
April 28, 1999

To: Marsha A. Chandler
Senior Vice Chancellor – Academic Affairs

Re: Report of the Task Force to Consider Transfer Student Issues

I. Summary

The California Master Plan calls for UC to maintain an undergraduate student profile of 60% upper division and 40% lower division, a ratio which provides an efficient and effective use of our resources. Transfer students are therefore an important asset to UCSD, not only in diversifying and strengthening our student body, but in maintaining our commitment to the Master Plan. We find that important campus objectives are to increase the number, quality and academic preparedness of transfer students, and to ease their transition into the campus.

As you requested, we have met to learn about transfer student issues and to suggest strategies to improve our efforts to recruit transfer students and to accommodate them at UCSD. We have greatly benefited from a detailed data gathering and analysis completed for us by Darlene Morrell, Director of Student Research, Student Affairs. We have interviewed a panel of Assistant Deans who work closely with transfer students from all the Colleges; panels of active transfer students, including students who are both strong and weak academically; and selected faculty who have been involved in transfer student activities. We have also conducted a written survey questionnaire of Department Chairs.

In general, we find that transfer students to UCSD can be academically very sound and agree that we should focus added attention on recruitment of the very best transfer students. Their most serious problems are receiving correct advice and acquiring preparation for the major at the community colleges, and then making the transition to UCSD's intense quarter system. After talking with current UCSD transfer students, college Assistant Deans, faculty and staff members, it became clear that during the initial period at UCSD transfer students suffer from simply not knowing where to go to find the various kinds of information, advice, help, and counseling that they need.

We have reached consensus on the following major summary findings and recommendations. Additional detail and discussion is provided in the sections below.

- A. The academic performance of the average transfer student is essentially the same as that of students who enter as freshman. They are capable students.
- B. The large majority of transfer students matriculate under the Intersegmental General Education Transfer Curriculum (IGETC) criteria, while the number of Transfer Admission Guarantee (TAG) students and other regularly admitted transfer students are steadily declining. The IGETC transfer student performs as well academically as the TAG and other transfer students.

- C. We recommend that the new Sixth College structure its general education requirements to be able to accept the IGETC student, but perhaps consider an upper division requirement which would involve the transfer student in a college related program.
- D. We agree that there should always be a majority of our colleges that accommodate the IGETC transfer student. As long as this balance is maintained, we do not recommend any Academic Senate action to consider requiring all Colleges to accommodate IGETC.
- E. We do not recommend that the new Sixth College be designed as a transfer student college. We do recommend that it be designed to accommodate with relative ease both freshmen and transfer students.
- F. We recommend admission by major for transfer students requesting impacted majors, e.g., Computer Science and Biology.
- G. We recommend that serious consideration be given to the establishment of a transfer student office or center, headed by an academic, which is independent of the Colleges and the Departments. This center would serve as an advocate for transfer students to both the Colleges and the Departments, provide referral services and be a focal point for information, and serve as a liaison between the university and the community colleges.
- H. We recommend that consideration be given by the Admissions Committee to a recruitment program similar to UC Berkeley's Cooperative Admissions Program, which would guarantee admission to selected UCSD freshmen applicants who are not admitted to UCSD but who agree to attend a community college and satisfy a specific academic plan.
- I. We recommend that the on-campus housing guarantee for new transfer students be restored as soon as possible.

II. Transfer Student Academic Profile

Since the committee was confronted with a great deal of anecdotal information we found it very useful to have the services of Darlene Morell, who collected and analyzed transfer student profile data. She was able to present substantial data, including demographic profiles, enrollment trends, academic performance, retention and graduation rates, and some post baccalaureate outcomes. The relevant tables are attached as Appendices I and II.

Transfer students represent about 20% of the students admitted to campus each year, or close to 1000 students. The demographic profiles involving gender, ethnicity, home location, and disciplinary area are all similar to the freshman student profile. More significant differences occur for age, College affiliation, financial income, and first generation college status. Two-thirds of the transfers are in the age bracket 20-22, and 21% are older than 25. The distribution of transfers into our Colleges follows the acceptance of the IGETC (Intersegmental General Education Transfer Curriculum) lower division curriculum to meet the various College general education requirements. The largest effects, when compared with the freshman profiles, are the reduction in proportions of transfer students accepted into Roosevelt and Revelle, which do not accept IGETC without completion of additional UCSD lower division general education courses, and the significant increase in transfer students to Warren and Muir, which do accept IGETC as

completion of lower division general education requirements. Warren College has become particularly attractive to students considering engineering majors. The household income of the average transfer student is significantly less than that of the freshman student. Not surprisingly, in our interviews with transfer students, we found that many students go to community colleges for financial reasons alone. The percentage of first generation college status for the transfer student is nearly twice that for the freshman student.

Nearly 70% of the transfer students are admitted under the IGETC curriculum, and this number is expected to grow. It is a UC-wide obligation that we accept the IGETC articulation agreement. Despite the fact that TAG students enter with a slightly higher average gpa in their community college course work (3.38 compared with 3.26) than IGETC students, both cohorts obtain nearly the same average gpa during their first year at UCSD and have very similar retention rates and average gpa at graduation. Also surprising to the committee was the data which suggested that the first-year drop in gpa is slightly greater for freshmen, based on high school gpa, than for transfer students, and further that the UCSD graduation gpa was quite similar for the transfer student and the student admitted as a freshman. Many chairs supported the notion that they see little difference in the final academic performance of transfer students compared to freshman admitted students. There was some sense that the width of the distributions measuring preparation and performance was broader for transfer students than the freshman admitted students, but we did not pursue this factor. Nevertheless, the fact that about one-quarter of the transfer students entering UCSD do not graduate is of concern to us.

