

A Proposal for Major-Based Transfer Admission to the University of California

**Board of Admissions and Relations with Schools (BOARS)
University of California Academic Senate**

February 2012



EXECUTIVE SUMMARY

The UC Board of Admissions and Relations with Schools (BOARS) is proposing a new policy that increases the University's emphasis on preparation in the intended major for transfer students applying for admission. The goal of this new policy is to ensure that admitted transfer students are prepared to succeed in their pursuit of a bachelor's degree as efficiently as possible while also extending consideration for admission to students whose preparation does not exactly match campus-specific preferences.

Key features of the proposed policy:

1. The policy formalizes two new pathways to preparation for transfer admission: Completion of a UC Transfer Curriculum (in the relevant major) and completion of an approved Associate Degree for Transfer (in the relevant major) as developed by the California community colleges. Development of both pathways is ongoing.
2. The policy maintains the current transfer eligibility specified in Senate Regulation 476 C.
3. Students who meet any of the three pathways identified above will be guaranteed a comprehensive review for admission at each campus to which they apply, although they will not be guaranteed admission to that campus.
4. The policy directs departments to determine appropriate major preparation at the lower-division level. Selection for admission to the campus will include consideration of the applicant's major choice(s) and their preparation. In some majors, this lower-division major preparation will include a number of specific courses expected of most admits to the campus in that major; in others, it will consist of a strong general education. Departments will work with their admissions offices to balance major-based selection practices with meeting campus enrollment goals.
5. The policy leaves unchanged the practice of using a referral pool for transfer students meeting the minimum eligibility in SR 476 C. These students will be offered a space at a campus with room in their intended major.

In sum, the new policy does not change existing practice as much as it strengthens current policy and practice in transfer admission. Comprehensive Review for transfer applicants – as well as for freshmen applicants – has been UC policy since 2002. Furthermore, many campus departments have, in collaboration with admissions, established major-based selection practices, articulation agreements, and even Transfer Admission Guarantees. This policy does provide a construct for future refinement of the advice to and selection of transfer students for admission to the University.

BACKGROUND

The State of California has an ongoing interest in maximizing the efficient transfer of students from the California Community College system to the California State University and University of California. Over the past 15 years, UC has endeavored to improve the transfer function in several ways: by creating articulation agreements between all nine undergraduate campuses and all 112 community colleges, by creating the Transfer Admission Guarantee program, and by improving its advice to potential transfer students. The impact has been effective. The enrollment of new transfer students from the California community college system has increased by 40 percent over the past decade.

More recently, President Yudof and the Academic Senate have expressed a commitment to expand and improve the transfer path. Consistent with [Senate Regulation 477](#), which attempts to streamline the articulation process by focusing on harmonizing major preparation across the system, UCOP developed the [Transfer Preparation Paths](#). These documents provide prospective transfers information about preparation requirements for specific majors that are both campus-specific and summarize differences and similarities across UC campuses, including details about minimum GPAs and required or strongly recommended courses.

In 2010, the State signaled its interest in creating a new transfer pathway within the State of California – Associate Degrees for Transfer with an emphasis on major preparation. Senate Bill 1440 required the California Community Colleges and the California State University to develop Associate of Arts and Associate of Science for Transfer degrees that guarantee CCC students admission to CSU and guarantee that the student need not complete more than 60 units post-transfer. These new major-based degrees seek to change the culture of Community College preparation by encouraging students to prepare thoroughly for a major prior to transferring to a four-year institution. A second bill – Assembly Bill 2302 – requests UC’s participation in a similar path to transfer admission. Neither UC nor BOARS supports extending a similar admission guarantee for UC transfers, but we do feel strongly that UC’s expectations of transfer students should be clarified in the context of these legislative changes and aligned to the degree possible.

In response, starting in 2010-11, the University began convening faculty in high demand disciplines from all nine undergraduate campuses to discuss lower-division major preparation and identify a common core of major preparation that students should complete in order to be both well-positioned to gain admission and well-prepared to complete a degree in a timely fashion. To date, eight groups have met¹. The work of these groups will form the basis for the UC Transfer Curricula (see below). The findings of the groups were that, in general, completion of the UC Transfer Curriculum in a typical major covers 80% of what a student would need to complete at any given UC campus. This process will continue and will lead to UC Transfer Curricula in all high demand majors.

Currently, UC selects only about half of its transfer applicants for admission on the basis of major preparation, and practices vary greatly across campuses. Some campuses evaluate very few or no applicants this way.

¹ A rough comparison of the UC Transfer Curricula developed by the Provost’s work groups and the existing Transfer Preparation Pathways on <http://www.universityofcalifornia.edu/admissions/transfer/preparation-paths/major/index.html> are as follows. The Mathematics, Biology, Psychology, Physics, Sociology, documents are quite close. In Computer Science, the UC Transfer Curricula specified less upper division math. In History there is more flexibility in UC Transfer Curricula. In Political Science the UC Transfer Curricula added several additional courses.

Prospective transfers receive information about transfer requirements from multiple sources: informal conversations, counselors, ASSIST, and the UC Admissions website² (which details Transfer Paths by Major and by Campus). Some students struggle to navigate these different sources. The new SB 1440 AA and AS major-based degrees add a new layer of complexity; the CSU Transfer Model Curricula and transfer AA and AS requirements differ from UC expectations.

GOALS OF THE PROPOSAL

The inconsistent messages about transfer expectations, together with a new emphasis at the Community Colleges and CSU on major preparation, are the key reasons for bringing uniformity to the UC transfer message. The policy communicates to community college students that they will be strong candidates for transfer admission if they choose a major and then make a compelling case that they are prepared to be successful in the major at UC. The policy encourages a flexible approach to existing requirements to ensure all qualified students have the opportunity to attend UC.

BOARS recognizes that UC campuses and colleges maintain different expectations for transfer admission, which is driven by the goal of ensuring transfer students are as well prepared as students who came as freshmen for the rigors of upper-division coursework. To be clear, this proposal does not in any way interfere with local autonomy and control. It does send CCC students a consistent message about major preparation; it is flexible enough to ensure that students who complete SB 1440 degrees are also eligible for consideration at UC should they become interested; and it ensures that students will not be denied for admission based solely on missing a small portion of the expected coursework.

BOARS believes that if it is easier for students to transfer to CSU than UC, or if the transfer path to CSU and UC are too different, both UC and students lose an opportunity. UC should encourage potential transfers to consider their goals so they take the right courses for transfer. This policy, if enacted, will empower informed decision-making—both at UC campuses and by students seeking transfer admission. It will help prepare students for a UC major and increase the likelihood that they can complete that major successfully, and it will increase the confidence of UC departments looking for the best and brightest students for their programs that the applicant before them is prepared to succeed. The policy is rooted in longstanding Senate values, including the notion that increasing access will benefit the State by creating more capable and prepared future leaders.

UC faculty have limited control over external forces and factors such as legislation, the economy, and the quality of preparation at California high schools and community colleges, which all impact the ability of the State's young people to achieve their higher education goals and their readiness to enter UC. The faculty do, however, have direct authority to determine the conditions for admission to the University of California. And even if UC faces no legislative mandate to improve conditions for the admission of community college transfers, we do have a moral and ethical obligation to help those students by limiting any unnecessary obstacles to access and success. We ask the Academic Senate to make an additional commitment to improving educational opportunity by approving the recommendations in this proposal.

² <http://www.universityofcalifornia.edu/admissions/transfer/index.html>

I. THE PROPOSAL

Upper-division transfer applicants who complete one of three preparation paths will be entitled to a Comprehensive Review of their application for admission to UC with advanced standing. This review will not guarantee admission to UC; however, Transfer Admission Guarantees³ (TAGs) will remain in place at participating UC campuses. Each pathway requires the student to earn a minimum of 60 (90 quarter) UC-transferrable units with a minimum overall GPA established by the campus to which they are applying of at least 2.4 but not greater than 3.0. The minimum GPA should not serve as the dividing line between admission and non-admission, and should allow for a reasonable range of applicants to be considered via Comprehensive Review. All applicants must specify an intended major or possible majors in the application. Depending on the campus and major, students may choose to complete the Intersegmental General Education Transfer Curriculum (IGETC) or campus-specific general education/breadth requirements as part of any of the three paths. The three paths are:

(1) Completion of the UC Transfer Curricula at a California Community College for the applicant's chosen major along with 60 (90 quarter) UC-transferrable units and the minimum overall GPA established by the campus to which they apply⁴.

(2) Completion of an SB 1440 Associate Degree for Transfer in the applicant's chosen major along with 60 (90 quarter) UC-transferrable units and the minimum overall GPA established by the campus to which they apply⁵.

(3) Completion of the minimum seven courses currently specified in [SR 476 C](#) along with 60 (90 quarter) UC-transferrable units and the minimum overall GPA established by the campus to which they apply. (Note that students who complete IGETC will have these seven courses.)

Each campus will select applicants with the strongest evidence of preparation for their proposed major. The selection priorities will be set by each department at each campus, in collaboration with Office of Admissions staff between 2012 and 2014. Space permitting, campuses may then select applicants for admission using a non major-based process, provided the applicants meet the requirements in Pathway (3) and do not displace comparable applicants who met the requirement in Pathway (1). Consistent with current Regental policy effective since 2002, campuses must view academic accomplishments in the context of opportunity when applying Comprehensive Review in the selection of transfer students.

To clarify, the proposed change in policy assumes (incorporates) the following.

³ Transfer Admission Guarantees are negotiated between a California Community College and a UC campus. They guarantee CCC students admission to a particular major at the UC campus if they complete certain courses and attain required grades. Not all UC campuses participate in TAG.

⁴ As of February 2012, development of the UC Transfer Curricula has begun in Mathematics, Biology, History, Psychology, Computer Science, Sociology, Physics, and Political Science. UC has prepared Transfer Pathways for 21 majors and each department in these majors has identified courses expected of transfer students. These can be found at <http://www.universityofcalifornia.edu/admissions/transfer/preparation-paths/major/index.html>

⁵ The SB 1440 AA and AS degrees are major-based. The second pathway does not apply to Associate degrees that do not meet the requirements of SB 1440.

- All local Transfer Admission Guarantee (TAG) programs will remain in place, and decisions about participation in TAGs will be made at the campus level.
- The transfer pathways articulated in current Senate Regulations 476 A, B, and D will remain in place. (SR 476 A and B address applicants who met freshmen admission requirements and seek transfer admission on that basis. 476 D deals with applicants who would have been eligible for freshman admission except for missing “a-g” or test scores that they subsequently make up.) The proposed revision of SR 476 C is on the next page. The full Senate Regulations dealing with transfer are included as Appendix 2.

Senate Regulations, Part II: Admission
Proposed Changes in Blue to SR 476 C

(Full Regulations in Appendix 2)

<http://www.universityofcalifornia.edu/senate/manual/rpart2.html#art4chap4>

SR 476 C. An applicant who did not meet the requirements specified in (A) or (B) may be admitted to the University provided the applicant has completed 60 semester (90 quarter) units of transferable college course work, has maintained a grade-point average of at least 2.4 set by the campus in transferable college course work, and has completed all of the following transferable courses with a grade of C or higher, and has completed one of the following pathways:

- (1) Completion of the UC Transfer Curricula for the applicant's chosen major along with 60 (90 quarter) transferrable units.
- (2) Completion of an SB 1440 Associate Degree for Transfer in the applicant's chosen major at a California Community College.
- (3) Completion of the minimum criteria of seven courses specified below along with 60 (90 quarter) transferrable units.
 1. Two transferable college courses (3 semester or 4-5 quarter units each) in English Composition. One of the English Composition courses is to be equivalent in level to the transferable course which would satisfy (on some campuses only in part) the English Composition requirement at the University. The second course can be (but is not required to be) the 'English Composition/ Critical Thinking' course used to satisfy part of the English Communication requirement of the Intersegmental General Education Transfer Curriculum specified in SR 478. Courses designed exclusively for the satisfaction of remedial composition requirements as defined in SR 761 cannot be used to satisfy this requirement.
 2. One transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning.
 3. Four additional transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the Arts and Humanities; the Social and Behavioral Sciences; and the Physical and Biological Sciences.

The campus minimum grade point average must be at least 2.4, cannot exceed 3.0, and will be set by the campus Senate. The UC Transfer Curricula are developed and approved by faculty representatives from the departments from each of the undergraduate campuses.

Timeline:

2010 - 2011: BOARS discusses and prepares draft transfer proposal.

September - November 2011: Targeted review of proposal by divisional Senates.

December 2011 - February 2012: BOARS reviews feedback from targeted review.

March - April 2012: Full Senate review of revised proposal.

May 2012: BOARS final revision of proposal.

May 23, 2012: Academic Council approves proposal

June 6, 2012: Academic Assembly approves changes to SR 476 C effective for Fall 2015.

July 6, 2012: BOARS approves Guideline Changes effective for Fall 2015.

September 2010 - June 2013: UCOP convenes groups to develop UC Transfer Curricula.

September 2012 - June 2013: Department course lists for transfer revised as needed.

