
University of California

**OPTIONS FOR EXPANDING ENROLLMENT CAPACITY
AT THE UNIVERSITY OF CALIFORNIA
Report to the Legislature**

March 1999

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ENROLLMENT CAPACITY
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EXECUTIVE SUMMARY

This report responds to Item 6440-001-0001 of the Supplemental Report of the 1998 Budget Act which requests the University to review various options for increasing its capacity to enroll more undergraduate and graduate students. The report summarizes for the University system the demographic pressures leading to projections of a substantial increase in undergraduate enrollments and to the economic and social needs of the State for more graduate students. It presents the results of analysis that indicates a gap between the number of students the University will be able to accommodate in 2010 within existing Long Range Development Plan (LRDP) parameters, and projected levels of possible enrollment demand. This gap could exceed 20,000 full-time equivalent (FTE) graduate and undergraduate students.

The report also examines a number of options that have been suggested for accommodating these additional students, and identifies two that hold the most promise for expanding capacity: changes to LRDP enrollment targets, and a State-funded summer program (often referred to as “year-round operation”). Other options include the use of off-campus centers, greater use of existing off-campus programs such as the Education Abroad Program, extending the instructional day and week, and expansion of the traditional summer session. While many factors may intervene to change the magnitude of current projections—either up or down—the University’s next steps must be an in-depth review of these various options for expanding capacity, with individual campuses implementing those that make most sense for their academic programs, physical environments and community contexts. It does appear at this time that the existing campuses and UC Merced will be able to accommodate the additional enrollments that are being projected. However, if efforts to increase capacity fall short, or if future projections continue to rise after 2010, it may be necessary to consider additional options, including the addition of an eleventh campus.

Because the University remains committed to its Master Plan mission, it is not considering two other options: admitting from less than the top 12.5 percent of California’s public high school graduates, or further reducing the graduate student proportion of total enrollment in order to accommodate more undergraduates.

The implications of any of the options that are under serious consideration are far-reaching and the appropriate implementation of any or all of them at each campus will require significant additional analysis and consultation in the academic and administrative communities. While these decisions cannot be made in haste, they also cannot be delayed further. Plans appropriate to each campus will be developed expeditiously.

Whatever methods of expanding capacity are chosen, the University remains committed—so long as resources are available to ensure continued quality—to meeting the expectations of the Master Plan with respect to providing access to all eligible undergraduates who choose to attend, and to providing graduate education that meets the needs of the State.

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Introduction

Item 6440-001-0001 of the Supplemental Report of the 1998 Budget Act states:

Enrollment Capacity. It is the intent of the Legislature that UC conduct a feasibility study to assess the ability of the university to accommodate projected enrollment on existing campuses and the new Merced campus beyond 2010. Current LRDPs are based on analysis and studies conducted in the mid 1980s. Expected growth at existing campuses is guided by targets designated in LRDPs approved by the regents. Current enrollment projections from the Department of Finance indicate that UC's existing campuses will reach their LRDP enrollment targets by 2010—earlier on at least four campuses—and there are indications that there will be more demand by 2010 than the existing and new Merced campuses will have the capacity to meet, given their LRDP targets. If it is determined that future enrollment demand is likely to be greater than expected capacity, it is the intent of the legislature that UC evaluate options for accommodating future enrollment demand. These options should include, but not be limited to, development of a new campus, development of off-campus centers, and increasing LRDP targets of one or more existing campuses. It is the intent of the Legislature that these options be examined in the context of how best to provide access within available resources. In evaluating the option of establishing off-campus centers, it is the intent of the Legislature that UC use the Ventura Learning Center as an appropriate model and that emphasis is placed on meeting regional needs of potential off-campus center sites. The options considered should not be regarded as mutually exclusive. An off-campus center could be started initially which could eventually develop into a campus, or a campus LRDP enrollment target could be expanded by establishing an off-campus center.

It is the intent of the Legislature that UC report to the Joint Legislative Budget Committee on its feasibility study by March 1, 1999.

This report is submitted to the Legislature in response to the above provisions.