A cause of concern expressed by chairs in some disciplines such as engineering, biology, and chemistry, which have explicit, often laboratory, lower division requirements, is that the preparation for the major was felt to be inadequate for transfer students. A closer look at graduation gpa by individual departments is not entirely consistent with this view. Chemistry transfer student majors did have the largest decrease in graduation gpa when compared to freshmen (3.31 to 2.87) but the engineering students in AMES, CSE, and ECE graduate with an almost identical gpa. The problem may be better correlated with the graduation rate.

First-year retention rates for freshmen and transfers are nearly the same. However, graduation rates are somewhat different. While 63% of the transfer students finish in three years at UCSD, 75% of the freshmen students finish in five years at UCSD. While this delayed graduation rate may be due to academic preparation, it is also likely influenced by other factors such as the first-year transition and financial support.

Perhaps the most significant difference between the transfer student and the student admitted as a freshman is the post-baccalaureate outcome. Clearly more freshmen continue towards an advanced degree (63% compared with 47%), especially in the health sciences. Given the similar academic performance of transfer students, further attention should be given to possible causes and how they might be addressed to increase the rate of advanced study for transfer students. Possible factors that should be investigated are financial need and debt levels at graduation, degree of integration into the major department and the discipline, affiliation with faculty, participation in undergraduate research, family socioeconomic factors, and career objectives and aspirations.

After reviewing this type of data and input from Department Chairs, the committee concluded that the academic ability of transfer students is not at issue. However, it became clear that we

should improve: our recruitment of the best transfer students, communications regarding our requirements both in the Colleges and in the Departments, and the transition for transfer students during their first year. We discuss these issues further below.

III. IGETC and the Colleges

One central issue for the transfer student at UCSD is College versus Department requirements and allegiances. Colleges at UCSD primarily establish lower division general education requirements, which in at least three Colleges have special core sequences that are not duplicated at community colleges nor required by IGETC. Transfer students enter in junior standing expecting to concentrate on their major departmental requirements yet wishing to be wholly integrated into the campus, including the Colleges. Transfer students do not feel that completing lower division prerequisites for their major after enrolling at UCSD is necessarily burdensome, but it may seem an unnecessary penalty to ask transfer students to complete additional lower division general education requirements. On the other hand, some feel it is a severe dilution of their College affiliation if they have not participated in the core College requirements.

The issue of requiring all Colleges to accept IGETC is weakly coupled with the issue of concentrating transfer students into one or two Colleges, and perhaps the new Sixth College. The committee does not recommend that transfer students be compelled, even de facto, to select from only one or two of our Colleges. We feel that, as long as a majority of our Colleges are able to accommodate the IGETC curriculum in their lower division requirements, we would not recommend that the Academic Senate consider a uniform requirement that all Colleges comply with the acceptance of IGETC. In order to insure sufficient distribution of choices for the transfer student, the committee does recommend that the new Sixth College be ‘transfer friendly’ and take seriously the desirability to accept IGETC. To insure involvement with the College program, Sixth College might alternatively consider an upper division course or sequence requirement.

Two colleges, Revelle and Eleanor Roosevelt, accept IGETC, but not as fulfillment of all of their lower division general education requirements. Ironically, the other three colleges that do “accept IGETC” impose additional upper divisional requirements. We recommend the preparation and dissemination of a simple IGETC-based chart that would show, by College, the remaining requirements (upper division and/or lower division) needed upon transfer. Such a chart should point out those requirements that would usually be met by courses in the major, for example the calculus and science requirements of Revelle for science and engineering majors. Student Outreach should work with Revelle and Eleanor Roosevelt to promote transfer to those colleges, just as it does with colleges wanting to attract freshmen. As a marketing approach, the committee feels these two Colleges could attract more transfer applicants by being clearer and more positive in their literature about their efforts to accommodate the IGETC transfer student, rather than the current negative language emphasizing that they do not accept IGETC. [We were pleased to learn recently that language in the new General Catalog is already moving in this direction.]

A college dedicated to transfer students would seem to solve many of the functional issues we have been able to identify regarding academic preparation, recruitment, and transition into UCSD. When we raised this as a solution to the groups of students and staff who met with us, they acknowledged the benefits of such an entity focusing on transfer students, and they realized

such a college could be a center for socialization and community for all transfers. However, they nearly unanimously rejected the concept because it would appear to “ghettoize” transfer students and impede their integration into the general student body. They felt it would simply send the wrong message to the community colleges and might hinder recruitment. In contradiction, one of the strong arguments in favor of a Transfer College is that it could focus on transfer student outreach, recruitment, and coordination with the Departments, and strengthen the quality of recruitment. We also considered a compromise idea brought to us by former Warren Provost and Engineering Dean Lea Rudee to provide resources to Warren College to significantly expand its capabilities to accommodate transfer students and serve as an advocate for them, a ‘virtual’ transfer college attached to Warren College. In the end, the consensus of the committee is to reject the Transfer College concept as well as the expansion of Warren College. The overriding goal is to integrate transfer students into the UCSD community and the Colleges. The concept of a transfer center, discussed below, can be viewed as a compromise and has broad support from the students, staff, and members of our committee.