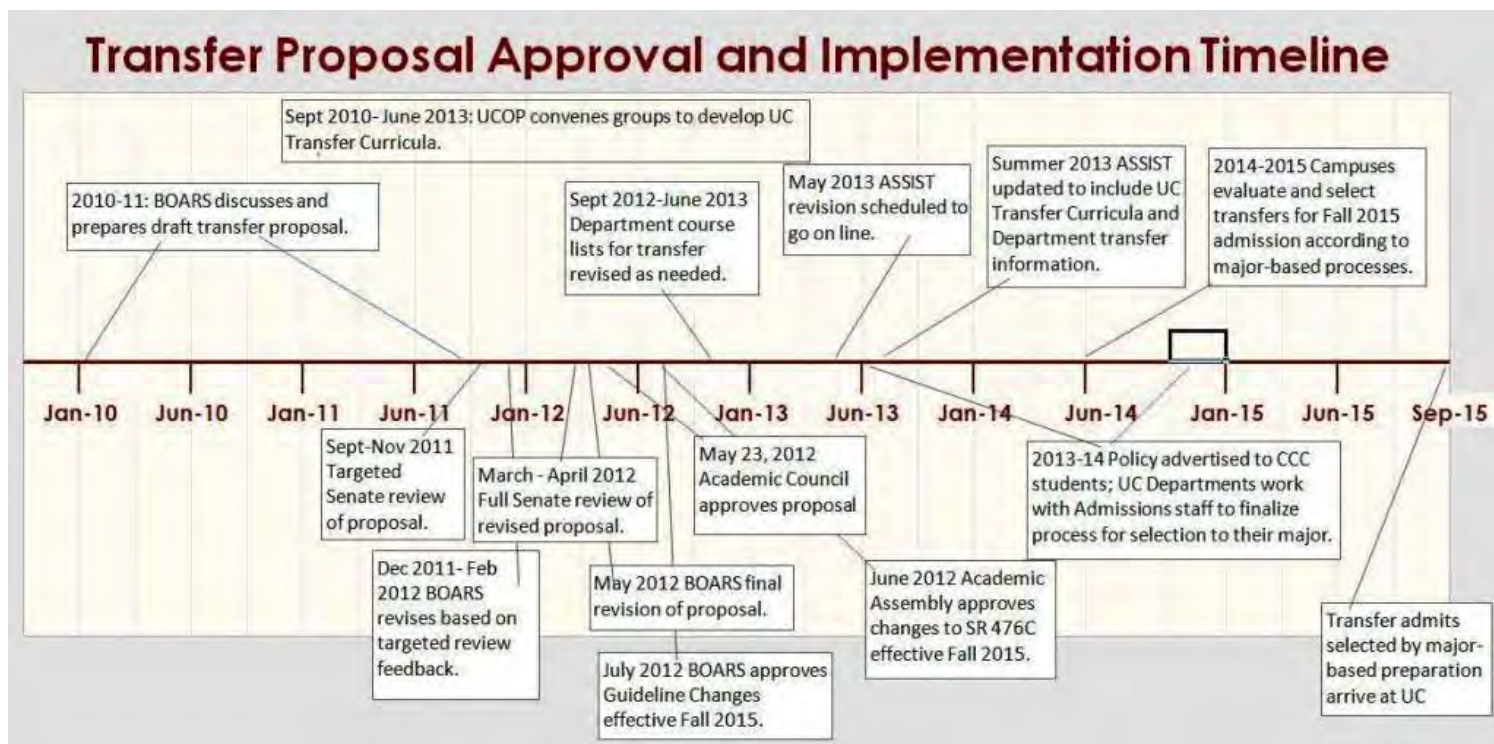
May 2013: ASSIST revision scheduled to go on line.

Summer 2013: ASSIST is updated to include UC Transfer Curricula and Department transfer information.

2013 - 2014: Policy advertised to Community College students; Departments work with Admissions staff to finalize process for selection to their major.

2014 - 2015: Campuses evaluate and select transfers for Fall 2015 admission according to major-based processes.

Fall 2015: Transfer admits selected by major-based preparation arrive at UC.



Notes:

1. Pathway (1) is the preferred option for transfer students intending to enter UC. It should streamline graduation by ensuring the best possible preparation. Some majors (particularly in STEM disciplines) will expect transfers to complete a specific list of lower division courses, while other majors will expect general education preparation and IGETC⁶. Faculty input will be essential to filling out these details. Ideally, the UC Transfer Curricula will be similar to the CCC/CSU Transfer Model Curricula created as part of the Course Identification Numbering System⁷ (C-ID) project and linked to the SB 1440 degrees. Aligning the Transfer Curricula will enable UC and CSU to communicate a common, clear set of expectations for prospective CCC transfers. The work of UC faculty from eight high demand disciplines convened by UC Provost Pitts during 2010-11 shows the potential to this approach, although we cannot expect perfect alignment in all disciplines. So while BOARS wants UC and CSU Transfer Curricula to be as close as is reasonable, the policy will preserve the freedom departments have to set their own selection expectations for transfer.

2. Pathway (2) will ensure that Community College students who initially intend to transfer to CSU and complete an SB 1440 Associate Degree for Transfer, but who subsequently decide they want to transfer to UC, are not locked out of the opportunity. Again, UC will not guarantee admission to transfer applicants who complete an AA-T or AS-T; they will compete on the basis of their accomplishments and potential to successfully complete their proposed major. Also, to clarify, Pathway (2) does not include Associates degrees that do not satisfy the mandates in SB 1440.

3. This policy does not reduce UC's academic expectations, because most students completing Pathway (1) or (2) will satisfy the current requirements in Pathway (3). Its primary impact will be the new major-based emphases in selection, increased flexibility by assuring that strong SB 1440 completers are not locked out, and a clearer, more consistent message to community college students about the importance of major preparation.

4. The policy does not change the *Guiding Principles For Comprehensive Review*⁸ (Comprehensive Review was adopted by the Regents in 2001 and the Guidelines were updated by BOARS in 2009). Comprehensive Review has been and will continue to be required in the evaluation of applications for Advanced Standing at UC.

5. As shown on the next page, the policy does not change the *Selection Criteria for Advanced Standing Applicants* in the Guidelines for Implementation of University Policy on Undergraduate Admissions. The criteria in those guidelines will continue to guide transfer selection, including consideration of "specified pattern or number of courses that provide continuity with upper division courses in the major" as well as the GPA in those courses. What will change is how these criteria are used in selection: Campuses will use Comprehensive Review to select applicants with *the strongest evidence of preparation for their proposed major as defined by each department at each campus*, instead of selecting applicants that have a general preparation without taking into account their proposed major.

⁶ At its June 2011 meeting, ICAS decided to proceed with implementation of SciGETC, a version of IGETC that provides STEM majors an alternate route to satisfying general education requirements while completing more rigorous major preparation. This arose in connection with SB 1440, which stipulates that Transfer AA degrees include IGETC and the idea is that ICAS could consider expanding IGETC to include a SciGETC-like option for Transfer AAs in STEM disciplines.

⁷ www.c-id.net

⁸ See Guidelines for Implementation of University Policy on Undergraduate Admissions Part II, <http://www.ucop.edu/sas/adguides.html>

**Transfer Selection Criteria from Current
GUIDELINES FOR IMPLEMENTATION OF UNIVERSITY
POLICY ON UNDERGRADUATE ADMISSIONS**

Proposed Change in Blue

<http://www.ucop.edu/sas/adguides.html>

B. Advanced Standing Applicants

Advanced standing applicants shall be selected by each campus using the criteria listed below as well as criteria 11-14 listed above, **choosing applicants with the strongest evidence of preparation for their proposed major as defined by each department at each campus.** Priority consideration for admission of advanced standing applicants shall be given to upper division junior transfers from California Community Colleges.

Criteria to Select Advanced Standing Applicants

1. Completion of a specified pattern or number of courses that meet breadth or general education requirements.
2. Completion of a specified pattern or number of courses that provide continuity with upper division courses in the major.
3. Grade point average in all transferable courses, and, in particular, grade point average in lower division courses required for the applicant's intended major.
4. Participation in academically selective honors courses or programs.

--- referenced items 11-14 are below---

11. Special talents, achievements, and awards in a particular field, such as in the visual and performing arts, in communication, or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus.

12. Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs co-sponsored by the school, community organizations, postsecondary educational institutions, other agencies, or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.

13. Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status.

14. Location of the applicant's secondary school and residence. These factors shall be considered in order to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.

II. IMPLEMENTATION DETAILS

In order to implement the proposal, Senate Regulation 476 C will be amended to include the three pathways, to allow campus Senates to set their GPA minimum between 2.4 and 3.0, and provide for the development of the UC Transfer Curricula by representatives of departments from the nine campuses. These changes require approval by the Academic Council and Academic Assembly. BOARS also will update the Guidelines for Implementation of University Policy on Undergraduate Admissions to ensure that the approaches to major-based selection are set by each department at each campus. The current criteria and the use of Comprehensive Review in selection of Advanced Standing students in the Guidelines will not change. In fact, major preparation has been explicitly part of two of the four criteria in the Guidelines for Selection of Advanced Standing Undergraduates for a long time. See Appendix II and III for the proposed wording changes of both documents.

The policy asks campuses to select applicants with *the strongest preparation for their proposed major*. The criteria they use for this are exactly the same as in the current guidelines. Each department at each campus will define how these criteria are used to determine what the “strongest preparation” means. The process for doing this is spelled out next.

Campus Admissions Committee Responsibilities. Each campus admissions committee will establish a minimum GPA for transfer applicants to their campus to guarantee a comprehensive review. This minimum GPA will be at least 2.4 but not greater than 3.0. In order to be consistent with the Guiding Principles for Comprehensive Review the GPA minimum should never serve as the dividing line between admission and non-admission, and should allow for a reasonable range of applicants to be considered.

Campus committees also will advise departments about the policy during 2012-13 and assist admissions staff and departments in the development of selection practices during 2013-14. Committees may find it valuable to review current transfer admission practices during 2012-13 and establish template evaluation protocols during 2012-13 that departments can use during the subsequent year as they work with admissions staff in customizing their approaches. Campus committees will ensure the evaluations are compatible with the twelve Guiding Principles for Comprehensive Review.

Department Responsibilities. During academic year 2012-13, each department at each campus will be asked to specify coursework to be considered when selecting junior level transfer applicants. They will have autonomy and a full range of options, including:

- Reaffirming or revising what they already have provided as their UC Transfer Preparation Pathway on the UCOP website⁹
- Specifying general education courses only.
- Specifying the UC Transfer Curricula for their major, which may or may not include IGETC. (A good number of Transfer Curricula should be complete by fall 2012. The process will continue in other disciplines.) This is the preferred approach, because it brings the most uniformity to our messaging—but it will never be imposed on any department.
- Specifying the UC Transfer Curricula for their major with additional courses.
- Specifying the CSU/CCC SB 1440 degree(s) for their major.

⁹ <http://www.universityofcalifornia.edu/admissions/transfer/preparation-paths/campus/index.html>

- Options they believe best that are not indicated here.

Departments should also specify courses that may be difficult for students to find at some Community Colleges and alert Admission staff that the lack of these courses should not reduce access to their major. As needed, Admission staff will help departments review access to courses and typical course taking patterns of applicants. During 2013-14, departments will work with Admission staff to finalize the selection process for transfer applicants. These will utilize the twelve Guiding Principles for Comprehensive Review (approved by the Regents and required in all undergraduate selection decisions.) Over time as needed, departments will update their expectations, and will work with Admission staff to update the information on ASSIST.

ASSIST. Campus departments will be expected to update their transfer course agreements during 2012-13 for uploading onto ASSIST¹⁰, and by the end of 2013-2014 complete consultation with their Admissions office on the selection process for their major. Major-based selection will apply to transfer admission for Fall 2015; two years after the information about the changes have been disseminated. In summer 2013, the department course lists will be uploaded onto ASSIST, or as soon as is feasible. The renovation of ASSIST is expected to be complete in May 2013, and will alleviate many concerns raised by campuses in the targeted review version of this proposal.

Admissions-Department Collaboration. During 2012-13, Admissions staff will consult with departments as necessary as they determine coursework for transfer evaluation. During 2013-14, they will meet with departmental representatives to establish selection practices for applicants to their majors that incorporate the twelve principles of comprehensive review, and to study and discuss sample applications. This collaboration will continue throughout the admissions process in subsequent years to make sure ASSIST information is up-to-date. Depending upon local resource issues, department faculty and staff will be involved in implementation of policy during 2014-15 for Fall 2015 transfer admission and beyond.

Admission Application. During 2012-13, the UC Office of the President will explore ways to collect information about which students qualify for the guarantee of a comprehensive review.

Evaluation and Selection. Evaluating transfer applications is a complex process that requires experienced professional staff. Campuses hire seasonal readers to help review freshman applications, but this is not a viable alternative for transfers due to the complexities introduced by applicants who have attended multiple campuses and the time involved in checking transferability of course work. Campuses that conduct major-based reviews do report somewhat longer evaluation times than those who do not, but BOARS is convinced all campuses can implement major-based review. While faculty are necessary for setting major-based selection practices, ultimately admissions staff will bear the main review work, so adequate support¹¹ for review will be necessary.

¹⁰ To see how this will work, go to the ASSIST Explore UC Majors page, <http://www2.assist.org/exploring-majors/browseUCs.do>, and find your campus and major. For each community college a download is available where the left column lists the department's major preparation courses, and the right column lists the courses that articulate with them. During 2012-13, each department at each campus will update the list of courses they want for major preparation and evaluation (left column), and indicate if IGETC/SciGETC will be used in evaluation. With this, prospective applicants will know how to prepare for UC. The revised ASSIST site promises to be more user friendly. Similar information is available on the UC Admissions transfer website in the transfer path by campus sections.

¹¹ In its 2011 document, [BOARS Statement and Metric on Admissions Funding](#), staffing requirements for applicant recruitment, evaluation, selection and yield have been spelled and this document was disseminated to the Executive

III. BENEFITS

There are three main benefits to the new policy.

1. The policy will streamline transfer by providing a single message for CCC students interested in preparing for both CSU and UC that aligns with the structure for transfer degrees mandated by SB 1440. The message can be summarized as follows: *“Choose a major and prepare thoroughly for it, and if you meet the basic requirements (a Transfer AA or a UC Transfer Curricula for your chosen major along with 60 transferrable units and attain the campus minimum GPA), your application will be given a comprehensive review. The applicants with the strongest evidence of preparation for their proposed major will be selected for admission.”*
2. To the extent that students choose to complete an SB 1440 Degree, the proposal will encourage them to also prepare to meet UC expectations, which for some majors will go beyond what is required for the AA-T or AS-T degree.
3. The guarantee of a review to students with baseline preparation parallels changes made to UC freshmen admissions standards taking effect for fall 2012 that are intended to remove barriers and expand opportunities. Moreover, all students currently eligible to transfer to UC will remain so. The main change involves implementing major-based selection, and UC will select students better prepared to complete their intended major.