A. The Planning Context: Campus Long Range Development Plans

Before examining the enrollment planning challenge facing the University, it is important to understand the conditions placed on enrollments by each campus’s Long Range Development Plan (LRDP). In the late 1980s, each campus carried out extensive analyses that resulted in a physical planning statement, the LRDP. These LRDPs were predicated on a determination of an achievable level of enrollment and the corresponding development of a physical infrastructure that would occur between 1989 and 2005. For some campuses, the enrollment levels represented an optimal capacity level; for others they represented a reasonable target for that particular timeframe.

The level established for general campus enrollment was 187,700 headcount¹ students—144,700 undergraduates and 43,000 or 23 percent graduate students.² It has been clear for many years that it would not be possible to reach this level of graduate enrollments. Therefore, while University planning has honored the total enrollment level established for each campus, it has deferred full achievement of the graduate proportion.

In addition to LRDP planning targets for the existing campuses, current plans are that UC Merced will open with 1,040 students in 2005-06, growing to 5,200 students in 2010-11.

Within these planning parameters set by LRDP and UC Merced commitments, the University has been planning to enroll the following numbers of students:

Headcount	<u>1998-99</u>	<u>2005-06</u>	<u>2010-11</u>	<u>Change from 1998 to 2010</u>
Undergraduate	126,900	144,300	158,400	+31,500
Graduate	26,700	31,700	34,500	+ 7,800
Total	153,600	176,000	192,900	+39,300
 FTE				
Undergraduate	120,800	138,500	152,300	+30,000
Graduate	26,200	31,100	33,800	+ 7,400
Total	147,000	169,600	186,100	+37,400

The next section describes the research university context and its particular importance to planning for undergraduate enrollments. This is followed by discussions of the demographic, economic and social forces that appear likely to drive enrollments above

¹ LRDP enrollments are stated in terms of headcount, which are useful for considering housing needs, traffic impacts and other aspects of the physical plans that are part of the LRDP focus. However, it is also useful to be able to plan for budgeted enrollments, which are expressed in FTE. The level of 187,700 headcount in the LRDPs is approximately 181,100 FTE. UC Merced will accommodate an additional 5,200 headcount (5,000 FTE) in 2010.

² This total excludes 12,250 health sciences students who are the subject of a separate planning effort.

the LRDP levels. The report concludes with a discussion of various options for increasing capacity in order to meet the University's commitments under the Master Plan.

B. Undergraduate Education in a Research University

UC's undergraduates benefit from the unique and valuable educational experience of a research university.

The University's planning for future enrollment must begin with a fundamental assumption: that students will continue to be educated in a research university setting. Under the Master Plan, being a research university is UC's mission and is a key element of its contribution to California's economic and social progress. Therefore, UC's enrollment planning and analysis are grounded in the belief that the instructional experience of the future will continue to integrate graduate and undergraduate education in a "culture of discovery" in which a community of scholars maintain, transmit and pursue new knowledge.

The undergraduate experience at UC prepares citizens to push the envelope of traditional knowledge and to operate from the assumption that problems can be solved through research, analysis, creative thinking, and collaborative effort. Not content to rely on knowledge and skills gained during college, and believing that knowledge is always being expanded, refined and reinterpreted, UC graduates are inclined toward lifelong learning and are accustomed to managing independently their learning processes. They are sophisticated participants in complex organizations, and many have gained valuable leadership experience in their diverse, multifaceted academic communities.

Whatever California needs from its future college-educated population—increased vocational training, more internationally oriented citizens, an expanding pool of lifelong learners—it is certain the State will also continue to need the kind of college graduate that UC, as a research university, is organized to produce. The underlying premise of our enrollment planning is that this is the type of educational experience UC intends to continue to provide its undergraduates.

This description has important implications for enrollment planning. It says that we do not expect the age range of our undergraduate students to change substantially, that we will continue to foster undergraduate involvement with research, and that we expect to maintain at least the current student-faculty ratio and proportion of graduate students in order to sustain UC as a research university within which to educate undergraduates.

C. Estimating Undergraduate Demand for UC Enrollment

Undergraduate enrollment growth is driven by population growth. California's population of high school graduates is projected to grow substantially in the next decade.

