-prepared transfer students by ensuring greater transparency of UC's requirements for successful transfer;
- 2) Advise the UC Academic Senate and UCOP leadership on new or existing policies for both increased numbers of transfers and heightened CCC-UC transfer success; and
- 3) Review and identify the most pressing needs and areas of improvement for pre-transfer advising and communications to bolster UC's efforts to be a more prominent and sustained force for advising prospective students about UC transfer opportunities.

Structure

In developing its final recommendations, the Transfer Task Force will be advised by three subcommittees with a designated focus on the following key areas:



Timeline

The Task Force will adhere to a focused timeline of analysis, assessment, and consultation with three subcommittees to present a final report and a set of recommendations to be considered by the President before the May 2018 meeting of the Board of Regents.

Transfer Task Force

| Meeting Dates | Time |
|----------------------|------------------|
| December 7, 2017 | 1:00pm - 3:00pm |
| January 31, 2018 | 2:00pm - 4:00pm |
| February 28, 2018 | 3:00pm - 5:00pm |
| March 20, 2018 | 2:00pm - 4:00pm |
| April 19, 2018 | 9:00am - 11:00am |

Subcommittee 1: UC/CCC A.S. Degrees & Transfer Guarantees

| Meeting Dates | Time |
|----------------------|-------------------|
| December 8, 2017 | 9:00am - 12:00pm |
| January 8, 2018 | 3:00pm - 5:00pm |
| February 15, 2018 | 3:00pm - 5:00pm |
| March 16, 2018 | 10:00am - 12:00pm |
| April 9, 2018 | 10:00am - 11:00am |

Subcommittee 2: Transfer Pathways & Beyond

| Meeting Dates | Time |
|----------------------|-------------------|
| February 26, 2018 | 10:00am - 12:00pm |
| March 22, 2018 | 2:00pm - 4:00pm |

Subcommittee 3: Transfer Advising Innovations & Communications

| Meeting Dates | Time |
|----------------------|-----------------|
| January 18, 2018 | 2:30pm - 4:00pm |
| February 20, 2018 | 1:30pm - 3:00pm |
| March 13, 2018 | 2:00pm - 3:30pm |

APPENDIX 3

Transfer Task Force Members

UC Members

| | |
|--------------------------------|---|
| Michael T. Brown (Co-Chair) | Provost and Executive Vice President, UC Office of the President (UCOP) |
| Jim Chalfant (Co-Chair) | Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis |
| Gary Clark | Admissions Director, UCLA |
| Eddie Comeaux | Associate Professor, Higher Education, UC Riverside Board of Admissions and Relations with Schools (BOARS) Representative |
| Yvette Gullatt | Vice Provost, Diversity and Engagement, UCOP |
| Carmel Gutherz | Sociology Major, UC Berkeley UC Student Association (UCSA) Representative |
| Stephen Handel | Associate Vice President, Undergraduate Admissions, UCOP |
| Robin Holmes-Sullivan | Vice President, Student Affairs, UCOP |
| Richard Hughey | Vice Provost and Dean of Undergraduate Education, UC Santa Cruz |
| Jenny Kao | Chief Policy Advisor, President's Executive Office, UCOP |
| Robert May | Vice Chair, UC Academic Senate |
| Mike Miller | Interim AVC of Enrollment Management, UC Santa Barbara |
| Thomas Parham | Vice Chancellor, Student Affairs, UC Irvine |
| Shane White | Chair, UC Academic Senate |
| Anne Zanzucchi | LSOE & Interim Director of the Merritt Writing Program, UC Merced University Committee on Educational Policy (UCEP) Representative |

Advisory Members

| | |
|-------------------|---|
| Nathan Evans | Chief of Staff, Academic & Student Affairs, California State University Chancellor's Office Representative |
| Jeffrey Reeder | Professor, Spanish, Sonoma State University California State University Faculty Representative |
| Fred Ruiz | Former UC Regent |
| Michele Siqueiros | President, The Campaign for College Opportunity Community Representative |
| John Stanskas | Vice President, Academic Senate for California Community Colleges |

Staff Consultants

| | |
|------------|---|
| Tuanh Do | Director of Operations and Special Initiatives, Student Affairs, UCOP |
| Monica Lin | Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP |

APPENDIX 4
UC/CCC A.S. Degrees & Transfer Guarantees
Subcommittee Members

Members

| | |
|--------------------------------|---|
| Jim Chalfant <i>(Chair)</i> | Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis |
| Ken Barish | Professor & Chair, Physics & Astronomy, UC Riverside |
| Claudio Campagnari | Professor, Physics, UC Santa Barbara |
| Gary Clark | Admissions Director, UCLA |
| Eddie Comeaux | Associate Professor, Higher Education, UC Riverside Board of Admissions and Relations with Schools (BOARS) Representative |
| Peggy Delaney | Vice Chancellor of Planning & Budget, UC Santa Cruz |
| Carmel Guthertz | Sociology Major, UC Berkeley UC Student Association (UCSA) Representative |
| Stephen Handel | Associate Vice President, Undergraduate Admissions, UCOP |
| Scott Oliver | Professor, Chemistry & Biochemistry, UC Santa Cruz |
| Jim Postma | Professor, Chemistry & Biochemistry, California State University, Chico CSU Faculty Representative |
| John Stankas | Vice President, Academic Senate for California Community Colleges |
| Anne Zanzucchi | LSOE & Interim Director of the Merritt Writing Program, UC Merced University Committee on Educational Policy (UCEP) Representative |

Staff Consultants

| | |
|------------|---|
| Monica Lin | Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP |
| Liz Terry | Policy and Program Analyst, Undergraduate Admissions, UCOP |

APPENDIX 5
Transfer Pathways & Beyond
Subcommittee Members

Members

| | |
|--------------------------------|---|
| Jim Chalfant <i>(Chair)</i> | Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis |
| Chelsea Davenport | Ancient Civilizations/Languages & Literatures Major, UC Riverside UC Student Association (UCSA) Representative |
| Joel Fajans | Professor, Physics, UC Berkeley |
| Stephen Handel | Associate Vice President, Undergraduate Admissions, UCOP |
| Ebony Lewis | Executive Director, Undergraduate Admissions, UC Davis |
| Robert May | Vice Chair, UC Academic Senate |
| Onuttom Narayan | Professor, Physics, UC Santa Cruz University Committee on Educational Policy (UCEP) Representative |
| Thomas Norman | Associate Professor, Management, California State University, Dominguez Hills CSU Faculty Representative |
| David Smith | Professor, Physics, UC Santa Cruz Board of Admissions and Relations with Schools (BOARS) Representative |
| Sam Zia | Articulation Officer, UC San Diego |

Staff Consultants

| | |
|----------------|---|
| Monica Lin | Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP |
| Nancy Purcille | Transfer Articulation Coordinator, Undergraduate Admissions, UCOP |

APPENDIX 6
Transfer Advising Innovations & Communications
Subcommittee Members

Members

| | |
|--------------------------------|--|
| Monica Lin (<i>Chair</i>) | Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP |
| Jim Chalfant | Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis |
| Vanessa Correa | Acting Director, Marketing Communications, UCOP |
| Emily Engelschall | Admissions Director, UC Riverside |
| Erin Greenfield | Communications Strategist, Marketing Communications, UCOP |
| Carmel Gutherz | Sociology Major, UC Berkeley UC Student Association (UCSA) Representative |
| Stephen Handel | Associate Vice President, Undergraduate Admissions, UCOP |
| Kory Hawkins | Deputy Director of Education Pipeline Programs, Diversity & Engagement, UCOP |
| Alfred Herrera | Assistant Vice Provost for Academic Partnerships, UCLA |
| Nancy Purcille | Transfer Articulation Coordinator, Undergraduate Admissions, UCOP |
| Henry Sánchez | Professor, Clinical Pathology, UC San Francisco Board of Admissions and Relations with Schools (BOARS) Representative |
| Evera Spears | Associate Director of Advocacy and Partnerships, Undergraduate Admissions, UCOP |
| Kari Stewart | Executive Director of Education Pipeline Programs, Diversity & Engagement, UCOP |
| Han Mi Yoon-Wu | Director, Undergraduate Admissions, UCOP |