Appendices:

1. A summary of feedback received in the targeted review and how the revision responds to these comments
2. Senate Regulations for Admission of Students to Advanced Standing and the proposed changes requiring Academic Assembly approval
3. The Guidelines for Implementation of University Policy on Undergraduate Admissions and the proposed changes BOARS will make to implement this proposal
4. The AB 2302 implementation report prepared by UCOP for the California Legislature (includes existing UC Transfer Curricula)
5. Frequently Asked Questions

Vice Chancellor at each campus to ensure they understand the appropriate level of support necessary for proper evaluation of applications, both freshman and transfers.

APPENDIX 1: Results of the Targeted Review of the BOARS Transfer Proposal

Appendix 1 Results of the Targeted Review of the BOARS Transfer Proposal

BOARS is pleased to submit a revised proposal to reform UC's transfer admission policy. The proposal has been modified to address the concerns expressed by reviewers in the fall 2011 targeted Senate review. At that time, we indicated that the [draft proposal](#) presented only a broad outline of a new policy, and that BOARS was seeking advice about whether the basic ideas were strong enough to merit further development. Respondents from all nine undergraduate campuses submitted comments. Eight campuses indicated at least some support for BOARS moving forward to develop a more detailed proposal, while only one campus (SB) recommended discarding the proposal altogether. The balance of this memo summarizes the major concerns expressed in the targeted review and changes BOARS has made to the draft to address those concerns.

Specific Concerns:

#1. “Two Years.” Many respondents (B) (D) (I) (LA) (R) (SC) opposed the notion that UC should prefer transfer applicants with “credentials indicating the strongest likelihood of completing their major in approximately two years,” arguing that academic exploration is a strong value in a UC education and students should have the freedom to explore different intellectual paths and to change majors. Respondents noted that such a requirement could also stress the CCC system, where complete course offerings do not always exist, and that the two-year requirement could particularly disadvantage First Generation and underrepresented students who may lack the social capital to know how to prepare for a major (B) (SB). Further, basic courses in some majors (for example Classics or Performing Arts) may not be available at some CCCs, and UC needs to ensure that transfer students have access to these disciplines (I) (LA).

#2. Maintaining Local Autonomy. Many respondents were concerned that the proposal would limit the authority of majors to define their own preparation requirements, and in some cases require majors to add course requirements, even if they believe unit and GPA requirements are sufficient transfer preparation (B) (I). Other reviewers were concerned that a UC-wide Common Core would not represent the diverse range of major requirements and course offerings (R). Another noted that major preparation requirements should not establish different paths for transfers and native students (SC). Some noted that in addition to major preparation, courses in basic skills, like writing, should continue to be key transfer criteria (LA). The University Committee on Preparatory Education (UCOPE) has also registered concerns about the writing preparation of some CCC transfer students.

#3. Implementation Details are Unclear. Respondents requested clarity on specific details of the proposal. Some emphasized the need for an effective mechanism to communicate major preparation requirements (R) (SC), and some were skeptical about using resources to improve the ASSIST website for that purpose (B) (I). It was noted that BOARS should provide clearer guidelines about what it means to be “prepared” (R), address concerns that an emphasis on major preparation could jeopardize the holistic nature of Comprehensive Review, and explain how major preparation and CR are balanced (LA) (SB). There were concerns that the proposal to retain the SR 476 C transfer path was

APPENDIX 1: Results of the Targeted Review of the BOARS Transfer Proposal

at odds with the larger message and intent of the policy, because 476 C is not a major based path (I) (LA) (SB), and would devalue Transfer Admission Guarantees (TAGs) based on this pathway. One reviewer requested clarification about the role of AB 1440 degrees (LA) and one asked about lower division transfers (R).

#4. Resources. Some respondents were concerned about the resources required to implement the policy, particularly because transfer applications already require more time and expertise compared to freshman applications, and they thought BOARS' "more complex" criteria" could exacerbate that need (R) (SB) (SD) (SC). There was a request for specific information about how campuses would manage the new criteria as well as the overall program in an era of declining resources. One campus expressed concern that establishing different criteria for each major process would be too complex for admissions staff to manage (SB) and another expressed concern about the faculty time involved. (D)

#5. General Concerns and Fear of Unintended Consequences. One respondent requested data supporting the need for the changes (SB) and others were concerned that the proposal was being motivated more by politics than by educational needs (I). One respondent viewed the inclusion of the SR 476C path alongside the two major-based paths as an inconsistency that would create more confusion than the proposal could resolve (SB). There was also concern about access to courses and the quality of courses at the CCC, a suggestion that UC evaluate the quality of CCC courses (I) (R), and a fear that UC would have to accept transfers without adequate lower division preparation. In particular, first generation and underrepresented students may not have access to adequate counseling to know what courses to take, and UC should allow them time to complete a few extra courses. Finally, there were concerns that the proposal could actually make it harder to transfer to UC (D) (I) (LA), (SB) (SC); that it would cause more Community College transfers to arrive at UC with too many units (R); and that that the proposed GPA minimum might become a new barrier to transfer (SB).

BOARS Responses and the Revised Proposal

BOARS notes several relevant points about the current transfer process before addressing these five issues.

(1) IGETC and SciGETC, the General Education pathways of choice for most CCC transfers, will remain in place (in addition, the AB 1440 degrees must include IGETC as an option.)

(2) UC has prepared Transfer Pathways for 21 majors. Each department in these majors at the nine campuses has identified the courses they expect of transfer students, described selection criteria for competitive admission, and provided information about how to complete GE requirements when preparing for their major. These Pathways can be found at: <http://www.universityofcalifornia.edu/admissions/transfer/preparation-paths/major/index.html>

(3) Many campuses already use major-based criteria in transfer selection by relying on information described in the Transfer Pathways and by working with the departments.

APPENDIX 1: Results of the Targeted Review of the BOARS Transfer Proposal

(4) In accordance with Regents Policy, campuses use Comprehensive Review in the evaluation of all transfer applications whether or not they consider preparation for a specific major. This will not change if this proposal is implemented.

(5) In order to clarify what the proposal will change and what it will not change, it is noted that the Criteria for Selecting Advanced Standing Applicants will not change. What will change is how these criteria are used in selection: Campuses will select applicants with *the strongest evidence of preparation for their proposed major as defined by each department at each campus*, instead of selecting applicants that have a strong general preparation without taking into account their proposed major.

With these five points in mind, one sees the proposal does not change policy as much as it creates a mechanism for the consistent implementation of existing policy. It will provide a focused message about major preparation to prospective transfer students and require all departments to engage in updating the course, selection and GE information in their pathways. For many departments this may mean minor adjustments, while others may have to start from scratch. Two years will be allocated for this process. The messaging and the requirement of major based evaluation beginning fall 2015 are the main changes. The other change in the process will be the guarantee of a Comprehensive Review to students who meet one of the three pathways (completing UC Transfer Curricula, an SB 1440 degree, or meeting current SR 476C rules) and meeting minimum gpa set by the campus. Again, these are not so much a change in policy (such students would most likely be reviewed now) as it is an assurance to prospective students that if they complete one of these hurdles their file will be carefully read. The proposal also ensures that the UC voice on major preparation is heard, especially as CCC students learn about the SB 1440 AA degrees that are designed for their transfer to CSU.

Responses to Specific Concerns

#1 & #2. BOARS made changes to the revised proposal to address the concerns raised in #1 and #2 above. First, we dropped all references to “two years” in the document. The new language reads:

UC will admit applicants with the strongest evidence of preparation for their proposed major.

We note that defining “*strongest evidence of preparation*” will require the involvement of every department at every campus, a process detailed in the proposal. The proposal also maintains department autonomy and flexibility to list courses and set admission criteria. For example, a department that values a strong general education background most in major preparation will be free to make that decision, which accounts for our decision to retain the SR 476C path. Departments will only be asked to communicate those requirements clearly on the revised ASSIST website.

#3. Next we would like to respond to the concerns about implementation. First, all three segments and ICAS are involved in the ASSIST upgrade planned for May 2013, which we believe will make the website better and more effective. Second, there have been concerns

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since Comprehensive Review was approved in 2001 that major based review and holistic comprehensive review are incompatible in transfer admission. Comprehensive Review for transfer applicants is Regent's policy. The balance between major preparation and other factors in transfer admission is analogous to the balance between GPA and other criteria in freshman admission, and BOARS believes that we can alleviate this concern by strengthening existing collaborations between admissions staff and departments. Retaining the SR 476 C pathway enables departments that prefer a strong GE background to a list of established courses to communicate their position clearly. The value of this pathway will depend upon the major (in some majors its role will be diminished), and engaging students in examining their major pathways will be crucial. If prospective transfers pay insufficient attention to the demands of major preparation, they will be confused and disadvantaged. BOARS believes that as the role of major preparation becomes increasingly significant at both UC and CSU, we will need to launch a substantive messaging campaign that includes public articulation of the selection criteria approved by each UC department. Finally, under this proposal lower division transfer will remain an option for campuses seeking to use it in its current form.

#4. The resource concerns are real, and will impact undergraduate admissions with or without this proposal; however, the resources required to implement major-based comprehensive review and non-major based comprehensive review of transfer applications are not significantly different. Until recently, the transfer review process was easier at campuses that sought to meet their transfer admission targets by accepting almost all transfer applications with GPA minimums. This is changing, however, and the complexity of the review process will grow whether or not this proposal goes forward, as more extensive reviews become the norm. For years, some campuses have had the resources to conduct careful major-based reviews of transfer applicants. BOARS recently reviewed admissions funding practices, and learned that Admissions Offices do not receive equal resources across the system, which has precipitated concerns for both freshman and transfer evaluation. BOARS also determined that the application fee revenue delivered to the campuses is sufficient to do the job right, if those funds are provided to admissions offices. As far as faculty time, many departments have carefully maintained the information provided in the Transfer Preparation Pathways, and work with their campus Admissions staff to help them understand what they value in the Comprehensive Review of transfer applicants. If enacted, the BOARS proposal will require all departments at all campuses be similarly engaged. The responsibility of reading applications will remain with Admissions staff, although department involvement will be welcomed.

#5. In response to questions about data and evidence backing up the need for a new policy, BOARS' recent survey of transfer selection practices showed wide differences across the system that are not simply the result of varying levels of selectivity. The fact is that some campuses look closely at major preparation, and others almost never do, and some implement major based selection only for some majors but not others. Within a major, the information available about selection on the UC Transfer Preparation Pathways website sends a message that UC campuses are not consistent. BOARS does not want or intend to make selection practices identical across campuses or identical within a major across the system—indeed, the proposal is clear that it will preserve local autonomy. BOARS does

APPENDIX 1: Results of the Targeted Review of the BOARS Transfer Proposal

want a systemic process that compels each department to be clear about its expectations, and sends all potential UC transfers a message about the central importance of major preparation, whether that comes about through high quality GE preparation or a specific set of lower division courses required by their proposed major. Currently, this is not happening. Regarding the role of politics, a variety of researchers, the LAO, and lobbyists who seek change in higher education policy have documented the ambiguities facing potential transfers, which helped drive the passage of SB 1440 and AB 2302. BOARS' proposal is a response to these concerns, not to the legislation. In fact, the legislature would probably like UC to go in a different, more prescriptive direction.

BOARS shares the concern that new major-based transfer requirements could make UC transfer more difficult, particularly for first generation and underrepresented students. Chair Jacob raised this concern when the Campaign for College Opportunity leaders spoke to BOARS about their efforts to write and successfully lobby for SB 1440 and AB 2302, and admitted they had no answer. For this reason, we believe it is necessary to maintain the SR 476C path alongside major based paths. BOARS has long recognized that students who complete a strong general education can succeed at UC as transfers in many majors, and the targeted review has confirmed that the campuses want these students. The proposal seeks to make this explicit for students, so they prepare for transfer consciously and deliberately. Again, the proposal does not change policy as much as it raises an expectation that departments and campuses will clarify their messaging to potential transfers.

BOARS would like to address the concern that the proposal would lead Community College transfers to arrive at UC with too many units. BOARS has been reviewing the current UC regulation capping transferrable Community College units at 70 (105 quarter), regardless of how many units are listed on their transcript. BOARS recently adopted a policy that extends this cap to all lower division units from all sources. This will end the unfortunate situation of a CCC student being denied access to UC for having lower division units from a four-year institution they may have attended for a short time in addition to the CCC. Finally, the idea that the GPA minimum might be a new barrier to transfer is an emerging reality independent of the proposal as campuses are selecting transfers with higher GPAs and strong major preparation. BOARS feels that UC needs to openly and honestly deliver this message about GPAs to prospective students. Campuses will be asked to ensure that the GPA is not a bright line where decisions are made and to ensure that comprehensive review is utilized.

BOARS would like to thank all reviewers for their valuable input. We believe the current document incorporates the major concerns and more fully explains BOARS' reasoning and rationale. BOARS awaits another useful round of comments from our Senate colleagues.

APPENDIX 2: Senate Regulations Part II Admission

FROM: <http://www.universityofcalifornia.edu/senate/manual/rpart2.html#art4chap4>

Senate Regulations Part II Admission Chapter 4. Admission to Advanced Standing

Article 1. General Provisions

470. Admission of students to advanced standing in the academic colleges is under the jurisdiction of the Board of Admissions and Relations with Schools.

472. Application for examination for advanced standing on the basis of work done before entrance to the University should be made to the appropriate Admissions Officer upon entrance to the University.