In some respects, undergraduate enrollment planning in the University of California is simple: the University's commitment to California's Master Plan for Higher Education guarantees admission to all eligible students (although not necessarily to the campus or program of their first choice). The University has established academic criteria, which are reviewed periodically, in order to identify the top 12.5 percent of the public high school graduating class—in other words, the UC-eligible population. From this pool of eligible students, we can estimate, within a range of probability, the proportion that might choose to attend UC. Thus, unlike graduate enrollments, which are a negotiated number, undergraduate enrollments are population-driven.

The State's Department of Finance (DOF) Demographic Research Unit projects the number of public high school graduates, forming the basis from which to project UC enrollments. There are additional nuances to the projection methodology, such as estimation of the number of private high school graduates, transfer students, and the proportion of students who will continue their enrollment instead of leaving the University. However, because most of UC's undergraduates come directly from high school, undergraduate enrollment planning is largely tied to projections of public high school graduates.

Over the last decade the University has produced two enrollment studies previous to the current planning effort, based on very different assumptions. In 1988, we presented to The Regents plans for undergraduate enrollments through 2005 that assumed both high projections of high school graduates and high participation rates. There appeared to be so much potential demand for a UC education at that time that we proposed the expansion of existing campuses to their physical capacity and the addition of up to three new campuses.

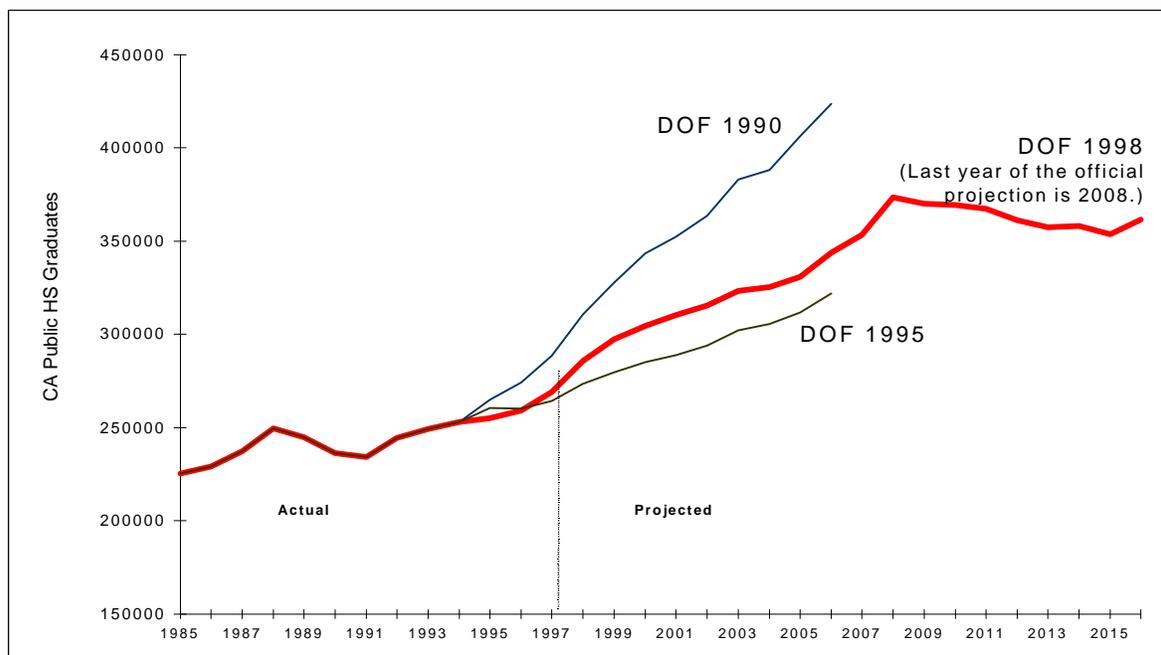
In 1995 we reviewed those 1988 estimates. The state was just recovering from a severe economic downturn, and the base population of school-age children had declined considerably as more families moved out of California than moved in. In addition to the greatly reduced potential pool of high school graduates, a lower percentage of them were choosing to enroll at UC. Indeed, participation had dropped to its lowest level in more than a decade. In the revised projections presented to The Regents in May 1995, most existing campuses were projected to grow more slowly than in the 1988 Plan. The projections continued to show the need for one additional campus, but with an opening date delayed by more than five years.