IV. Admission of Transfer Students by Major

The committee discussed admissions procedures for transfer students with Richard Backer, Assistant Vice Chancellor Enrollment Management and Registrar; Joe Watson, Vice Chancellor Student Affairs; and Gershon Shafir, Chair of the Academic Senate Admissions Committee. All transfer student applicants who complete 60 transferable semester units and earn a gpa of 2.8 are currently admitted to UCSD without regard to their choice of, or preparation for, a particular major. Inadequate preparation for a selected major surely exacerbates the time-to-degree problem for our transfer students. Transfer students should be expected to be ready to apply directly to a major and begin their upper division work upon admission or shortly thereafter. This open admission policy is creating significant problems in the Computer Science and Engineering Department, which is an impacted department that already controls admission to its majors for students admitted as freshmen. We suspect that similar difficulties will follow in other impacted departments, such as Biology.

The committee has reached a strong consensus that transfer students should be admitted by major to impacted departments, following appropriate approval by CEP, establishment of procedures by the Academic Senate Admissions Committee, and appropriate notice to the community colleges and potential transfer students. The affected departments should work closely with the Admissions Office and the community colleges in order to select the best prepared students. This selection may have the effect of encouraging better preparation for the major, and with greater departmental involvement in the assessment of preparation, recruitment of stronger students to UCSD. Potential transfer students will need to be adequately advised about their prospects and alternative choices at UCSD. A majority of the committee would not support admission by major for all transfer students, but this broader issue should remain under discussion by the Senate Admissions Committee if the number of well qualified applicants increases substantially beyond our ability to accommodate them.

V. Recruitment of Transfer Students

More than one-half of all transfer students come from only ten community colleges and 72% from only 21 colleges. It would seem that a concentrated effort could have a substantial impact on recruitment, both in numbers, preparedness, and quality. The committee reviewed many

documents currently in use by our outreach and recruitment officers, and we learned of substantial efforts to exchange information between the community colleges and UCSD staff and selected faculty. The appropriate information is being dispersed, but the materials do not seem to adequately reach in a clear manner the prospective student or the faculty and advisers at the community colleges. We were reminded that community college counselors are required to be knowledgeable about an overwhelming number of California universities and that mastering the complexities of the UCSD college system can be a daunting task. We think that counselors might encourage more students to apply to our campus if a mechanism could be developed to ensure that counselors have a clearer understanding of UCSD and the colleges. The students we interviewed related many experiences where poor information at the community colleges and subsequent poor preparation had led to a difficult transition and longer time-to-degree at UCSD. The students and staff we interviewed suggested several ideas to improve communications. The committee feels the suggestions are worthy, and has added one or two others below. We are hopeful that our responsible staff and faculty will consider implementing the following suggestions as their resources permit:

- A. The campus currently places emphasis on attracting and communicating with the freshman applicant and holds special recruitment/information days, especially the annual Admit Day. A similar event coordinated with Departments and Colleges would be very beneficial to transfer students, either appended to the current Admit Day, or as a separate event. [Note added: We have been informed that on May 13, UCSD will hold its first transfer student Admit Day.]
- B. Use of senior transfer students as mentors within Departments and Colleges and as advocates and recruiters at their previous community colleges would be a useful and productive investment. A very small but successful OASIS program currently features mentoring for select transfer students. It would also seem useful to utilize ad hoc committees of senior transfer students to review proposed outreach and recruitment literature before it is disseminated.
- C. A special transfer student web page clearly delineating the College and Departmental requirements important to transfer students and addressing the academic, social, and administrative issues they face would be a welcome communication device. Departments and Colleges could be encouraged to develop special links to this web site. The committee is mindful that not all community colleges and transfer students are equipped to take advantage of such a communication mechanism, but it is the proper direction to move towards at this time.
- D. UC Berkeley offers a special program, called Cooperative Admissions Program (CAP). Selected students who apply to UCB as freshmen but are not admitted are offered the opportunity to combine lower division study at a community college with a guarantee of admission to UCB as juniors. Our freshman applicant pool is sufficiently large that UCSD should consider a similar program. We feel that such a program could have a positive impact on improving the quality of our transfer student profile and their academic preparation for particular majors. We realize that it would require a significant effort between our Admissions and Recruitment Office and the academic Departments, but we would encourage further discussions, and possibly a pilot program involving selected majors and/or targeted populations.

- E. Data provided seems to show that academic performance of students from some community colleges is stronger than others, indicating that better preparation is provided by these schools. Since a campus goal is to increase numbers and quality of transfer students, we suggest that recruitment efforts target these colleges.
- F. The UCSD General Catalogue should offer a special transfer student chart, like that currently utilized for the College general education requirements, indicating the correlation between IGETC and the College requirements for each College (see III, above).

VI. Transfer Center

A strong recommendation for creation of a transfer center came from nearly all people we interviewed -- transfer students, college deans, faculty, and staff. It is clear that during the initial period at UCSD, transfer students suffer from not knowing where to find the various kinds of information, advice, help, and counseling that is needed. Although the primary motivation for a center from the staff and students was coupled to common socialization needs of transfer students, such as a place to meet, organize social functions, and share information and experiences, there was also the expressed need to have a centralized place to obtain information -- a transfer referral center. The age, experience, and maturity of the transfer student raises a particular set of issues which might call for such a Center, analogous to the reasons the campus established centers dealing with cultural and gender issues.