474. Applicants may be given advanced standing in the University on the basis of certificates from other colleges and universities, upon the approval of the certificates by the Board of Admissions and Relations with Schools. The Board is empowered to adopt with regard to other collegiate institutions such working rules as may seem proper, to reject the certificates, in whole or in part, to defer the final granting of credit in advanced standing pending the completion, by the applicant, of satisfactory work in residence at the University, and to require examinations in any or all of the subjects offered. Applications for supplementary credit on the basis of work done before entering the University should be filed with the appropriate Admissions Officer at the time of application for admission.

476. (Am 4 May 95; Am 23 May 01) Applicants for admission to the University by transfer from other collegiate institutions must meet one of the following four requirements. (Am 4 May 95)

A. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work.

B. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title with the exception of the tests specified in SR 418 (SR 419 beginning in 2012) and/or the Specific Requirements specified in SR 424 (A) (2) may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work and has remedied the missing requirements by

1. completing with a grade of C or higher one transferable college course (3 semester or 4-5 quarter units) for each missing high school subject specified in SR 424 (A) (2) and

APPENDIX 2: Senate Regulations Part II Admission

2. completing with a grade of C or higher 12 semester (18 quarter) units of transferable college course work in case not all tests specified in SR 418 (SR 419 beginning in 2012) have been taken. (Am 17 June 2009)

C. An applicant who did not meet the requirements specified in (A) or (B) may be admitted to the University provided the applicant has completed 60 semester (90 quarter) units of UC-transferable college course work, has maintained a grade-point average of at least 2.4 set by the campus in transferable college course work, and has completed all of the following transferable courses with a grade of C or higher, and has completed one of the following pathways:

(1) Completion of the UC Transfer Curricula for the applicant's chosen major.

(2) Completion of an SB 1440 Associate Degree for Transfer in the applicant's chosen major at a California Community College.

(3) Completion of the minimum criteria of seven courses specified below.

1. Two transferable college courses (3 semester or 4-5 quarter units each) in English Composition. One of the English Composition courses is to be equivalent in level to the transferable course which would satisfy (on some campuses only in part) the English Composition requirement at the University. The second course can be (but is not required to be) the 'English Composition/ Critical Thinking' course used to satisfy part of the English Communication requirement of the Intersegmental General Education Transfer Curriculum specified in SR 478. Courses designed exclusively for the satisfaction of remedial composition requirements as defined in SR 761 cannot be used to satisfy this requirement.

2. One transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning.

3. Four additional transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the Arts and Humanities; the Social and Behavioral Sciences; and the Physical and Biological Sciences.

The campus minimum grade point average must be at least 2.4, cannot exceed 3.0, and will be set by the campus Senate. The UC Transfer Curricula are developed and approved by faculty representatives from the departments from each of the undergraduate campuses.

D. Applicants who at the time of graduation from high school do not meet the criteria of Regulations 418 and 424, but who stand in the upper 12.5 percent of their graduating classes, as determined by criteria established by BOARS, and who have achieved a GPA of at least 3.0 in such of the courses prescribed by Regulation 424 as they have completed, may apply simultaneously for admission to a California

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Community College and for conditional admission to a campus of the University, subject to the satisfaction at the Community College of the provisions of Regulation 476 B and C.

The courses acceptable under (B) and (C) will be determined by the Board of Admissions and Relations with Schools. The Board may waive requirements (C) (1), (C) (2), and (C) (3) upon the presentation of appropriate test scores.

477. (En 11 May 05) When four or more UC Senate Divisions agree to accept a course from a given California Community College as transferable for preparation for a specific major, the course will be deemed as transferable for the same major at all UC Senate Divisions one year after notification of the divisions. Similarly, if four or more Senate Divisions agree to accept a set of courses as adequate for lower-division major-preparation for a UC upper-division major discipline, that set of courses will be deemed as accepted for lower-division preparation in the same major at all the UC Senate Divisions one year after notification of the Senate Divisions. During the year following initial notification, individual Senate Divisions may decline to participate in the agreement. Additionally, all Senate Divisions will be given an annual opportunity to opt out of any previous obligation resulting from this regulation. The Academic Council or the senate agency it so designates shall advise the President on the implementation of this regulation so as to ensure that there is adequate notice for all Senate Divisions, that Senate Divisions have an annual opportunity to opt out of these obligations, and that community college students who intend to transfer to UC are minimally affected by a Senate Division's decision to no longer accept a course or set of courses.

478. Applicants for admission to the University by transfer can fulfill the lower division Breadth and General Education (B/GE) requirements by completion of the Intersegmental General Education Transfer Curriculum. (En 5 May 88) (Am 3 May 90)

A. Intersegmental General Education Transfer Curriculum

The Intersegmental General Education Transfer Curriculum and the guidelines and specifications that apply to its fulfillment are provided in the following table:

Systemwide Lower Division Breadth and General Education Requirements for Students who Transfer to the University of California

Subject Area	Required Courses	Units Required
1) Foreign Language	Proficiency	Proficiency
2) English Composition	2 courses	6 semester units or 8-10 quarter units
3) Mathematics/ Quantitative Reasoning	1 course	3 semester units or 4-5 quarter units

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4) Arts and Humanities	3 courses	9 semester units or 12-15 quarter units
5) Social and Behavioral Sciences	3 courses	9 semester units or 12-15 quarter units
6) Physical and/or Biological Sciences	2 courses	7-9 semester units or 9-12 quarter units
<u>Totals</u>	<u>11 courses</u>	<u>34 semester units</u>

1. Foreign Language. This requirement may be fulfilled by completion of two years of a foreign language in high school with a grade of C or better, or equivalent proficiency demonstrated by college courses, or by such performance on tests as a minimum score of 550 in an appropriate College Board Subject Test for a foreign language. (Am 17 June 2009)

2. English Composition. The English Composition requirement is fulfilled by completion of one-year of lower division English Composition. However, courses in "Critical Thinking" which provide instruction in composition of substantial essays as a major component and require students to write a sequence of such essays, may be used to fulfill the second semester of this requirement. These courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement. (Am 3 May 90)

3. Mathematics/Quantitative Reasoning. One-semester or two-quarter courses in mathematics or mathematical statistics. This requirement may be fulfilled by attainment of a minimum score of 600 in the Mathematics Section of the SAT Reasoning Test, or 550 in the College Board Subject Test in Mathematics (Level I or Level II). Courses on the application of statistics to particular disciplines may not be used to fulfill this requirement.

4. Courses taken to fulfill the B/GE requirements in the subject areas that follow, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences, should provide a broad foundation for understanding and learning to think critically, write, and speak about the biological and physical world, and the most important features and accomplishments of civilization. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. The brief descriptions in subparagraphs 4), 5) and 6) are provided only as examples of the types of courses that could be used to meet these requirements. (Am 3 May 90)

5. Arts and Humanities. Courses that can be used to fulfill this requirement include courses in drama, music, dance or the visual arts, history, literature, classical studies, religion, and philosophy. At least one course shall be taken in the Arts and

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one in the Humanities. Courses in the Arts may include performance or studio components; however, courses that are primarily performance or studio art courses cannot be used to satisfy this requirement.

6. Social and Behavioral Sciences. Courses in anthropology, economics, ethnic studies, political sciences, psychology, sociology, or from an interdisciplinary social science sequence. The courses must be selected so that they are from at least two different disciplines. (Am 3 May 90)

7. Physical and Biological Sciences. Courses in biology, chemistry, physics, or physical sciences with the exception of courses in mathematics. One course must be in a physical science, the other in a biological science, and at least one must include a laboratory. (Am 3 May 90)

B. University Policy for the Intersegmental General Education Transfer Curriculum (Am 3 May 90)

The University's policy for the Intersegmental General Education Transfer Curriculum is as follows:

1. To fulfill the lower division B/GE requirements prior to transferring to the University of California, a student has the option of fulfilling the Intersegmental General Education Transfer Curriculum or fulfilling the specific requirements of the school or college of the campus to which the student will transfer.

2. If the lower division B/GE requirements are not satisfied prior to transfer, the student will be subject to the regulations regarding B/GE lower division requirements of the school or college of the campus to which the student transfers, with the following exception. A student may fulfill the lower division B/GE requirements by fulfilling the Intersegmental General Education Transfer Curriculum (IGETC) after the transfer, provided all four of the following conditions are met. (Am 25 Feb 99)

a. A student may complete a maximum of two courses of the IGETC after transfer.

b. Either (1) The last-attended community college must certify the IGETC area(s) and the one or two courses yet to be completed, and that the lack of these courses was for good cause such as illness or class cancellation, OR (2) for students intending to major in the physical and biological sciences, the last-attended community college must certify that the student has substantially completed the articulated lower division courses for the major and that the student has completed the Intersegmental General Education Transfer Curriculum except for (i) one course in Arts and Humanities and (ii) one course in Social and Behavioral Sciences; students in this category may satisfy the

APPENDIX 2: Senate Regulations Part II Admission

IGETC requirement in Physical and Biological sciences with a year-long sequence in a single laboratory science. (Am 11 May 2005)

c. A student who has been approved to complete one or two IGETC courses after transfer may take a certified IGETC course in the area remaining to be completed at any California community college subject to the UC campus rules regarding concurrent enrollment or, at the option of the UC campus, may take approved substitute courses at that UC campus.

d. The IGETC must be completed within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.

3. Only courses accepted for baccalaureate credit at UC, and in which a grade of C or better was attained, can be applied toward fulfillment of the UC lower division B/GE requirements.

4. Credit for College Board Advanced Placement Tests can be used for partial fulfillment of the Intersegmental General Education Transfer Curriculum. For the category of English Composition, a score of 5 can be used to satisfy one semester or two quarters of this requirement. For all other disciplines, a score of 3 or higher on the appropriate AP test may be used to satisfy one semester or two quarters of the requirement. (En 3 May 90)

Article 2. Language Credit for Native Languages Other Than English

480. This regulation refers to students whose pre-collegiate education was largely completed in a single language other than English and describes the conditions under which they may receive transfer credit for courses in that language. It applies to students whose language of instruction was not English and who completed at least nine full years of education conducted in that language that included a full year of course work equivalent to a year within grades 9-12 of the U.S. curriculum. These students may not receive credit for lower division language courses in that language **unless** it is determined that the primary course focus was the study of literature rather than language acquisition. College credit for literature in the native language is allowed for courses taken in native institutions of college grade, or for upper division and graduate courses actually taken at the University of California or at another English-speaking institution of approved standing.. (See SR 456.) (Am 26 May 82) (Am 15 Feb 12)

APPENDIX 3: Transfer Selection Criteria Changes in the Guidelines

Appendix 3 Transfer Selection Criteria Changes in the GUIDELINES FOR IMPLEMENTATION OF UNIVERSITY POLICY ON UNDERGRADUATE ADMISSIONS

<http://www.ucop.edu/sas/adguides.html>

Proposed Changes

II. GUIDING PRINCIPLES FOR COMPREHENSIVE REVIEW

No change. This section applies to both Freshman and Transfer Admission.

III. SELECTION CRITERIA

Campuses receiving applications in excess of the number required to achieve their enrollment target for a specific term shall select students for admission as follows:

A. Freshman Applicants

No change.

B. Advanced Standing Applicants

Advanced standing applicants shall be selected by each campus using the criteria listed below as well as criteria 11-14 listed above [in their Comprehensive Review](#). [At the junior level, campuses will select applicants with the strongest evidence of preparation for their proposed major as defined by each department at each campus.](#) Priority consideration for admission of advanced standing applicants shall be given to upper division junior transfers from California Community Colleges.

Criteria to Select Advanced Standing Applicants

1. Completion of a specified pattern or number of courses that meet breadth or general education requirements.
2. Completion of a specified pattern or number of courses that provide continuity with upper division courses in the major.
3. Grade point average in all transferable courses, and, in particular, grade point average in lower division courses required for the applicant's intended major.
4. Participation in academically selective honors courses or programs.

--- referenced items 11-14 are below---

11. Special talents, achievements, and awards in a particular field, such as in the visual and performing arts, in communication, or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other

APPENDIX 3: Transfer Selection Criteria Changes in the Guidelines

significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus.

12. Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs co-sponsored by the school, community organizations, postsecondary educational institutions, other agencies, or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.

13. Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status.

14. Location of the applicant's secondary school and residence. These factors shall be considered in order to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.

UNIVERSITY OF CALIFORNIA

Implementing AB 2302 (Fong): Associate Degree Pathway to the University of California-Final

EXECUTIVE SUMMARY

In September of 2010, Governor Schwarzenegger signed into law two pieces of legislation on the California Community College (CCC) transfer function in California: Senate Bill 1440 (Padilla) and Assembly Bill 2302 (Fong). Together the bills create an associate degree pathway for transfer in California. The second bill – AB 2302 – requests UC participate in this path in order to guarantee eligibility for admission, as well as continue its work on the Transfer Admission Guarantee program and statewide articulation of community college courses (see Appendix 1). The University has been an enthusiastic supporter of both bills and of improving the transfer function in California.

Section 66721.8 of the California Education Code (Chapter 427, AB 2302, Statutes of 2010) reads in part:

“(d) The University of California is requested to provide an interim progress report on its review of the various transfer pathways discussed in this section to the relevant policy and fiscal committees of the Legislature on or before June 30, 2011, and to provide a final report to those committees, with specific findings regarding the University of California’s implementation of those transfer pathways, no later than December 31, 2011.”

In compliance with AB 2302, this report outlines the University’s progress in exploring the implementation of a systemwide policy on transfer admission that utilizes the associate degree pathway. Highlights of this progress include:

- **UC Transfer Curricula:** UC identified a common core of major preparation that students should complete in eight disciplines in order to be both well-positioned to gain admission and well-prepared to complete a degree in a timely fashion. In general, completion of the UC Transfer Curriculum in a particular major covers 80% of what a student would need to complete at any given UC campus.

Note: Due to temporary and unexpected staff vacancies at the UC Office of the President, the expansion of this work to the top 20 majors for transfer students was delayed. However, additional faculty meetings are being arranged for 2012.