In the late 1990s we are again seeing an increase in California's population. First, the late childbearing patterns of the so-called baby boomers have created a second "boom" generally referred to as Tidal Wave II. Second, some segments of the population are

experiencing high birth rates. Finally, California has rebounded from its economic downturn. Migration patterns, while not projected to return to previous high levels of the 1980s, are resulting in significant population growth, reversing the net out-migration that occurred between 1992-1995. So long as the economy remains strong, which it is projected to do, it is reasonable to believe that relatively few Californians will leave the State, and that there will continue to be an influx of newcomers. In addition to population increases, the University has experienced a steady increase in the proportion of eligible high school graduates enrolling as freshman almost every year since 1993.

Figure 1 shows the effect this population growth is expected to have on the part of the population of particular interest to us, public high school graduates.³ For purposes of comparison, the figure also shows selected projections from previous years.

Figure 1 – Department of Finance 1998 Projection of California Public High School Graduates Compared to Earlier Projections



Compared to the high 1990 projection, DOF’s estimates dropped in subsequent years, reaching their lowest point in the 1995 series. The projections recently began to climb again to the point where the 1998 series now exceeds virtually all the projections made since the 1993 series. Growth is now projected to peak in 2008, and then decline for several years. The 1998 series shows an increase of almost 88,000 public high school graduates between 1998 and the peak year of 2008, a 31 percent increase and an annual growth rate of 2.7 percent.

³DOF’s 1998 projections officially go to 2007-2008. For purposes of this paper, we are extending the planning time frame through 2015, using unofficial projections that the DOF Demographic Research Unit has prepared for our use.

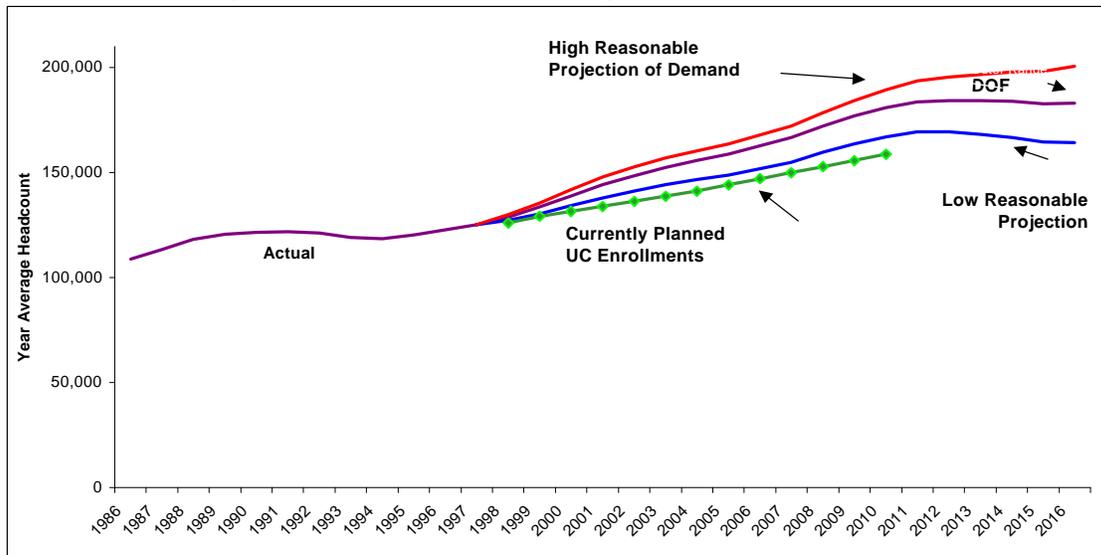
By modeling various participation rate assumptions, we can establish a reasonable range of demand within which to plan undergraduate enrollments.

