

# UCB Maintains Diversity Amid Increase in Nonresidents

## EXECUTIVE SUMMARY

There have been numerous recent articles with differing statistics but a consistent claim – by taking more non-resident students, the number of underrepresented minority (UREM\*) and low income students has declined.

However, that is not an accurate picture of UC Berkeley’s undergraduate population. Berkeley is successfully retaining this diversity as more new non-resident students are being admitted. Our goal is to increase representation from outside of California to 20% of all undergraduates.

## BERKELEY’S COMMITMENT AS A PUBLIC UNIVERSITY

As the State’s funding of higher education continued to shrink (from 27% of Berkeley’s revenues in 2006-07 to 12% in 2011-12), campus leaders looked to replace lost funding with other sources of revenues and directed those resources in support of *Access and Excellence*. Increased revenues were derived from federal and private funding and tuition.

Berkeley invested over \$11 million to provide hundreds of additional entry level math and science, reading and composition and foreign language courses through the Common Good Curriculum initiative. Berkeley also became the first public university to create a need-based financial aid program to support middle income families, the Middle Class Access Plan. These investments were in part made possible through the additional non-resident tuition funds Berkeley received.

Between 2007-08 and 2012-13, the number of undergraduates paying non-resident tuition grew from 8% to 18% of the undergraduate population. At the same time, **Berkeley maintained access; the underrepresented minority population increased** by more than 500 (to 17% of undergraduates) and international students increased by almost 2,000 (to 10% of undergraduates).

\*UREM includes African Americans, Chicanos/Latinos and Native Americans.

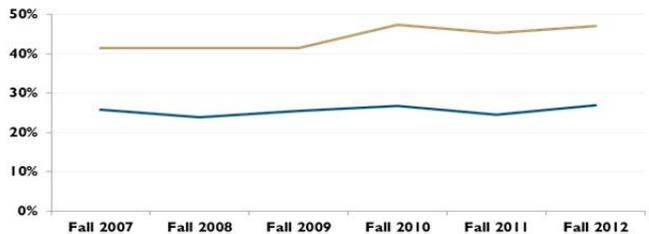
## Undergraduate Underrepresented Minority and International Students (year average)

|                 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|---------|---------|---------|
| Undergraduates  | 24,334  | 24,800  | 25,291  | 25,255  | 25,581  | 25,478  |
| UREM            | 3,760   | 3,904   | 4,032   | 4,009   | 4,162   | 4,275   |
| % UREM          | 15%     | 16%     | 16%     | 16%     | 16%     | 17%     |
| International   | 667     | 935     | 1,268   | 1,677   | 2,239   | 2,597   |
| % International | 3%      | 4%      | 5%      | 7%      | 9%      | 10%     |

These demographic shifts increase students’ exposure to differing perspectives and help prepare all undergraduates to operate in an increasingly diverse world.

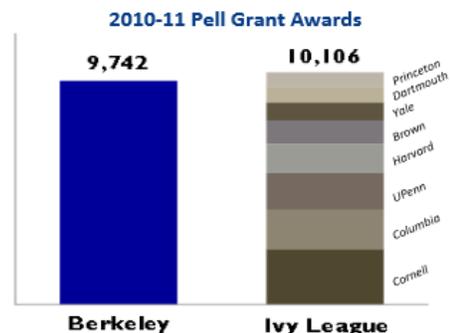
As the table below illustrates, **access for lower-income students at Berkeley, who are typically Pell Grant recipients, has been preserved.** In Fall 2012, 27% of new freshmen and 47% of new transfers received Pell Grants (34% of our new undergraduates).

## Percent of Fall Entrants Receiving Pell Grants in the First Year



|          | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Freshmen | 1,093     | 1,019     | 1,114     | 1,102     | 1,092     | 1,126     |
| Transfer | 846       | 837       | 914       | 1,043     | 1,059     | 1,031     |
| Total    | 1,939     | 1,856     | 2,028     | 2,145     | 2,151     | 2,157     |

**UC Berkeley has about the same number of Pell Grant recipients as the eight Ivy League schools combined.**



## COMMENTS ON MEDIA ARTICLES

In addition to recent articles not accurately reflecting Berkeley's success in maintaining its UREM and Pell Grant populations, the use of Integrated Post-Secondary Education Data System (IPEDS) figures presents inaccurate trend data.

"Crowded Out" published in Inside Higher Ed stated that for new freshmen, Berkeley's African American population dropped from 146 to 82 and the Chicano/Latino population dropped from 450 to 426 between 2009 and 2011. But in 2010, IPEDS changed the way it collected ethnicity data. For example, following the standard categories for race that had been in place for years, Berkeley had 132 new African American freshmen enrolled in 2011. However, under the new IPEDS method that started in 2010, only 83 of those students were now counted as African American. The remaining students, who were counted as African American using the prior methodology, were now being captured either by a multi-race category or by a "Hispanic" category that was used to override another racial/ethnic designation. This change in methodology accounts for the drop in Berkeley's counts, not a change in demographics.

Using a consistent methodology to examine new freshmen over time, Berkeley's African American population increased from 148 in 2009-10 to 155 in 2011-12 and the Chicano/Latino population increased from 589 to 596 over the same period. In 2012-13, both figures increased to 165 and 612 respectively.

Media reporting often excludes transfer students, but transfer admissions provide a critical pathway for institutions like Berkeley to provide access for UREM students. In 2012-13, 89 African American and 401 Chicano/Latino students enrolled as new transfers. In addition, these students do just as well as freshmen entrants with graduation rates around 90% (i.e., 6-year rates for freshmen and comparable 4-year rates for transfers).

Note: Data source is Cal Answers

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