The committee spent considerable time discussing the potential usefulness of such a transfer center, what the goals for it might be, what relation it might hold with the Colleges and the Departments, where it should be located, and to whom it should report. Although such a concept requires more detailed discussion, we have a consensus regarding what we would recommend for such a unit, which could be called either a transfer center, a transfer office, or a transfer transition center. We would recommend a small office led by an academic colleague with one or two staff members, perhaps along the lines of the Faculty Mentor Program. The transfer office would stand independently of both the Colleges and the Academic Departments, as a central office supported by both Academic Affairs and Student Affairs. The primary goals of the transfer office would be: (1) improve departmental and faculty involvement with outreach, recruitment, preparation, and transition into Departments; (2) serve as an information/referral center explicitly for transfer students, a place where their questions can be answered or where they can be referred to the appropriate College or Departmental staff or programs, and where information about transfer student activities is readily available; and (3) serve as a proactive advocate for transfer students. Since the committee feels that transfer students should be integrated into the campus as efficiently as possible, we were not able to support the notion of a transfer center primarily to serve as a focal point of social activity. Some felt that having a social component in such a center might displace, or at least compete with, colleges and their social activities in an adverse manner for the transfer student. The transfer office will have to have the proper resources, be proactive, and must avoid duplicating what the Colleges and the Admissions and Outreach Offices are doing, while concentrating on what the current system is failing to accomplish for the transfer student.

VII. Oral and Written Communication Skills

We heard a great deal of anecdotal information that the writing and speaking skills of transfer students are poor and contribute to their difficulties in courses at UCSD. We discussed the need for ESL-type skill courses and the weak IGETC writing requirement. Further discussion and input from Department Chairs made it clear that many faculty feel that the writing and speaking skills of most UCSD students are weak, including students admitted as freshmen, despite the strong effort made in our lower division writing courses. Feedback from the chairs varied from “this is the biggest problem of all for transfers,” to “transfer students are sometimes better prepared for written work.” We were not able to determine a method that would permit us to assess the communication skills of the transfer student versus the freshman student. We concluded that lack of adequate communication skills is a serious problem for those who are affected by it, but we do not have sufficient information to determine how extensive the problem is, or how it pertains to transfer students, as opposed to all students. It is clear that the campus needs to further address the speaking and writing skills of all of our students. Further, it does not appear to be simply a transfer student issue. Some members suggested that consideration be given to assembling a special task force to collect data to determine the extent of the problem, whether it is a campus-wide problem or one particular to transfer students, and to recommend solutions. We recommend that CEP consider this issue further.

VIII. Housing for Transfer Students

We recommend that on-campus housing be expanded in step with increasing campus enrollments so that all new freshmen and transfer students can be guaranteed the opportunity to live on campus initially. Such a policy not only facilitates the transition to UCSD for new students from outside the San Diego area, but most importantly, fosters the socialization and integration of new students into both the academic and social life of the campus. Approximately three-quarters of the new freshmen and one-third of the new transfer students have taken advantage of the housing guarantee.

Because of the current on-campus housing shortage, the one-year on-campus housing guarantee for new transfer students has been suspended. We recommend that this housing guarantee for new transfer students be restored as quickly as possible and in a manner that better coordinates housing placement to respect the differences in age and maturity between the average lower division student and transfer students. Off-campus Housing must be proactive in helping new transfer students seeking housing.

IX. Other Comments and Conclusions

The topics above are the ones we have focused on and for which we have constructive suggestions. There were several other topics that arose. For example, limited availability of parking is especially serious for the transfer students because many of these older students live off campus, work part time, and have family responsibilities. This problem is of course true for upper division students in general. Should UCSD have special parking classifications and rates for upper versus lower division students?

Finally, we were made aware that there is another well-defined class of students -- the re-entry students -- who also have special needs that are not presently being addressed. Their numbers are smaller than the community college transfers, but the numbers are growing, and they have similar issues. The transfer center proposed earlier could address some of these special circumstances.

In general, we find that the transfer student to UCSD can be academically very sound, and we want to recruit the very best. A stronger mentoring system would significantly help them deal with the first-quarter transition and the observed drop in achievement as measured by the gpa. The transfer student is a mature student who brings several facets of diversity to our campus. Their interaction with our freshman admitted students in the upper division majors should be mutually beneficial.

In conclusion, we have found that transfer students perform well, but often after a difficult transition. They bring a level of maturity and diversity to the campus, sharing of which should prove beneficial to all. Their most serious problems are receiving correct advice and preparing for their major at the community colleges, and making the difficult transition to our intense quarter system. This is the basis for our proposed transfer center. A strong mentoring system using continuing students by major could also complement the existing staff mentor and college mentor programs. Transfer students report that transition from the semester to the quarter system is particularly difficult, especially when they must quickly learn their way around a complex system of colleges, departments, and student services.

Our major recommendations are that: (1) UCSD should establish a transfer center to aid the first-year transition and to improve communications between academic departments and community colleges; (2) transfer students should be admitted by major to impacted programs; (3) we must improve communications with community colleges and potential transfer students, especially in the UCSD General Catalogue, about IGETC and how it affects the requirements in each College; and (4) while we do not recommend that all Colleges must accept IGETC, we think a majority should, and we encourage the new Sixth College to accept the lower division IGETC curriculum.