- **Guarantee of Comprehensive Review for Admission:** AB 2302 requests UC guarantee eligibility for admission to students with approved associate degrees. The Board of Admissions and Relations with Schools (BOARS) has proposed a policy that would guarantee a

comprehensive review of any transfer student's application for admission who has completed an approved associate degree for transfer (as outlined by SB 1440) in the major to which they are applying or who has completed the relevant UC common core with a grade point average above a specified level. This policy would parallel the admission policy at the freshmen level, which promises a comprehensive review of students' applications if they meet minimum criteria (see Appendix 2). BOARS also endorses the Transfer Admission Guarantee (TAG) program as a way to advise transfer students to prepare for admission and timely degree completion.

- **Feedback Provided to California Community Colleges:** While the promise of a review currently under consideration (above) would apply to students who earn an associate degree approved under SB 1440, the University has shared its faculty's feedback on the Transfer Model Curricula that have been developed or are currently under development (see Appendix 3).
- **Improved Online Transfer Student Counseling Tools:** UC has developed a set of new websites that provides students with an early roadmap to prepare for admission and timely degree completion at all campuses within the top twenty transfer majors. Detailed advice is tailored to students who have identified a particular UC campus.
- **Continued Improvement of Existing Transfer Efforts:** While the development of an associate degree pathway embodied in SB 1440 and AB 2302 is the newest feature of the transfer function, it is important to remember that the bill also asked UC to strengthen existing initiatives in transfer. The University has done so with its Transfer Admission Guarantee (TAG) Program, statewide articulation, and support for ASSIST. The TAG application was moved online, which provides instant feedback on basic eligibility and has the strong potential for an online counseling tool. All three segments of public higher education have completed a Request for Proposal and contracted with the winning vendor to develop and house an improved and expanded ASSIST database (www.assist.org). Five years ago, UC achieved articulation agreements between all nine campuses and all 112 California community colleges, maintenance of which is a top priority for the University.

Given the specialized nature of UC's degrees, the rigor of the upper-division coursework, and the way in which degree requirements are tied closely to individual campus research priorities, the University's participation in the associate degree pathway will differ in some significant ways from the way in which the California State University will participate. Namely, while the University is aiming to guarantee a comprehensive review for admission to transfer students who have completed associate degrees for transfer in similar majors, it will not be able to guarantee selection for admission. Furthermore, it will not be able to guarantee that students will be able to graduate within 60 units after transfer in all majors on all campuses.

Finally, it is important to remember that UC currently is very successful in its support of transfer in California. In 2009-10, UC enrolled 30% more transfers (16,784) than it did ten years earlier (12,908). In fact, it has continued to increase the number of new transfers in the past two years at the same time that it has been forced to curtail the enrollment of new California freshmen.

APPENDIX 4: AB 2302 implementation report

Transfer students who come to UC perform well, persisting and graduating at rates similar to students who enter as freshmen. The average time-to-degree for transfer students is just over two years (2.4) after coming to the University (average time-to-degree for freshmen is 4.2 years). Transfer students continue to be a successful and valued part of the UC community.

BACKGROUND

In September 2010, Governor Schwarzenegger signed into law two pieces of legislation on the California Community College (CCC) transfer function in California: Senate Bill 1440 (Padilla) and Assembly Bill 2302 (Fong). The first bill requires that the California State University (CSU) guarantee admission and junior-level status to CCC students who complete an associate degree within a specified major. The second bill – AB 2302 (Fong) – requests UC design a similar path in order to guarantee eligibility for admission, as well as continue its work on the Transfer Admission Guarantee program and statewide articulation of community college courses (see Appendix 1). The University of California supports the development of the associate degree pathway for three reasons:

- The State has signaled its strong interest in developing a transparent pathway for transfer between the CCC and the public four-year institutions which facilitates students earning an associate degree along the way.
- To the extent that potential CCC students are unclear about which campus or segment of public higher education they are interested in transferring to, the associate degree pathway provides a clear roadmap early in their careers.
- To the extent that students choose the associate degree for transfer route – which includes at least 18 units of major preparation – the University may see better-prepared students in disciplines where major preparation is not currently a pre-requisite for admission. This could have the effect of reducing time-to-degree for transfer students in these majors, improving efficiency and saving money for both the students and the State.

As with all decisions on student transfer, in exploring UC participation in the associate degree for transfer pathway, the University focused on both simplifying the process for students before transfer while also ensuring adequate preparation for success in the major after transfer (see Principles below).

PRINCIPLES

The following principles guide UC's participation in developing transfer eligibility based upon the associate degree.

- **Faculty-driven:** Admission and curricular criteria are the purview of the faculty. As such, it is appropriate for the faculty, with staff support, to develop eligibility standards.
- **Preparation:** Transfer paths developed should be constructed so as to adequately prepare transfer students for upper-division coursework in their selected major.
- **Student-Centered:** The associate degree path to transfer admission must be designed to provide a simple, clear message to CCC students about what is required.

APPENDIX 4: AB 2302 implementation report

- **Extensible Participation:** The University should explore where it can participate in the Associate Degree pathway immediately, e.g., some majors or some campuses, and explore expanding participation over time.
- **Collaborative Approach:** UC faculty and staff should look for collaborative ways to develop the pathway with their CSU and CCC counterparts.

PROGRESS

Given that transfer students arrive mid-way through their degree, it is entirely appropriate UC begin consultation with faculty groups by discipline. Beginning in fall 2010, the University of California Office of the President convened faculty from all nine undergraduate campuses to discuss lower-division major preparation in five disciplines: mathematics, biology, history, psychology, and computer science; sociology, physics, and political science convened in 2011. The goal of the meetings was to identify whether a common core set of courses existed at UC campuses that could serve as the basis for an associate degree within the major. Major-specific summaries of these meetings are included in this report.

The University's strategy was to conduct this internal work before engaging with the CCC or CSU. At the same time, however, the CCC and CSU have been quickly developing Transfer Model Curricula (TMC) that will serve as the basis for associate degrees as mandated by SB 1440. Feedback from UC faculty has been summarized by the Office of the President for the faculty and administrators at the CCC.

Finally, the Board of Admissions and Relations with Schools (BOARS), the UC-wide faculty committee with responsibility for University admissions policy, has proposed a systemwide policy to guarantee a comprehensive review of any application from a student who has earned an associate degree for transfer. Feedback is being received now from campus faculty committees on this proposal.

OUTCOMES

There are four specific outcomes of this work that are either in progress or completed.

1. **UC Transfer Curricula** (*complete in convened majors*): The first outcome of the meetings was to identify a common core of major preparation that students should complete to help them both be positioned to gain admission and complete a degree in a timely fashion. In most cases, students should still consult UC campus-specific lower-division requirements to be most competitive for admission and well-prepared for timely graduation. Nevertheless, the UC Transfer Curricula will serve as an effective early roadmap for students early in their career.
2. **Guarantee of Comprehensive Review for Admission** (*under review*): AB 2302 requests the University to guarantee eligibility for admission to students with approved associate degrees. The UC Board of Admissions and Relations with Schools (BOARS) has proposed a potential policy that would guarantee *comprehensive review* of the application for admission of any transfer student who has completed a SB 1440 degree or who has completed the UC common core in a similar major (see Appendix 2 for draft discussion papers on this item). Eligibility for review

contemplates a comprehensive review of the application, but does not guarantee admission to the campus or major.

This policy would parallel the recent change in admission policy at the freshmen level, which promises a full review of students' applications if they meet minimum criteria. This policy allows students to use the associate degree path for course selection early in their career, although specialized advice may still be recommended in some degrees (see below).

3. **Feedback Provided to California Community Colleges (*ongoing*):** While the promise of a review currently under consideration (#2 above) would apply to students who earn an associate degree approved under SB 1440, the University has shared faculty feedback on the Transfer Model Curricula that have been developed or are currently under development. While UC feedback has been provided after the finalization of most of the TMC in the disciplines that convened, it is hoped that the input will inform future revisions of the TMC or local CCC districts as they develop their associate degrees. For example, UC mathematicians expressed their strong preference for Linear Algebra and Differential Equations courses over other math courses identified as options in the TMC. See Appendix 3 for sample feedback on the math TMC. This analysis will also provide a framework to inform students about variable requirements for a major at a particular UC campus.
4. **Improved Online Transfer Student Counseling Tools (*in development*):** Current UC advising tools on transfer preparation – the Statewide Transfer Preparation Paths – are static and extremely detailed. Following up on the UC faculty discipline meetings, it has become clear that transfer preparation paths have more similarities than differences, something obscured by the overwhelming level of detail on the existing tools.

Therefore, the University has developed a prototype website that provides students with advice tailored to their interests as well as their stage in the transfer preparation process. For example, students who are just beginning community college could see the common core required for preparation across the UC system in a given major. As students narrow their focus, they could “drill down” to see detailed differences between campuses.

5. **Continued Improvement of Existing Transfer Efforts (*ongoing*):** While the development of an associate degree pathway embodied in SB 1440 and AB 2302 is the newest feature of the transfer function, it is important to remember that the bill also asked UC to strengthen existing initiatives in transfer.
 - a. In 2010, the UC campuses collaborated to create a systemwide online application for their Transfer Admission Guarantee (TAG) Program. The TAG tool allows students to secure a guarantee of admission to seven of the nine UC campuses (UCLA and Berkeley do not participate) and see an online summary of their coursework, grade point average, and transferrable college units. Community college transfer students can begin entering their coursework into the tool in their freshmen year, creating the opportunity for early counselor intervention. As the tool develops in future years, more sophisticated logic will

offer the potential for a fully online counseling tool and pre-populate the UC application for admission.

The implementation of the online TAG tool increased applications for the TAG program in 2011 two- to three-fold over the prior year. The ease of the new application and the popularity of the program among students nearly compromised some campuses' ability to accommodate the sheer number of guarantees that they issued. As a result, beginning in fall 2012 students will be asked to pick one campus for a guarantee, although they will still be able to apply for regular admission to all nine campuses.

The UC Board of Admissions and Relations with Schools (BOARS) has expressed support for the TAG program.

- b. The University continues to maintain and expand its statewide articulation agreements. Beginning in 2005, the nine UC campuses set the goal to create articulation agreements with all 112 community colleges. This has been accomplished and articulation agreements are all publicly stored on the ASSIST web site.
- c. UC, along with its funding partners – the CCC and CSU – has begun to reengineer the ASSIST database and website. Begun on the Irvine campus over twenty years ago, ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is one of the longest-running and most successful tools for transfer in California. Today, California's three segments of public higher education jointly fund and manage ASSIST and UC serves as the fiscal agent.

ASSIST is the official repository for all articulation between the public segments. It is both a database that provides the backbone for other transfer tools, e.g., the new online TAG tool and the UC application for admission, as well as a website for counselors and students: www.assist.org.

The reengineering of ASSIST is referred to as "ASSIST: Next Generation." A Request for Proposal (RFP) that all three segments jointly drafted was released on June 17, 2011, and a contract for the winning bidder was signed in January of 2012. Full implementation of the chosen solution is scheduled for May 2013.

Next Generation will provide ASSIST with a more flexible and modern database to power campus systems and other transfer tools, as well as a work-flow feature that will create efficiencies on campuses. Most importantly, the new ASSIST website will be more user-friendly and offer features for students and counselors to compare articulation agreements across the state.

CHALLENGES AND NEXT STEPS

Given the specialized nature of UC's degrees, the rigor of the upper-division coursework, and the way in which degree requirements are tied closely to individual campus research priorities, the University's participation in the associate degree pathway will pose some challenges.

- **Uniformity Is Difficult in Some Majors:** The nature of some disciplines is such that uniformity across UC or between UC and CSU in the lower-division courses that best prepare students for work in the upper-division is difficult. A good example is in the popular field of psychology, which covers a broad range of approaches. Most, but not all, UC campuses focus on the biological basis of psychology. Therefore, natural science courses like biology and chemistry are much more useful for preparation for transfer to some campuses than additional social science courses. Preparation that focuses on social psychology, e.g., the current TMC in psychology, could leave students unprepared for coursework at most UC campuses.
- **General Education Versus Major Preparation:** In hard sciences, UC faculty were uniformly concerned about the focus in the associate degree structure on completing CSU Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC), which forces students to take a very large portion of their major requirements post-transfer. In some fields, this means a very heavy load of science and math, which can lead to more frequent scheduling problems and academic "burn out." It may be best for students who know that they wish to study a hard science to not complete an associate degree and instead focus on the lower-division major preparation for their intended discipline. Furthermore, for students seeking transfer to a highly selective campus, lack of lower-division major preparation may disqualify them from admission. These students can still complete a significant portion of their general education at community college. At the last meeting of the Intersegmental Committee of the Academic Senates (ICAS), which includes faculty from all three segments, it was decided to move forward with "SCIGETC," an alternative general education curriculum that is more suitable for students preparing for Science, Technology, Engineering, and Mathematics (STEM) majors. The UC Academic Senate is very supportive of this approach, and will address the concerns expressed here at a statewide level.
- **IGETC Versus CSU Breadth:** It remains the preference of UC faculty that students complete IGETC rather than CSU Breadth. Therefore, it is hoped that students completing associate degrees will have the option to do so with IGETC at the base of their degrees.
- **60 Unit Goal Is Difficult in Some Disciplines:** While each faculty group strongly supported the goal of timely graduation, some disciplines were more confident that students transferring with the associate degree structured like the TMC could do so. For example, historians and sociologists were confident that students could complete a bachelor's degree within 60 units after transfer, while physicists were equally confident that transfer students with the preparation afforded by the TMC would need to plan on three years to graduation.

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Next steps in this process include the following:

- Convene additional disciplines in 2012, beginning with Economics.
- Build strong connections with faculty groups from other segments for future disciplines earlier in the process in order to contribute UC perspectives on the development of TMC.
- Develop online tools for students that leverage the “UC Transfer Curriculum” to more effectively advise students and counselors.
- Continue systemwide conversations about the admissions guarantee and implementation.