The real challenge of projecting undergraduate enrollment is in estimating the proportion of California high school graduates that will choose to enroll at UC. California’s brightest students have many options and their choices can shift toward or away from UC for many reasons.

Using DOF projections of public high school graduates, it is possible to establish a reasonable range of demand within which to plan undergraduate enrollments by modeling various assumptions about the rate at which high school graduates and transfer students might choose to enroll at UC in the future. Figure 2 shows the results of such modeling compared to DOF’s projections of UC enrollments, and to the enrollments for which UC has been planning. The four lines, reading from top to bottom, represent the following:

- An estimate of a reasonable maximum level of undergraduate enrollment demand. This top line assumes that new freshmen in each major racial and ethnic population group, expressed as a percentage of high school graduates, would enroll at their highest historical rate.⁴
- DOF’s 1998 projection of UC’s undergraduate enrollment based on recent historical trends (second line).
- An estimate of a reasonable minimum level of undergraduate enrollment demand. This third line assumes that new freshmen would enroll at the lowest overall rate experienced in the last ten years.

Figure 2 - Projections of UC Undergraduate Enrollment Demand



⁴ It is assumed in each of the University’s estimates of demand, and in the currently planned enrollments, that transfer student enrollment will reflect the Memorandum of Understanding with the Community Colleges, i.e., that new transfer enrollments will increase by a third, to 14,500 students in 2005.

- The bottom line indicates the level of undergraduate enrollment at existing campuses and UC Merced for which the University has been planning. This level of undergraduate enrollments represents the number that can be accommodated within the enrollment commitments made in campus Long Range Development Plans. Since the LRDPs proposed a higher percentage of graduate enrollments than the University now projects, this current planning target includes about 9,000 more undergraduates (and correspondingly fewer graduate students) than campus LRDPs have anticipated.

UC's existing plans for accommodating undergraduate enrollment fall short of possible demand.

As Figure 2 shows, UC's current plans within LRDP commitments falls short of even the minimum level of projected potential demand in 2010. In FTE terms, the shortfall ranges from 7,200 below the minimum level of demand to about 21,000 students below DOF's projections.

Many factors, particularly the economic health of the State and consequent net immigration, can influence the number of future high school graduates. In addition, many factors including cost, socioeconomic factors, and family desires will influence the enrollment decisions students make 10 to 15 years from now. Therefore, the magnitude of the potential problem must be viewed with some caution. Furthermore, projections of possible total enrollment demand do decline for several years after 2012, reflecting the corresponding decline in high school graduates projected to occur a few years earlier (see again Figure 1). Thus, it seems prudent for the University to approach a revision of its current plans cautiously, by estimating a level of growth that is reasonably assured, rather than projecting growth for enrollments that may not materialize or that may represent a temporary bulge. However, because even conservative projections of systemwide undergraduate demand are higher than existing plans, it is necessary to develop approaches that will expand undergraduate capacity.

D. Increases in Graduate Enrollments

Significant social and economic forces are requiring increased graduate enrollments.

In addition to preparing for increased undergraduate enrollments, the University must increase its graduate enrollments to meet the State's needs for workers with masters, professional and doctoral degrees. Several factors are driving this need for growth:

- As a high-technology state, California will increasingly rely on highly educated workers, particularly in fields related to life sciences and engineering.
- California's future is tied to its leadership role in an international economy, particularly focused on the Pacific Rim, and requires individuals who understand the cultures, economies, politics and languages of Asia and Latin America.

- California and the U.S. face many social and economic challenges that require the expertise of graduate degree recipients in fields that can address problems related to immigration, poverty, health care, crime, urbanization, K-12 education, and the environment.
- Colleges and universities will also require additional faculty to meet growing enrollments and to replace retiring faculty. Growth in K-12 education also requires more teachers, and more faculty who can prepare these teachers.

The University is proposing targeted growth in graduate enrollments.

The University had been planning for an increase of at least 7,800 graduate students over 1998-99 budgeted levels in carefully targeted areas in order to meet these needs. Enrollments in some programs will be reduced or held constant if job market prospects do not warrant expansion, or if there is not sufficient financial support available for the students.