Submitted by:

TASK FORCE TO CONSIDER TRANSFER STUDENT ISSUES

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April 28, 1999

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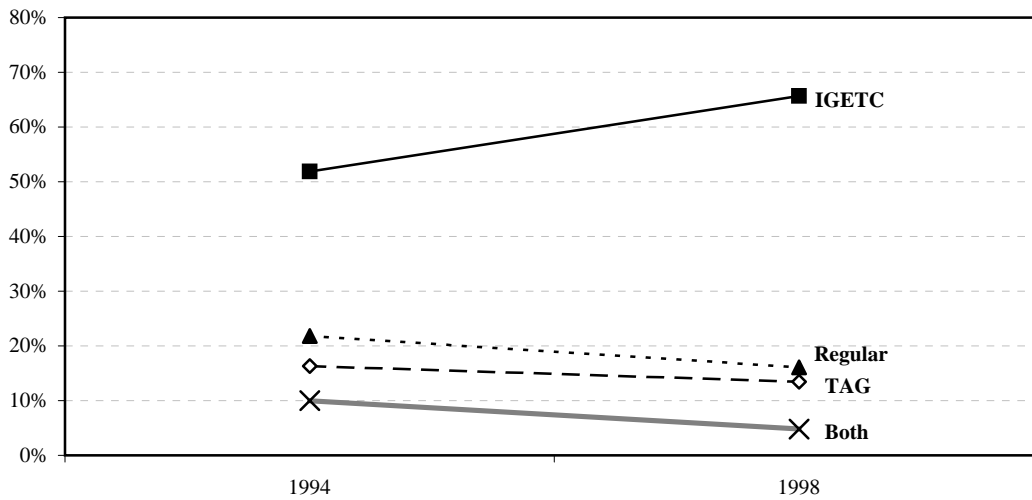
Table 1. New Registered **Transfers** by Transfer Contract
(Fall 1998 Cohort)

	TAG		IGETC		Regular		Both TAG & IGETC		TRANSFER TOTAL		FRESHMAN TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Female	55	47.0%	286	50.0%	50	36.5%	16	38.1%	407	46.9%	1,877	55.6%
Male	<u>62</u>	<u>53.0%</u>	<u>286</u>	<u>50.0%</u>	<u>87</u>	<u>63.5%</u>	<u>26</u>	<u>61.9%</u>	<u>461</u>	<u>53.1%</u>	<u>1,496</u>	<u>44.4%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
Ethnicity												
African Am.	1	0.9%	6	1.0%	4	2.9%	0	0.0%	11	1.3%	52	1.5%
Asian	22	18.8%	126	22.0%	37	27.0%	9	21.4%	194	22.4%	963	28.6%
Mexican Am.	9	7.7%	41	7.2%	9	6.6%	8	19.0%	67	7.7%	202	6.0%
Filipino	16	13.7%	22	3.8%	5	3.6%	2	4.8%	45	5.2%	181	5.4%
Latino	5	4.3%	14	2.4%	2	1.5%	2	4.8%	23	2.6%	74	2.2%
Native Am.	1	0.9%	7	1.2%	1	0.7%	0	0.0%	9	1.0%	19	0.6%
Caucasian	39	33.3%	228	39.9%	46	33.6%	15	35.7%	328	37.8%	1,253	37.1%
Other/Missing	<u>24</u>	<u>20.5%</u>	<u>128</u>	<u>22.4%</u>	<u>33</u>	<u>24.1%</u>	<u>6</u>	<u>14.3%</u>	<u>191</u>	<u>22.0%</u>	<u>629</u>	<u>18.6%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
Home Loc.												
San Diego	112	95.7%	115	20.1%	50	36.5%	36	85.7%	313	36.1%	802	23.8%
Los Angeles	2	1.7%	243	42.5%	40	29.2%	3	7.1%	288	33.2%	1,315	39.0%
San Fran.	0	0.0%	100	17.5%	25	18.2%	2	4.8%	127	14.6%	625	18.5%
Other CA	2	1.7%	82	14.3%	13	9.5%	1	2.4%	98	11.3%	464	13.8%
Out of CA/US	1	0.9%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	148	4.4%
Foreign Cit.	<u>0</u>	<u>0.0%</u>	<u>32</u>	<u>5.6%</u>	<u>9</u>	<u>6.6%</u>	<u>0</u>	<u>0.0%</u>	<u>41</u>	<u>4.7%</u>	<u>19</u>	<u>0.6%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
Age												
≤ 19	5	4.3%	8	1.4%	3	2.2%	0	0.0%	16	1.8%	3,356	99.5%
20-22	62	53.0%	378	66.1%	77	56.2%	24	57.1%	541	62.3%	17	0.5%
23-24	16	13.7%	86	15.0%	21	15.3%	6	14.3%	129	14.9%	0	0.0%
≥ 25	<u>34</u>	<u>29.1%</u>	<u>100</u>	<u>17.5%</u>	<u>36</u>	<u>26.3%</u>	<u>12</u>	<u>28.6%</u>	<u>182</u>	<u>21.0%</u>	<u>0</u>	<u>0.0%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
College												
Revelle	20	17.1%	49	8.6%	43	31.4%	9	21.4%	121	13.9%	703	20.8%
John Muir	28	23.9%	135	23.6%	16	11.7%	11	26.2%	190	21.9%	734	21.8%
T. Marshall	8	6.8%	195	34.1%	18	13.1%	1	2.4%	222	25.6%	627	18.6%
Earl Warren	57	48.7%	148	25.9%	38	27.7%	19	45.2%	262	30.2%	699	20.7%
E. Roosevelt	<u>4</u>	<u>3.4%</u>	<u>45</u>	<u>7.9%</u>	<u>22</u>	<u>16.1%</u>	<u>2</u>	<u>4.8%</u>	<u>73</u>	<u>8.4%</u>	<u>610</u>	<u>18.1%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
Disc. Area												
Arts	5	4.3%	28	4.9%	6	4.4%	1	2.4%	40	4.6%	83	2.5%
Humanities	6	5.1%	53	9.3%	5	3.6%	3	7.1%	67	7.7%	105	3.1%
Engineering	41	35.0%	94	16.4%	60	43.8%	9	21.4%	204	23.5%	574	17.0%
Science/Math	37	31.6%	166	29.0%	42	30.7%	17	40.5%	262	30.2%	790	23.4%
Social Science	28	23.9%	222	38.8%	20	14.6%	11	26.2%	281	32.4%	624	18.5%
Undec./Spec.	<u>0</u>	<u>0.0%</u>	<u>9</u>	<u>1.6%</u>	<u>4</u>	<u>2.9%</u>	<u>1</u>	<u>2.4%</u>	<u>14</u>	<u>1.6%</u>	<u>1,197</u>	<u>35.5%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
Income												
High	10	8.5%	118	20.6%	15	10.9%	5	11.9%	148	17.1%	962	28.5%
Med. High	14	12.0%	79	13.8%	8	5.8%	8	19.0%	109	12.6%	583	17.3%
Med. Low	16	13.7%	103	18.0%	36	26.3%	8	19.0%	163	18.8%	610	18.1%
Low	23	19.7%	101	17.7%	28	20.4%	11	26.2%	163	18.8%	560	16.6%
Missing/Undec.	<u>54</u>	<u>46.2%</u>	<u>171</u>	<u>29.9%</u>	<u>50</u>	<u>36.5%</u>	<u>10</u>	<u>23.8%</u>	<u>285</u>	<u>32.8%</u>	<u>658</u>	<u>19.5%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
First Generation College Status												
First Gen.	51	43.6%	210	36.7%	56	40.9%	21	50.0%	338	38.9%	815	24.2%
Not First	<u>66</u>	<u>56.4%</u>	<u>362</u>	<u>63.3%</u>	<u>81</u>	<u>59.1%</u>	<u>21</u>	<u>50.0%</u>	<u>530</u>	<u>61.1%</u>	<u>2,558</u>	<u>75.8%</u>
Total	117	100.0%	572	100.0%	137	100.0%	42	100.0%	868	100.0%	3,373	100.0%
Total	117	13.5%	572	65.9%	137	15.8%	42	4.8%	868	100.0%	3,373	100.0%
AS GPA											HS GPA	
Mean	3.36		3.25		3.30		3.26		3.27		3.89	