SUMMARY OF UC FACULTY MEETINGS

All eight disciplines agree that:

1. There already exists a common core of coursework in each discipline that allows students to simultaneously prepare for multiple campuses.
2. Some campus-specific requirements fall outside the common core, although this variability is generally limited to one or two courses.
3. Variation in lower-division requirements is sometimes the result of non-academic factors. For example, the Merced campus curricular decisions are sometimes constrained by the number and types of faculty available to teach.
4. All groups expressed support for streamlining the path to transfer, although in some disciplines there was concern expressed about difficulty in transitioning to the higher demands of UC curricula, both because of the rigor of UC courses and the concentrated timeframe for campuses on the quarter system. This concern is evident in first-year grade point averages for new transfer students, which are lower than their GPAs at the community college and their graduating GPAs from UC. Interest was also expressed in a “summer before” transition term for transfers, i.e., encouraging transfer students to enroll at a UC campus prior to their first fall in order to get used to the rigor and pace of UC coursework.

Appendix 4 names the participants in each of the discipline meetings.

Mathematics

The Mathematics Transfer Streamlining Task Force convened on November 18, 2010. The task force identified a common core of coursework that would satisfy lower-division major requirements across the UC system. While not all these courses are required for admission, all are (at most campuses) required lower-division coursework for degree completion.

UC-Wide Mathematics Common Core	
All Campuses	Most Campuses
Calculus – Full Sequence (3 sem/4 qrts)	Discrete Mathematics
Linear Algebra	Computer Programming
Differential Equations	Additional Science (particularly physics)

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Three examples of campus variation from the common core were identified. In all cases, the representatives agreed to take the concern about the variability back to their campuses, but faculty also suggested that there are clear rationales for the requirements. Furthermore, given the limited nature of the variation, it was not deemed a significant barrier for transfer students.

1. Davis requires a proof-based advanced linear algebra class that has few articulated courses at community colleges. The Davis faculty feel strongly that lower-division proof-based work prepares students for the upper-division work required in the major.
2. UCLA requires its own C++ programming course to be taken post-transfer.
3. While most campuses that require additional science courses offer some flexibility, Santa Barbara requires that math majors take physics.

The math group expressed concern that transfer students are advised to complete their general education (i.e., IGETC) at community college since the best preparation for transferring as a math major would include a focus on major preparation, allowing transfer students to spread difficult math and science courses over four years rather than leaving substantial lower-division coursework to be done in the last two years along with upper-division requirements.

Biology

The Biology Transfer Streamlining Task Force convened on November 19, 2010, identifying a common core of coursework that would satisfy lower-division major requirements for degree completion, if not for admission.

UC-Wide Biology Common Core
All Campuses
General Biology (full sequence w/lab)
General Chemistry (full sequence)
Organic Chemistry (full sequence)
Calculus (generally full sequence)
Calculus-based Physics
Statistics

Two examples of campus variation from the common core were identified. Irvine and UCLA both require lower-division genetics and molecular biology courses separate from the introductory biology sequence, though UCLA was interested in revisiting this structure.

In addition, it was noted that students who complete less than a full-year sequence of general biology at community college can run into challenges because the sequencing of topics during the year can vary from campus to campus. For this reason, most UC campuses articulate only full sequences of biology courses taken at a single community college to a full sequence at UC. The group concurred that advice to students should include taking the full sequence at the same college.

As with the math group, the biology group expressed concern that students are advised to complete their general education (i.e., IGETC) at community college. The group concurred that transfer students often

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are surprised by the level of rigor in UC biology classes, but that they adjust quickly. Finally, biology curricula at UC are driven in part by medical school requirements and changes must take this into account in order to not disadvantage graduates intending to apply to medical school.

History

The History Transfer Streamlining Task Force convened on December 9, 2010. The historians made a strong case that its requirements do not create significant barriers for transfer students. As one participant stated, history is a way of thinking and writing. Therefore, while each UC campus has a different emphasis on periods of history or the history of various regions, specific content is less important than understanding the historical method. Another participant characterized the apparent variation seen in lower-division major preparation as an outgrowth of their “catholic” approach to lower-division work.

While there did not appear to be a common core of courses required at all campuses, there were two sequences listed below that individually or together would meet some or all of the lower-division requirements across the system. Students taking these sequences could be assured that they would be accepted as part of the lower-division major preparation and set them on the right path in completing a history baccalaureate degree at any UC campus:

- One full-year of U.S. History
- One full-year of World History

The UCLA campus requires a lower-division historical methods class that must be taken post-transfer, and a similar requirement is under consideration at Riverside. However, given that the difference in requirements is only one course, there was no concern that this would negatively affect students’ time-to-degree.

While supportive of streamlining transfer requirements, the group did express concerns that students are “shocked” by the rigor of history courses at the University, motivating the group to provide feedback on course content and delivery through the community college common course numbering project (C-ID), which is in the process of developing statewide course descriptions. They are especially concerned with the greater emphasis on content in the community college courses and the corresponding de-emphasis of rigorous reading and writing skills.

Historians did not feel that IGETC completion was a barrier for students, and suggested intended history majors work to complete it before transferring.

Psychology

The Psychology Transfer Streamlining Task Force convened on December 10, 2010. This discipline was, in some ways, the most challenging. As the task force pointed out, the term “psychology” refers to a very broad set of topics and approaches. For example, the approach at the UC Santa Cruz campus has a more clinical focus, while the approach at the Davis campus focuses almost entirely on biological psychology. Furthermore, baccalaureate degrees at UC have a very strong experimental/biological focus, which is not necessarily matched by the approaches at the community colleges.

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Nevertheless, the following common core was identified. Again, not all these courses are required for admission, but are (in general) required lower-division coursework for degree completion.

UC-Wide Psychology Common Core	
All Campuses	Most Campuses
General Psychology	Additional Social Science
Statistics	Additional Science (chemistry, biology, physics)
Biology (full-year sequence)	

Campus variation was more significant in psychology than in the other disciplines (refer to the Transfer Preparation Paths for details). However, this discipline also has strong rationales for the variation; psychology degrees at each UC campus are different from one-another, both in approach (clinical vs. biological) and in the research done by faculty.

The psychologists did not express concerns about IGETC completion by transfer students, but did express concern that transfer students in psychology do not fully understand the discipline as taught at UC. Specifically, students often expect more of a “social science approach” even at campuses with a heavy focus on biological psychology.

Computer Science

The Computer Science Transfer Streamlining Task Force convened on December 17, 2010, also to identify a common core of coursework that would satisfy lower-division major requirements across the UC system. While not all these courses are required for admission, they are required lower-division coursework for degree completion at most campuses.

UC-Wide Computer Science Common Core	
All Campuses	Most Campuses
Calculus – Full-year Sequence (2 sem/3 qrts)	Linear Algebra
Data Structures	Differential Equations
Machine Structures	Discrete Mathematics
	Calculus-based Physics
	Chemistry

The biggest challenge for students trying to prepare broadly for UC campuses in computer science is that some campuses prefer Java as a programming language and others prefer C++. However, the computer scientists agreed that depth of understanding and up-to-date of study in a programming language is critical to transfer preparation, and suggested establishing transition courses for students who need to learn another programming language.

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As with the math and biology groups, the computer scientists expressed concern that students are advised to complete their general education (i.e., IGETC) at community college, as a strong background in mathematics is key for transfers interested in computer science at UC.

Sociology

The Sociology Task Force was convened on April 29, 2011. Like UC historians, the sociology task force agreed that the rigor of the courses and the opportunity for students to learn critical thinking and writing skills was more important than the specific content of the courses. Therefore, while some campuses require specific sociology courses (e.g., global issues, social problems), the group felt that good preparation involved a small core of courses – introductory sociology, statistics, and research methods. As one attendee later described it, he would “encourage courses that assist in writing skills and interpretation of social science articles and research along with some basic quantitative skills. This would be more important to success at UC than strictly taking sociology courses.”

UC-Wide Sociology Common Core	
All Campuses	Most Campuses
Introductory Sociology	Additional sociology or social science courses
Statistics (most)	Global Issues
Research Methods (most)	Social Problems

Completion of IGETC was not deemed problematic for students preparing to transfer into sociology.

While not as pronounced as in psychology, the task force noted that the field of sociology has different philosophical viewpoints, one that is more qualitative and the other more quantitative. This is reflected somewhat in the emphasis on statistics and mathematics at UCLA, for example.

Physics

The Physics Task Force was convened on May 13, 2011, to identify a common core of coursework that would satisfy lower-division major requirements across the UC system. While not all these courses are required for admission, they are required lower-division coursework for degree completion at most campuses.

UC-Wide Physics Common Core	
All Campuses	Some Campuses
Calculus-based Physics	Computer programming (most)
Calculus	Modern Physics
Multivariate Calculus	Vector Analysis
General Chemistry	
Linear Algebra	
Differential Equations	

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More than any other discipline that convened, the physicists were concerned with the ability of transfer students to adequately prepare for upper-division coursework at UC if they focus on completing their general education requirements at the community college (e.g., IGETC). The rigor of completing a physics degree at the University requires both a significant amount of lower-division major preparation, as well as the flexibility to spread less demanding general education requirements across all four years of a student's career. Furthermore, the sequential nature of courses required for completing a physics degree means that lower-division course selection focuses on the pre-requisites.

In reviewing the TMC in physics developed as part of the SB 1440 implementation, the task force felt that the courses selected were indeed the right ones. However, given that SB 1440 mandates the completion of either CSU Breadth or IGETC, the group concurred that it would set a student up to graduate with a degree in physics "after three years" at UC.

Political Science

The Political Science Task Force was convened on December 2, 2011. The political scientists identified a standard set of courses that traditionally serve as preparation for upper-division work in their discipline: American government, comparative government, international relations, and political theory. In general, community colleges offer these courses and articulation with these courses is very common.

Also standard is either a political science methods course or a course in statistics. About half of the UC campuses require statistics and the other half a methods course. It was noted that UC does not have articulation with community college political science methods courses and the preference is that transfer students take the UC course after transfer. In addition, a few UC campuses require microeconomics and macroeconomics.

UC-Wide Political Science Common Core	
All Campuses	Some Campuses
American Government/Politics	Micro/Macroeconomics
Comparative Government/Politics	Additional social science or history courses
International Relations	
Political Theory	
Statistics (or Methods)	

Completion of IGETC was not deemed problematic for students preparing to transfer into political science. Echoing comments from some other disciplines, the political scientists said that reasoning and writing skills are the most important for students entering their field.

The political science task force encouraged the University to provide a grid with the required major preparation across all UC campuses, as well as the number of such courses required currently for admission and required currently to graduate with a degree in that major. It appears that this discipline is well-suited to this approach, given the standard nature of lower-division courses and UCOP is looking into a way to incorporate a grid on its transfer website.

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In reviewing the Transfer Model Curriculum (TMC) in Political Science developed by the CCC Academic Senate, the UC Task Force was encouraged that the basic four political science preparatory courses were included. However, given the lack of methods courses currently articulated and the preference among UC faculty to provide that instruction post-transfer, it was recommended that this course not be a part of the TMC.

The Task Force also reviewed the C-ID course descriptors in political science and was encouraged to comment on the C-ID website individually. The group strongly expressed concerns about the limited number of sample textbooks in the C-ID descriptors. Without a broader set of textbooks, those listed could be misinterpreted as “recommended” rather than examples.

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Assembly Bill No. 2302

CHAPTER 427

An act to add Sections 66721.4, 66721.8, and 66739.6 to the Education Code, relating to postsecondary education.

[Approved by Governor September 29, 2010. Filed with
Secretary of State September 29, 2010.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2302, Fong. Postsecondary education: student transfer.

(1) Existing law, the Donahoe Higher Education Act, establishes the 3 segments of public postsecondary education in this state. These segments include the California State University, administered by the Trustees of the California State University, the University of California, administered by the Regents of the University of California, and the California Community Colleges, administered by the Board of Governors of the California Community Colleges. A provision of the act applies to the University of California only to the extent that the regents, by resolution, make that provision applicable.

Existing provisions of the act require the governing bodies of the 3 public postsecondary segments, with appropriate consultation with the academic senates of the respective segments, to develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. This provision requires that a person who has successfully completed the transfer core curriculum is to be deemed to have completed all lower division general education requirements for the University of California and the California State University.

Existing law requires the governing board of each community college district to direct the appropriate officials at their respective campuses to provide students with a copy of the current transfer core curriculum and to distribute and publish copies of the transfer core curriculum in a specified manner and in specified locations.

This bill would require the California State University and the Office of the Chancellor of the California Community Colleges to work together to establish the most effective methods to inform students, college advisers, and the general public about specified transfer pathways. The bill would require the final methods to be completed prior to the beginning of the fall term of the 2011–12 academic year and included as part of a specified report.

The bill would authorize community college districts to use the methods established by the California State University and the Office of the Chancellor of the California Community Colleges to inform community college students of the California State University majors that are considered

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to be similar to community college majors or areas of emphasis required to obtain an associate degree for transfer.

(2) Existing law requests the University of California, among other things, to address deficiencies in the articulation of major preparation courses between the community colleges and University of California campuses, to identify commonalities and differences in similar majors across University of California campuses, to articulate courses and course sequences at each campus of the California Community Colleges for specified major degree programs for purposes of student transfer, and to conduct a specified review of transcripts of transfer students.

This bill would request the University of California to continue those efforts with a goal of working in collaboration with the California Community Colleges to design community college transfer degrees that provide students adequate preparation for entry into a major. The bill would also request the University of California to consider and implement other specified actions to increase transfer between the university and the California Community Colleges. The bill would request the University of California to provide an interim report on the university's review, and a final report on the university's implementation, of specified transfer pathways to the relevant policy and fiscal committees of the Legislature by specified dates.