E. Potential Enrollments Compared to Current Planning Parameters

Given the demographic pressures to enroll an increasing number of undergraduates, and the necessity for educating more graduate students as well, the University is making a number of planning assumptions about the number of students it might be expected to accommodate beyond the LRDP targets for existing campuses and the initial enrollments at UC Merced. The revised planning framework assumes:

- The level of undergraduate enrollments currently projected by DOF. As Figure 2 shows, this level is about midway between the University's high and low estimates of possible undergraduate demand.
- Enrollment of at least the number of transfer students agreed to in the Memorandum of Understanding.
- Graduate student enrollments at 18.3 percent of the total general campus FTE enrollment, which is approximately the level it was before budget cuts in the early 1990s, but which is still below the percentage at public and private comparison universities.

Figure 3 shows the total enrollment levels these planning assumptions result in compared to the levels that can currently be accommodated within the LRDP commitments. FTE enrollments in 2010 are estimated to reach nearly 210,000 students, more than 60,000 higher than in 1998-99. Figure 4 displays the estimated headcount and FTE undergraduate and graduate enrollments, and the gap between what is currently possible on existing campuses and UC Merced and what is being projected--over 23,000 FTE students (27,500 headcount).

Figure 3 – Estimated FTE Enrollments Compared to UC Enrollments within LRDP Planning Parameters

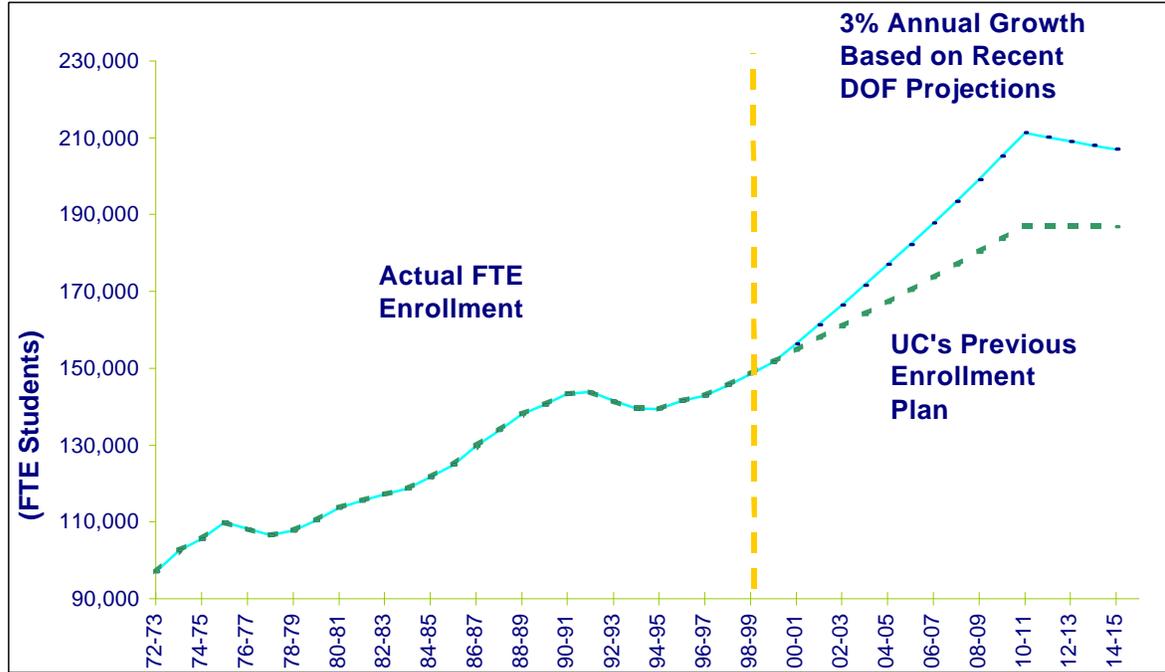


Figure 4 – Summary of Potential UC Enrollments

	Headcount			FTE		
	1998-99	2010-11	Increase	1998-99	2010-11	Increase
Undergrad	126,900	180,700	53,800	120,800	171,700	50,900
Graduate	26,700	39,700	13,000	26,200	37,700	11,500
Total	153,600	220,400	66,800	147,000	209,400	62,400
Current Plan, incl. UCM		192,900			186,100	
Gap in 2010		27,500			23,300	

F. Options for Increasing Capacity

The University is exploring a variety of solutions that will help close this gap. Early estimates indicate that existing campuses will be able to meet the enrollment demand projected for 2010, with as yet unknown potential for UC Merced and some of the existing campuses to accommodate even more students after 2010.