Table 2.
New Registered **Transfers** by Articulation Type
Fall 1994 - 1998

	TAG		IGETC		Regular		Both TAG & IGETC		TOTAL
	N	%	N	%	N	%	N	%	N
Enrollments									
1994	131	16.3%	416	51.9%	175	21.8%	80	10.0%	802
1995	160	18.1%	466	52.8%	183	20.7%	73	8.3%	882
1996	132	16.9%	452	57.7%	151	19.3%	48	6.1%	783
1997	148	16.6%	526	59.2%	174	19.6%	41	4.6%	889
1998	117	13.4%	572	65.7%	140	16.1%	42	4.8%	871

Proportion of Transfer Cohort by Articulation Type



- Two-thirds of all transfer students who entered UCSD in 1998 were under IGETC contracts. The trend has been one of increased IGETC enrollments and decreased TAG enrollments.

Table 3.
Transfer and UCSD GPA Differences by Transfer Contract

	<i>TAG</i> <i>n=148</i>	<i>IGETC</i> <i>n=526</i>	<i>Regular</i> <i>n=174</i>	<i>Both</i> <i>n=41</i>	<i>TOTAL</i> <i>n=889</i>
Comm. Coll. Transfers (1997 Cohort)					
Transfer GPA	3.38	3.26	3.27	3.30	3.27
First-Year GPA (UCSD)	2.99	2.92	2.91	2.78	2.92
Difference	-0.39	-0.34	-0.36	-0.52	-0.35
...First-time Freshmen (1997 Cohort)					
High School GPA					3.90
First-Year GPA (UCSD)					2.95
Difference					-0.95

- The average first-year GPA of transfer students will be approximately one-third of a grade point lower than the GPA earned at the community college level. There are no substantial differences in the first year performance of students based on the manner in which they satisfied their general education requirements.
- The difference between high school GPA and first-year GPA for native students is approximately one full grade point.

Table 4.
Fraction of Cohort Earning "B" or Better Grades, or in Academic Difficulty

	<i>TAG</i>	<i>IGETC</i>	<i>Regular</i>	<i>Both</i>	<i>TOTAL</i>
Comm. Coll. Transfers (1997 Cohort)					
1st Year GPA > 3.50	26%	16%	17%	11%	18%
3.00 ≤ 1st Year GPA < 3.50	<u>25%</u>	<u>31%</u>	<u>32%</u>	<u>27%</u>	<u>30%</u>
	51%	47%	49%	38%	48%
1st Year GPA < 2.0 (Academic Difficulty)	4%	5%	8%	9%	6%
...First-time Freshmen (1997 Cohort)					
1st Year GPA > 3.50					16%
3.00 ≤ 1st Year GPA < 3.50					<u>33%</u>
					49%
1st Year GPA < 2.0 (Academic Difficulty)					5%

- At the end of their first full year at UCSD, 6% of all transfer students and 5% of all freshmen will have experienced academic difficulty.