(3) Existing law requires the Chancellor of the California State University to establish transfer student admissions requirements to give highest priority to certain transfer students, to specify lower division transfer curriculum for specified major degree programs, and to articulate courses at each campus of the California Community Colleges for specified major degree programs for purposes of student transfer. Existing law requires each campus of the California State University to identify nonelective course requirements beyond systemwide lower division transfer curriculum requirements for each major for purposes of student transfer, in accordance with prescribed requirements.

This bill would require the Office of the Chancellor of the California Community Colleges, in a manner that is consistent with the general common course numbering system used by community college districts, to establish a process to facilitate the identification of courses that satisfy lower division preparation requirements throughout the California Community Colleges system, which would be required to be included as part of a specified report.

(4) This bill would provide that it would not become operative unless SB 1440 of the 2010–11 Regular Session is chaptered.

The people of the State of California do enact as follows:

SECTION 1. Section 66721.4 is added to the Education Code, to read:
66721.4. (a) The California State University and the Office of the Chancellor of the California Community Colleges shall work together to establish the most effective methods to inform students, college advisers,

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and the general public about the associate degree for transfer and specific details that help students navigate this transfer pathway, as successfully as possible, pursuant to Article 3 (commencing with Section 66745). The methods established by the California State University and the Office of the Chancellor of the California Community Colleges shall include, but not be limited to, Internet notification. The final methods determined by the two segments shall be completed prior to the beginning of the fall term of the 2011–12 academic year and included as part of the report required by subdivision (a) of Section 66749.

(b) It is the intent of the Legislature that community college students be informed of the California State University majors that are considered to be similar to community college majors or areas of emphasis required to obtain an associate degree for transfer pursuant to Article 3 (commencing with Section 66745).

(c) A community college district may use the methods established by the California State University and the Office of the Chancellor of the California Community Colleges, pursuant to subdivision (a), or a community college district may use other methods to inform community college students of the California State University majors that are considered to be similar to community college majors or areas of emphasis required to obtain an associate degree for transfer pursuant to Article 3 (commencing with Section 66745).

(d) It is the intent of the Legislature that the Office of the Chancellor of the California Community Colleges not mandate community college districts to perform any new state reimbursable activity or program for purposes of implementing this section.

SEC. 2. Section 66721.8 is added to the Education Code, to read:

66721.8. (a) The Legislature finds and declares that a transparent process for transfer that is designed to assist students in identifying and taking the community college courses that will prepare them for success in specific University of California majors is a state priority.

(b) The Legislature recognizes that, pursuant to Section 66721.7, the University of California has been working with the California Community Colleges to examine and seek improvements to the transfer process. It is the intent of the Legislature that, as part of this ongoing effort, the creation of various viable pathways to transfer, including the development of an associate degree for transfer granted by community college districts, be considered by the University of California as it endeavors to enhance the transfer process.

(c) The University of California is requested to continue its examination of articulation of lower division major prerequisites in high-demand transfer majors with a goal of working in collaboration with the California Community Colleges to design community college transfer degrees that provide students adequate preparation for entry into a major. The University of California is also requested to consider offering guaranteed eligibility for admission into a University of California campus that accepts a designated community college transfer degree for admission into a designated

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University of California major. Further, the University of California is requested to implement pathways to qualify community college transfer courses for a designated University of California major by designating a series of community college courses that provide sufficient lower division preparation for a designated University of California major and that will be accepted by the University of California.

(d) The University of California is requested to provide an interim progress report on its review of the various transfer pathways discussed in this section to the relevant policy and fiscal committees of the Legislature on or before June 30, 2011, and to provide a final report to those committees, with specific findings regarding the University of California's implementation of those transfer pathways, no later than December 31, 2011.

SEC. 3. Section 66739.6 is added to the Education Code, to read:

66739.6. In a manner that is consistent with Section 71027, the Office of the Chancellor of the California Community Colleges shall establish a process to facilitate the identification of courses that satisfy lower division preparation requirements throughout the California Community College system.

(b) A description of the process established by the Office of the Chancellor of the California Community Colleges to comply with subdivision (a) shall be included as part of the report required by subdivision (a) of Section 66749.

(c) It is the intent of the Legislature that community college districts accept credits from other community college districts toward an associate degree for transfer.

(d) This section shall become operative on July 1, 2011.

SEC. 4. This act shall become operative only if Senate Bill 1440 of the 2010-11 Regular Session is chaptered.

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APPENDIX 2: BOARS Transfer Discussions During 2010-2011 BOARS Transfer Discussions During 2010-2011

Note: The ideas contained here have been developed by the UC Board of Admissions and Relations with Schools (BOARS) and are under discussion by the Academic Senate of UC. It is emphasized that it has *not* been approved but that BOARS hopes the Senate will make a decision on some version of this proposal during 2011-12

Summary: BOARS is developing a proposal for major-based transfer admission that parallels the new Freshman Admission Policy taking effect for fall 2012. UC transfer applicants would be entitled to a review (though not guaranteed admission) if they complete any one of three proposed pathway options: completion of an SB 1440 AA Degree for Transfer with a minimum GPA to be set by each campus; completion of a yet to be developed UC TMC with a minimum GPA set by each campus; or the current pathway specified in UC Senate Regulation 476 with IGETC as an option. BOARS wants to communicate to community college students that if they pick a major, prepare for it, and show a strong case for being able to complete their declared majors in two years, they will be fully considered for transfer to UC. Moreover UC will include flexibility in the process to ensure no minor requirement derails an application for admission.

The BOARS transfer admission proposal specifies that students who complete one of three paths will be entitled to a Comprehensive Review of their application for admission to UC with advanced standing. This review will not guarantee admission to UC, however existing Transfer Admission Guarantees (TAG) will remain in place. Each pathway requires 60 (90 quarter) transferrable units, and a minimum overall GPA established by the campus to which they are applying. This minimum GPA will be at least 2.4 but not greater than 3.0. Further, the GPA minimum set by a campus should never serve as the dividing line between admission and non-admission and should allow for a substantial range of applicants to be considered via Comprehensive Review. All applicants must specify an intended major or possible majors in their application. The three paths are:

- (1) Students who complete the UC Transfer Curricula for their chosen major along with 60 (90 quarter) transferrable units and attain a minimum overall GPA established by the campus to which they are applying.
- (2) Students who complete an SB 1440 Associate Degree for Transfer and attain a minimum overall GPA established by the campus to which they are applying.
- (3) Students who complete the minimum criteria of seven courses specified in [SR 476 C](#) along with 60 (90 quarter) transferrable units and attain a minimum overall GPA established by the campus to which they are applying. (Note that students who complete IGETC will have these seven courses.)

Applicants who have credentials indicating the strongest likelihood of completing their major in approximately two years will be selected for admission first. Space permitting, campuses may then select applicants for admission using non major-based criteria, provided the applicants meet the criteria

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in Pathway (3) and do not displace comparable applicants who met the criteria in Pathway (1). Further, the comprehensive review of applicants will be structured to ensure that no student is denied admission for missing a “minor” requirement if a full file review provides solid evidence of their ability to complete their chosen major in two years. Campuses must view academic accomplishments in the context of opportunity when applying Comprehensive Review in the selection of transfer students, as they do with freshman applicants.

To clarify, the proposed change in policy assumes (incorporates) the following.

- All existing Transfer Admission Guarantee programs (TAGs) will remain in place, and campuses will be encouraged to continue developing new TAGs.
- The pathways stipulated in Senate Regulations 476 A, B, and D will remain in place. (SR 476 A and B address applicants who met freshmen admission requirements and seek transfer admission on that basis. 476 D deals with applicants who would have been eligible for freshman admission except for missing “a-g” or test scores that they subsequently make up.)

Discussion. The purpose of Pathway (2) is to ensure that Community College students initially targeting CSU who complete an SB 1440 Associate Degree for Transfer but who subsequently decide to consider UC are not locked out of the opportunity to attend UC. However, unlike the guarantee of admission to CSU they receive for completing the Transfer AA, UC would offer no such guarantee. Applicants will have to compete on the basis of their accomplishments and potential to complete their proposed major.

Pathway (1) is the preferred option for UC-intending transfer students. It should streamline graduation in majors with lower division requirements that are barriers to upper division courses. Some majors (particularly in STEM disciplines) will require a specific list of lower division courses while other majors will expect general education preparation and IGETC.

The policy sets the primary selection criteria as a preference for applicants with the *strongest credentials for completing their major in approximately two years*. This key selection criterion will be clearly spelled out in greater detail by BOARS as the process moves forward.

The policy stipulates that failure to complete a “minor” requirement will not derail an application for transfer admission, thereby addressing the concern that a complex set of rules is a major obstacle to transfer. As the proposal is filled out general guidelines will be set, but implementation details will be left to campuses.

Because nearly all students completing Pathway (1) or (2) will likely satisfy Pathway (3), this proposal does not change policy as much as it communicates new major-based emphases and increases flexibility. In doing so UC and CSU will deliver a common message to community college students about the importance of major preparation.

Benefits. There are three main benefits to this approach.

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1. First, this proposal will streamline transfer by providing a single message for CCC students interested in preparing for both CSU and UC that aligns with the goals of SB 1440: *“Choose a major and prepare thoroughly for it, and if you meet the basic requirements (a Transfer AA or a UC identified Transfer Curricula for your chosen major along with 60 transferrable units and attain the campus minimum GPA), your application will be given a comprehensive review. The applicants with the strongest credentials for completing their major will be selected for admission.”*
2. Second, to the extent that students choose to complete Transfer AA Degrees, the proposal will encourage them to better prepare for majors that do not currently use the completion of major preparation in selecting students for admission.
3. Finally, by guaranteeing a review to students with baseline preparation, it parallels changes made to UC freshmen admissions standards taking effect next year that are intended to remove barriers and expand opportunities. Moreover, all students currently eligible to transfer to UC will remain so.

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APPENDIX 3: Sample Feedback on Transfer Model Curriculum in Mathematics

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OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT –
ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

May 13, 2011

ACADEMIC SENATE CHAIR PATTON
ACADEMIC SENATE VICE CHAIR PILATI

Dear Colleagues:

As you know, the University of California has been engaged in internal discussions intended to smooth the transfer pathway for students interested in completing their degree at one of our nine undergraduate campuses. These conversations have been driven by our own commitment to the transfer function in California, but also to be responsive to the legislation passed last year establishing an associate degree pathway for students at one of the state's community colleges.

In fall of 2010 and again in spring of 2011, the UC Office of the President convened discipline faculty groups to discuss the lower-division major requirements at each campus. While the campuses continue to have some local variation – variation that is based on the preparation required for the upper-division coursework and research at the respective campuses – each of the disciplines that met identified a core set of common requirements. We hope that this common core will help students plan for transferring and completing a degree in the given majors across the UC system. Student Affairs at the UC Office of the President is strategizing about the best way to share this advice with your students.

Furthermore, the common core in each major serves as the starting point for our conversations with you about the Transfer Model Curricula (TMC). We are in the process of consulting with each group about the similarities and differences between the requirements at our campuses and the Transfer Model Curricula. Below is the feedback from our math faculty on your TMC for an Associate Degree for Transfer in Mathematics.

We understand that the TMC in math has been finalized recently and recognize that is not likely to change. However, we do hope that this feedback can be shared with individual community college districts as they develop their associate degree programs. To the extent that students complete associate degrees structured in this way, they will be well-prepared for study and timely degree completion at any UC campus.

We would also like to take this opportunity to reiterate our support for the development of the associate degree pathway. To the extent that students complete the TMC-based associate degrees, we anticipate better-prepared students applying to the University, especially in majors where some campuses do not currently demand lower-division major preparation as a requirement for admission. Furthermore, to the extent that new community college freshmen are unsure of the segment or campus to which they will transfer, the associate degrees will

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provide an early and clear road map. While conversations are ongoing at the University, we anticipate that we will respond to Assembly Bill 2302 by identifying several areas where UC can guarantee eligibility for a comprehensive review of admission. As UC faculty committees do their work, we will continue to update you.

Please let us know if you have any questions or would like to discuss in greater detail either the response from the UC mathematics faculty or the University's plans for participating in this historic transfer structural reform.

Sincerely,



Lawrence H. Pitts
Provost and Executive Vice President
Academic Affairs



Daniel L. Simmons, Chair
Academic Council

Cc: Provosts and Executive Vice Chancellors
Academic Council Vice Chair Anderson
Academic Senate Division Chairs
Chairs of the Departments of Mathematics
Vice President for Student Affairs Sakaki
Vice Provost for Academic Personnel Carlson
Transfer Streamlining Task Force in Mathematics
Academic Senate Executive Director Martha Winnacker
Interim Director of Undergraduate Admissions Burnett
Associate Director of Undergraduate Admissions Brick

Enclosure

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APPENDIX 3: Sample Feedback on Transfer Model Curriculum in Mathematics

Transfer Streamlining Task Force in Mathematics Recommendations on the Development of Associate Degrees for Transfer in Mathematics

In fall of 2010, the University of California convened faculty workgroups in five of the most popular academic disciplines, including mathematics, to discuss the lower-division major preparation required to complete a degree at each of the nine undergraduate campuses.

The Task Force members were identified by the department chairs at each UC campus. The feedback of the Task Force on the Transfer Model Curriculum (TMC) in Mathematics below therefore represents the input of all nine campuses. Additional consultation, however, with appropriate faculty committees and administrators both systemwide and on each campus will continue as the University develops its plan to participate in the associate degree for transfer pathway.

Task Force Feedback on the Transfer Model Curriculum for an Associate Degree in Math

- The three-semester or four-quarter sequence of calculus courses, including one in multivariable calculus, matches the expectations of UC faculty¹. (*12 Semester Units*)
- The Task Force expressed a strong preference for Differential Equations and Linear Algebra courses in order to complete the 18 units of major preparation. (*6 Semester Units*)
 - This is a preference over the combined *Introduction to Differential Equations and Introduction to Linear Algebra* in Group A.
 - This is also a preference over all courses listed in Group B.
- While some UC campuses do require courses listed in Group B of the TMC (e.g., Statistics, Discrete Math), the Task Force agreed that these courses are of much lower priority than Calculus, Differential Equations, and Linear Algebra.