Implementing any or all of the proposed options will have far-reaching implications for campus financial and physical resources, for the structure of academic programs, for student life, administrative systems, and community relations, to name a few major areas. Start-up and conversion costs associated with some options could be very high and must be carefully balanced against the potential gains. Most importantly, options that are selected for implementation must be feasible in the local campus environment; one solution will not fit all campus situations.

The options being considered by campuses include educating more students off-campus, considering changes to the academic calendar and instructional schedule and increasing LRDP enrollment levels at one or more existing campuses. What follows is an initial assessment of these options and their likelihood of contributing to increased systemwide capacity.

Some increase in capacity can be gained by changing where and when some students attend classes.

- ***Increasing the potential for the number of students at off-campus locations.***
Campuses will be able to increase their on-campus capacity by enrolling more students in already-existing off-campus programs. For example, more students may be able to participate in the Education Abroad Program (EAP) and the University's program in Washington, D.C. (UCDC). Currently about 1,800 students enroll in EAP programs, with participation ranging from about 50 to 350 students per campus. UCDC currently enrolls about 150 students in the Fall and Spring quarters, with fewer enrolled in the Winter quarter.

One campus (Santa Cruz) is in the planning process for creating an off-campus center and other campuses may consider doing the same. Off-campus centers are usually designed either to serve the needs of a working population, or to take advantage of proximity to related industries. While their greatest value may be in graduate education, they may also provide a way to reach more transfer students who have completed their lower-division courses at a community college, but who are unable to attend classes at the main campus location. The off-campus center alternative allows additional students access to UC without having to increase LRDP enrollment limits.

UC currently has one such program, the Off-Campus Studies (OCS) department at UC Santa Barbara. Designed for working professionals who wish to pursue a degree but cannot do so on a full-time basis because of employment or family responsibilities, the Ventura-based department provides such individuals with the opportunity to earn either a bachelors or masters degree on a part-time basis. The program serves about 100 upper-division transfer or re-entry students and about a dozen graduate students.

While no firm planning has been completed, initial campus estimates indicate that enrollments in both existing and new off-campus programs could increase by several thousand students.

- ***Increasing use of technology.*** While there will be considerable growth in the use of technology to improve instruction and to streamline certain administrative activities related to instruction, at this time it does not appear that incorporating “distance learning” techniques will replace on-campus enrollment for the students interested in the type of educational experiences UC offers. However, the California Virtual University, for example, could offer courses that would enable some on-campus students to progress more rapidly. The potential of technology continues to be an open subject with many developments we have not yet anticipated. Estimated access potential is still unknown, but likely to be small for some years to come.
- ***Expanding the instructional day or week.*** Campuses do not currently estimate any significant increase in capacity by teaching evening or weekend classes. Many are already using these times to teach bottleneck courses, such as introductory laboratory science classes required by several majors, or for University Extension classes.
- ***Expanding the use of traditional Summer Session.*** Each general campus currently has a Summer Session program that consists of sessions running from three to ten weeks. About 90 percent of the registrants are undergraduates, and about 75 percent of these are enrolled UC students. On average, each registrant takes about six units (a normal quarter load is 15 units). Summer Session is not funded by the State; students pay for the cost of the program.

Students enroll in Summer Session for a number of reasons. They may be catching up with courses they were not able to complete earlier, repeating courses in which they hope to obtain better grades, or trying to accelerate progress to their degree.