Table 5.
Academic Performance by Major Department
Transfer/UCSD GPA Differences
(1997 Cohort)

DEPARTMENT	Number Enrolled N	Self-Reported Transfer GPA	UCSD First-Year GPA	UCSD- Transfer Difference
BIOLOGY	231	3.29	2.75	-0.54
CSE	85	3.38	2.96	-0.42
PSYCHOLOGY	61	3.23	2.69	-0.54
CHEMISTRY	56	3.35	2.89	-0.46
ECONOMICS	51	3.13	2.75	-0.38
COMMUNICATIONS	50	3.28	3.12	-0.16
AMES	42	3.36	2.93	-0.43
ECE	37	3.42	3.06	-0.36
LITERATURE	31	3.26	3.12	-0.14
POLITICAL SCI	30	3.24	3.12	-0.13
VISUAL ARTS	25	3.18	3.31	+0.13
SOCIOLOGY	23	3.11	2.99	-0.12
BIOENGINEERING	21	3.37	2.89	-0.48
ANTHRO	20	3.26	2.90	-0.36
MATHEMATICS	19	3.35	2.84	-0.52
HISTORY	18	3.22	3.08	-0.15
HUMAN DEV	14	3.21	2.85	-0.36
THEATRE	10	3.23	3.23	+0.00
ALL OTHERS	65	3.29	3.13	-0.16
TOTALS:	889	3.29	2.91	-0.38

- Grades vary by academic department. The largest UCSD-Transfer difference occurs among Biology, Psychology, and Mathematics majors. Visual Arts and Theatre majors are the least likely to experience a grade differential.

Table 6.
Academic Performance by Community College of Transfer Entry
Transfer/UCSD GPA Differences
(1997 Cohort)

Transfer College	Number Enrolled N	Self-Reported Transfer GPA	UCSD First-Year GPA	UCSD- AS GPA Difference
San Diego Mesa College	163	3.35	3.04	-0.31
Palomar College	58	3.31	2.95	-0.36
Grossmont Community College	45	3.34	3.00	-0.35
Mira Costa College	43	3.32	3.06	-0.26
Southwestern College	43	3.34	2.73	-0.61
Pasadena City College	29	3.12	3.13	+0.01
San Diego Miramar College	29	3.35	2.73	-0.62
De Anza College	27	3.36	2.99	-0.38
Saddleback College	26	3.20	2.72	-0.49
San Diego City College	26	3.39	2.84	-0.55
Orange Coast College	23	3.22	3.03	-0.19
Diablo Valley College	20	3.29	2.95	-0.34
Santa Monica College	20	3.21	2.87	-0.34
Foothill College	15	3.12	2.74	-0.38
American River College	12	3.14	2.88	-0.26
El Camino College	12	3.19	3.08	-0.11
Santa Barbara City College	12	3.24	2.81	-0.43
Mount San Antonio College	11	3.16	3.10	-0.06
Los Angeles Pierce College	10	3.22	2.98	-0.24
Monterey Penin College	10	3.24	2.64	-0.60
West Valley College	10	3.31	2.88	-0.43
All Other Community Colleges	245	3.26	2.82	-0.44
TOTALS:	889	3.29	2.91	-0.38

- Transfer matriculants from Pasadena City College, El Camino College (Torrance), and Mount San Antonio College are the least likely to experience an academic performance decline at UCSD.

Table 7.
Graduation Rates by Transfer Contract

	<i>TAG</i>	<i>IGETC</i>	<i>Regular</i>	<i>Both TAG & IGETC</i>	<i>TOTAL</i>
Transfers First-Year Retention	93%	90%	92%	83%	90%
...First-time Freshmen First-Year Retention					93%
Transfers Two-Year Graduation	27%	30%	16%	15%	26%
Three-Year Graduation	63%	65%	55%	69%	63%
Four-Year Graduation	79%	75%	71%	81%	76%
...First-time Freshmen Four-Year Graduation					34%
Five-Year Graduation					75%
Six-Year Graduation					79%

- Approximately one-fourth (26%) of all transfer students graduate within two years of their first enrollment.
- Given time, transfer students graduate at approximately the same rate as native students (~75%).

Table 8.
Grade Point Average at Graduation by Transfer Contract

	<i>TAG</i>	<i>IGETC</i>	<i>Regular</i>	<i>Both TAG & IGETC</i>	<i>TOTAL</i>
Transfers (1994 Cohort)					
GPA	3.10	3.06	3.10	3.11	3.08
GPA ≥ 3.50	23%	19%	18%	22%	20%
3.00 ≤ GPA ≤ 3.49	<u>37%</u>	<u>36%</u>	<u>44%</u>	<u>40%</u>	<u>39%</u>
Total	60%	55%	62%	62%	59%
...First-time Freshmen (1992 Cohort)					
GPA					3.16
GPA ≥ 3.50					21%
3.00 ≤ GPA ≤ 3.49					<u>45%</u>
Total					66%

- The average GPA of transfer students who graduate from UCSD (3.08) is similar to that of native students (3.16). There is little difference in the graduating GPA of students based on their transfer contract with UCSD.