In addition to the feedback on the development of the curriculum in math, the Task Force identified some additional advice for students interested in transferring to UC.

- Discrete Math is a valuable additional course, particularly for students interested in Berkeley, Santa Barbara, or some of the major concentrations at UCLA.
- Likewise, Statistics is valuable for students interested in UC Santa Cruz.
- Additional science courses (particularly calculus-based physics) and computer programming courses are also recommended (e.g., at UC Irvine). Details of campus-specific recommendations are available online in the statewide UC Transfer Preparation Paths:
http://www.universityofcalifornia.edu/admissions/transfer/files/uc_statewide_math.pdf
- UC summer courses taken prior to transfer are a valuable way to acclimate to the campus. Several UC campuses strongly recommend that students attend summer session prior to transfer.

¹ It was noted, however, that the four-quarter “Single Variable Calculus Sequence” seems to be mislabeled as the fourth quarter (CAN MATH 23) includes the same topics as the multi-variable course above (TCSU MATH 230).

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APPENDIX 4: UC Transfer Streamlining Task Force Meeting Participants

Mathematics

Berkeley: Professor Craig Evans
Davis: Professor Andrew Waldron
Irvine: Professor Alessandra Pantano
Los Angeles: Professor Chris Anderson
Merced: Professor Arnold D. Kim
Riverside: Professor Gerhard Gierz
San Diego: Professor Laura Stevens
Santa Barbara: Professor Carlos Garcia-Cervera
Santa Cruz: Professor Martin Weissman
Santa Cruz: Professor Andrea Gilovich

Biology

Berkeley: Professor George Brooks
Berkeley: Ms. Nancy Finkle
Davis: Professor Jeanette Natzle
Davis: Professor Susan Keen
Irvine: Professor Michael Leon
Los Angeles: Professor Debra Pires
Riverside: Professor Richard Cardullo
San Diego: Professor Gabriele Wienhausen
Santa Barbara: Professor Stephen Poole
Santa Cruz: Professor Barry Bowman

History

Berkeley: Professor M.E. Berry
Davis: Professor Sally McKee
Irvine: Professor Lynn Mally
Los Angeles: Professor Joan Waugh
Merced: Professor Sean Malloy
Riverside: Professor Randolph Head
San Diego: Professor Sarah Schneewind
Santa Barbara: Professor John Majewski
Santa Cruz: Professor Charles Hedrick

Psychology

Berkeley: Professor Christina Maslach
Davis: Professor Matthew Traxler
Irvine: Professor Angela Lukowski
Riverside: Professor David Funder
Riverside: Professor Glenn Stanley
San Diego: Professor Victor Ferreira
Santa Cruz: Professor Eileen Zurbriggen

Computer Science

Berkeley: Professor David Wagner
Davis: Professor Dipak Ghosal
Irvine: Professor Richard Pattis
Los Angeles: Professor David Smallberg
Merced: Professor Kelvin Lwin

Riverside: Professor Neal Young
Santa Barbara: Professor Chandra Krintz
Santa Cruz: Professor Charlie McDowell

Sociology

Berkeley: Kristi Bedolla
Davis: Drew Halfmann
Irvine: Stan Bailey
Los Angeles: Jennie Brand
Merced: Paul Ameida
San Diego: Jeff Haydu
Santa Cruz: Craig Reinerman

Physics

Davis: Maxwell Chertok
Irvine: Manoj Kaplinghat
Los Angeles: Michael Jura
Riverside: Bill Gary
San Diego: Michael Anderson, Barbara Lowe, Catherine McConney, Hans Paar
Santa Barbara: Everett Lipman
Santa Cruz: David Smith

Political Science

Berkeley: Jonah Levy
Davis: Ethan Scheiner
Irvine: Charles Smith
Merced: Nathan Monroe
Riverside: Shaun Bowler
San Diego: Gary Jacobson
Santa Barbara: Stephen Weiner, Eric Smith
Santa Cruz: Kent Eaton

Facilitator

Professor Keith Williams

Sponsors

Provost and Executive Vice President Lawrence Pitts
Academic Council Chair Daniel Simmons
Academic Council Chair Robert Anderson
Academic Council Vice Chair Robert Powell
Vice President Judy Sakaki
Vice Provost Susan Carlson

Staff

Associate Director Shawn Brick
Coordinator Dawn Sheibani
Policy Analyst George Zamora

APPENDIX 5: Frequently Asked Questions

1. What is broken? Doesn't UC already admit lots of transfers who go on to have a successful two-year career at UC? If the system is working well, why change it?

Overall, the transfer function works very well at UC. Systemwide, the University enrolled 30% more transfer students in 2010 than it did a decade earlier. Furthermore, transfer students who come to UC succeed: Grade point averages at graduation for students who entered as transfers is nearly identical to the grade point average for those who entered as freshmen; graduation rates for transfers also parallel those for their freshmen peers; and students who entered UC as transfers graduate after 2.4 years. Actually this is quite good and UC is deservedly proud of this record.

Nevertheless, the state is concerned about maximizing the efficiency of the transfer pathway. In particular, they are concerned about increasing the number of students who successfully transfer to CSU and UC, about closing the gap in success rates between underrepresented and non-underrepresented groups, about conferring associate degrees to students on their path to a bachelors degree (in case they do not complete a bachelors degree), and about eliminating “excess units” earned by students as they navigate the complex path to transfer. While the University is unable to directly address the first three concerns, it may be able to play a role in simplifying the message to students preparing for a successful transfer.

Furthermore, BOARS is concerned that many transfers enter UC expecting to complete a major for which they have inadequate preparation. This proposal will offer them clarity early on in their Community College work as to what they need to do to succeed in a particular major. It will also enrich their experiences at UC and reduce the frustration at some campuses about excessive demands for lower division courses caused by large transfer enrollments.

The reality is that the Associate Degrees for Transfer will be on the books next fall and many Community College Students will find them attractive. UC needs to send out a clear message about its expectations or else these students will follow the AA-T or AS-T paths without considering what UC is looking for. This is not what we want and UC needs to be proactive. Although the UC Transfer Preparation Pathways are available on the UCOP website and some information is available on ASSIST, it is not arranged coherently. The development of the UC Transfer Curricula in eight high demand majors has already shown that a simple core can be developed and BOARS is convinced this can be messaged effectively and will further the preparation of UC intending students.

Finally, already over half of UC transfer applicants are evaluated in Comprehensive Review using preparation for their proposed major as criteria in the evaluation. As UC becomes more selective, more and more departments are moving this direction each year. BOARS feels it is best to make it clear to all potential transfers that they need to take major preparation seriously, because if they don't in time these natural transitions will leave them behind.

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2. Doesn't the addition of the two paths make it more confusing for potential transfers rather than simpler?

The goal of the policy is to deliver a single and consistent message along with CSU: "Choose a major and prepare for it before you transfer. Look at ASSIST for the basic and campus specific requirements at UC and CSU". In fact the three paths to UC parallel the three paths students will have to CSU: For CSU they can complete and Associate for Transfer degree, complete the recommended Transfer Model Curricula in their major, or they can still complete CSU minimum requirements and hope for the best. What UC will have parallels what CSU will have. So the honest answer is yes, it still will be confusing for students who do not take the time and sort out the choices. But it will enable UC/CSU to deliver a consistent and simple message with similar choices whether the student is UC or CSU bound.

3. What is the state trying to accomplish with the Associate Degrees for Transfer? Won't they weaken student preparation?

The goal of the Associate Degrees for Transfer, in the eyes of the State Legislature, is to make transfer simple. A student who completes an AA-T or AS-T will enter CSU with all lower division requirements, including GE, automatically articulated, and moreover, if they stay in their proposed major they will have a list of 60 semester units of upper division courses that once completed will yield a degree. If lots of students do this, it will make their planning easy and the life of CSU articulation personnel easy too. As noted in the proposal, UC is not going to do this. Applicants to a UC campus who complete Associate Degrees for Transfer will be evaluated using comprehensive review that in part will consider their major preparation. In many majors UC departments will prefer that the UC Transfer Curricula be completed because they feel it is stronger than the Associate Degree for Transfer. That is how UC will hold the line on quality. Some Associate Degrees may indeed be weaker, but they are also going to be a reality, so the best thing UC can do is make its expectations clear to all, and this is a central purpose of the proposal.

4. Would transfer students who meet the criteria be guaranteed admission? Will campuses or departments be forced to honor Transfer Admission Guarantees or continue in the TAG program?

No and No. Only students who complete a UC Transfer Admission Guarantee program (TAG) have an admission guarantee. The TAGs are controlled by the campuses and there is no requirement that a campus have any TAGs if they don't want them. Students who complete an AB 1440 AA Transfer Degree have a guarantee of admission to some CSU **but not to UC**. It will be important to communicate this clearly to potential transfers, and UC Admissions is committed to doing so.

Campuses are free to redesign, eliminate or create new TAG's as they choose. This is purely a local decision. BOARS hopes that campuses will create TAGs where appropriate because they do provide CCC students a target of courses to complete if they want to attend UC. But no campus will be forced to develop a TAG.

APPENDIX 5: Frequently Asked Questions

5 Why does the proposal require Comprehensive Review of transfer applicants? Why is BOARS changing the criteria for admission transfer selection to include their major preparation?

The use of Comprehensive Review of all undergraduate applicants for admission to UC has been Regental Policy since 2002. BOARS is proposing no change in this policy. All campuses have been required to use Comprehensive Review in evaluation transfer applications for a decade.

BOARS is proposing no change in the Criteria to Select Advanced Standing Applicants. In fact, two of the four criteria in the Guidelines for Implementation of University Policy on Undergraduate Admissions relating to selection of advanced standing applicants explicitly refer to preparation for the major. What BOARS is asking is that each department on each campus help implement existing policy by clarifying their expectations so that major preparation is considered as part of every comprehensive review. At many campuses this is done routinely and so the proposal requires nothing new in those cases. The proposal will bring consistency to this process.

6. Will UC departments continue to have the freedom to require specific major preparation?

Yes. Nothing changes as far as campus requirements for admission to any major or degree completion. The AB 2302 work of the seven high demand majors (see the interim progress report, Appendix IV) indicates how BOARS believes the process will play out where agreement wasn't perfect but the alignment of expectations across the system was quite good. To the extent possible, a common core of requirements for a major will be identified system-wide and this will become the UC Transfer Curricula. Departments at any campus will have the option to add or change requirements or expectations if they so choose. It is also the hope that these changes will be kept to a minimum, because then we will communicate clear system wide expectations which is closer to the spirit of AB 2302, and campuses could specify on ASSIST which courses students could take to be more fully prepared and therefore the most competitive in review.

7. Will UC faculty and departments be forced to adjust their curriculum to align with a specific common template?

No. Even with the far more rigid requirements that the legislature has placed on CSU, they are not doing this. All UC departments will continue with their programs and retain full autonomy. All that we are going to ask is that departments try to be flexible in how they set requirements for transfer admission at their campuses because CCC students often do have difficulty finding specialized courses. If it is possible for them to find a path though a major when a course is missing then we shouldn't set up a barrier that would block an otherwise strong and committed student from attending UC. Also, it is to our advantage if campuses can agree on a common UC Transfer Curricula for as many majors as possible because it delivers a more coherent UC message and increases the likelihood students will follow it.

8. Will CSU and CCC be dictating or influencing UC curriculum?

Absolutely not. The CCC's are working with CSU faculty to design Transfer Model Curricula (TMC) as part of the C-ID and UC has been fully invited to participate in this process (although

APPENDIX 5: Frequently Asked Questions

UC attendance has not been very good.) To the extent that the UC Transfer Curricula align with the TMC, it will be nice for prospective students, but there will be no requirement to do so. One possible outcome for many majors will be to take the TMC and then possibly add a course or two, and in this way we can communicate the message for UC intending students to do this extra work for us. But there will be no requirements that the UC Transfer Curricula align with the TMC.

9. How will you know the policy is a success?

A first sign of success will be if UC starts evaluating the majority of transfers on major based criteria instead of the approximately one-half we currently do. If we do this, and if we have no trouble meeting enrollment targets, then that will be a solid measure of success.

Second it would be nice to see the 2.4 year graduation rate for transfers decline (although this is already a pretty good number.) Third, if research funding is available, it would be nice to determine if the percentage of transfers that complete the major they originally intended upon entry goes up.

More generally, if the number of CSU/UC transfer-ready CCC students rises over the next five years, that would measure the success of all three systems working together on SB 1440 and AB 2302. The irony is that unless the funding situation changes there may not be space to accommodate these additional students. But it would mean that UC can be more selective and choose stronger transfer students.

10. What are the obstacles to implementing this policy?

First, successful implementation will require departments to spend time and effort identifying the kind of background they want transfer students to have when they enter their majors. In other words, the key here is to have sufficient “buy-in” at the faculty and departmental level. This may be relatively easy in some majors that only want IGETC completed along with a short list of other courses. But majors with more complex requirements may have to be judicious about their requests because CCC students have limited access to certain courses in some fields and this will take some effort to flesh out. Then departments will have to be willing to work with Admissions Offices at their campuses to identify a set of values by which they want potential transfers to be evaluated. This will require some up-front time for departments who have not been doing this, as well as ongoing communication to sustain the process and to identify areas where they are willing to be flexible when a strong student applies may be missing a minor requirement. Experienced Admissions staff will carry out the evaluation of transfer applications, although they probably won’t object to as much help as help as a department wants to provide.

Second, adequate funding and staff will have to be provided to Admissions Offices, because transfer applications are more expensive to process. This will require adequate backing from each campus administration. During 2011-12 the freshman admissions process will be going through major revision that will require additional staff. The application fee has also increased from \$60 to \$70. BOARS will update its funding metric if necessary to address this more specifically if the proposal goes forward.