Table 1.
GPA at Graduation by Academic Department
Freshmen vs. Community College Transfers

	<i>Freshmen</i>			<i>Community College Transfers</i>			<i>Total</i>		
	N	GPA	SD	N	GPA	SD	N	GPA	SD
AMES	55	3.11	.39	45	3.13	.36	100	3.12	.37
Anthropology	28	3.08	.42	26	3.10	.41	54	3.09	.41
Biology	621	3.17	.42	232	2.91	.49	853	3.10	.45 ¹
Chemistry	70	3.31	.43	36	2.87	.36	106	3.16	.46
Cognitive Science	28	3.08	.41	*	*	*	33	3.06	.40
Communications	101	3.10	.34	46	3.14	.35	147	3.12	.34
CSE	71	3.15	.47	62	3.17	.39	133	3.16	.43
ECE	68	3.06	.44	46	3.04	.41	114	3.05	.42
Economics	207	3.02	.39	58	2.96	.48	265	3.00	.41
History	92	3.17	.42	27	3.07	.46	119	3.14	.43
Linguistics	*	*	*	*	*	*	12	3.26	.56
Literature	78	3.18	.44	52	3.28	.42	130	3.22	.44
Mathematics	27	3.04	.49	14	3.02	.49	41	3.03	.49
Philosophy	15	3.30	.37	12	3.07	.41	27	3.20	.40
Physics	10	3.35	.45	6	3.20	.43	16	3.29	.43
Political Science	142	3.17	.38	68	3.11	.40	210	3.15	.39
Psychology	195	3.08	.45	88	2.86	.47	283	3.01	.47 ¹
Sociology	90	3.17	.37	39	2.99	.37	129	3.12	.38 ¹
Theatre	16	3.13	.37	12	3.47	.31	28	3.28	.38 ¹
Urban Studies	48	3.10	.34	13	2.86	.53	61	3.05	.40
Visual Arts	54	3.25	.33	27	3.31	.29	81	3.27	.32
Ethnic Studies	25	3.01	.32	*	*	*	29	3.06	.32
Bioengineering	33	3.29	.42	15	3.05	.46	48	3.21	.44
Human Development	37	3.02	.30	14	2.92	.26	51	2.99	.29
Other	31	3.34	.37	*	*	*	40	3.35	.37
Total	2,156	3.14	.41	963	3.03	.45	3,119	3.10	.43

¹ Denotes significant difference (t -test = $p < .01$) between freshmen and transfer GPA for the named department.

* Fewer than 10 cases.

Table 2.
Distribution of Grades by Academic Department
1997-1998 Bachelor Degree Recipients

	<i>Freshmen</i> N=2,156			<i>Community College Transfers</i> N=963		
	< 3.0	3.0 - 3.5	> 3.5	< 3.0	3.0 - 3.5	> 3.5
AMES	36%	49%	15%	38%	47%	16%
Anthropology	43%	36%	21%	39%	46%	15%
Biology	33%	43%	24%	59%	26%	15%
Chemistry	24%	37%	39%	61%	33%	6%
Cognitive Science	39%	50%	11%	*	*	*
Communications	36%	53%	12%	33%	50%	17%
CSE	41%	34%	25%	29%	53%	18%
ECE	47%	31%	22%	52%	33%	15%
Economics	45%	43%	12%	57%	24%	19%
History	29%	45%	26%	44%	41%	15%
Linguistics	*	*	*	*	*	*
Literature	31%	44%	26%	26%	40%	33%
Mathematics	48%	41%	11%	42%	36%	21%
Philosophy	33%	33%	33%	25%	58%	17%
Physics	20%	40%	40%	*	*	*
Political Science	31%	48%	21%	35%	44%	21%
Psychology	41%	41%	18%	65%	22%	14%
Sociology	30%	49%	21%	51%	39%	10%
Theatre	38%	44%	19%	0%	50%	50%
Urban Studies	35%	54%	10%	62%	23%	15%
Visual Arts	17%	61%	22%	7%	63%	30%
Ethnic Studies	56%	36%	8%	*	*	*
Bioengineering	18%	49%	33%	33%	60%	7%
Human Development	49%	46%	5%	57%	43%	0%
Other	13%	55%	32%	*	*	*

* Fewer than 10 cases.

Table 3.
Post-baccalaureate Outcomes¹
Freshmen vs. Community College Transfers

	<i>Freshmen</i> Weighted N=1,921	<i>Community College Transfers</i> Weighted N=445
Advanced Degree Type		
Masters	20.3%	16.6%
Professional Doc. (MD/LLD)	19.4%	6.5%
Ph.D.	6.5%	4.3%
Credential	15.4%	16.4%
Second BA/Other	1.4%	2.9%
No advanced degree	<u>37.0%</u>	<u>53.3%</u>
Total	100.0%	100.0%

Post-baccalaureate
Field of Study

	<i>Freshmen</i>	<i>Community College Transfers</i>
Field of Study		
Medicine/Health	28%	12%
Science	15%	21%
Business	13%	12%
Education	15%	17%
Law	15%	12%
Engineering	7%	10%
Arts/Humanities	5%	10%
Math/Computer Science	2%	6%
Communication	<u><1%</u>	<u><1%</u>
Total	100%	100%

¹ Source: *Beyond the Baccalaureate: Survey of UCSD Bachelor Degree Recipients. Student Research and Information, 1998.*

- Compared to freshmen, a smaller portion of transfer students pursue an advanced degree after graduating from UCSD. Freshmen are far more likely to seek a professional doctorate than transfers.