Several campuses are developing incentives to overcome some of the impediments to fuller participation in Summer Session. For example, students may have fees waived if Summer Session attendance allows them to complete one or two remaining courses required for graduation. Another incentive program allows departments to keep a portion of the fees their courses generate, with popular courses generating more income. Campuses estimate (again without benefit of in-depth analysis or planning) that a couple of thousand additional students could be enrolled in Summer Session across the UC system.

Year-round operation could significantly increase capacity, at least for some student groups.

A more significant option is one that would use the summer months more fully, perhaps even offering a full quarter (or semester) for at least some students. The University has already proposed to use the summer—with State funding—to increase programs for teacher credential students. There may be students in other programs for whom a summer quarter—funded by the State—would make academic sense. In addition, students who wanted to make more rapid progress toward their degrees by attending year-round could do so.

It is important to note that this option is not without costs: the additional faculty appointed as a result of increased enrollments will require not only operating budget support but also office and research space. Staff increases might be necessary since work now completed during the summer for one entering class (e.g., financial aid processing, orientation, and advising) would be required year-round. Furthermore, summers at each campus are largely devoted to important outreach activities involving youth who are on their own summer vacations. Conferences, camps and Summer Session provide income to the campus and to many departments. Important questions related to the availability of financial aid, maintenance and construction schedules (many classrooms and housing facilities are not available during parts of the summer due to maintenance), and the sequencing of courses required by the major will have to be considered. Community impacts may need to be resolved, particularly for campuses located in or near towns with a substantial influx of summer tourism.

Estimates of potential increases in capacity are yet to be determined given individual campus circumstances; however, given experiences at other universities, it is realistic to assume that summer enrollment is not likely to exceed 40 percent of fall enrollment.

Significant increases in capacity can occur through re-evaluation of LRDP enrollment capacity limits.

Over ten years have passed since most campuses created their current LRDPs. Because of continuing enrollment pressures and other campus and community changes, campuses now must consider again the appropriateness of their LRDPs. Any efforts to significantly revise LRDPs will require resources, time and community involvement. However, as a rough estimate, it appears reasonable to estimate that existing UC campuses have the physical potential to enroll about 10,000 to 12,000 students above their current LRDP targets by 2010, if necessary.

The University's options for expanding undergraduate enrollment capacity will not include substituting undergraduate enrollments for graduate enrollments or admitting students from anything less than the top 12.5 percent of California's public high school graduates.

Those who have focused primarily on the challenge of accommodating the anticipated "Tidal Wave II" undergraduate enrollments have also suggested two additional solutions that the University considers neither feasible nor prudent: reducing graduate enrollments in order to meet the burgeoning undergraduate enrollments, and reducing the eligibility pool for freshmen below 12.5 percent.

The State and nation need the graduate students UC produces, and will need more of them. Graduate education is essential to provide the trained researchers and professionals on which our economy depends, and undergraduate education can only reflect the forefront research and creative thinking characteristic of a research university when graduate students in appropriate numbers play their part in the process. Likewise, as the

numbers of undergraduates continue to grow, student demand for graduate educational opportunities will also increase.

The University also will continue to honor the Master Plan's promise that any student in the top 12.5 percent of California's public high school graduates who wishes to attend be assured of enrollment somewhere within the UC system.

Any potential for expanding capacity depends on availability of both operating and capital support.

Finally, it is important to note that the University's ability to develop plans for expanding capacity for undergraduate enrollments ultimately depends on having the financial support to realize those plans. There are four areas of significant interest and concern with respect to resources that must be actively pursued to achieve the necessary funds: a commitment by the State to predictable funding for the University system, which will take the form of a new compact, to be completed this spring; efforts by the State and the campuses to provide the capital resources to accommodate expanding enrollments and to renew an aging physical plant; increased federal support, especially for research; and multiple-source strategies to provide adequate and competitive graduate student financial support.

The University will work with all its major sources of support in order to accommodate long-range increases in enrollment.

It is clear from past experience that enrollment projections are highly uncertain. Many factors affect the potential number of high school graduates, and consequently the potential number of students who will enroll in higher education. In addition, many factors affect whether students eligible for UC will choose to attend UC or another institution. Recognizing this inherent uncertainty, the University will continue its annual practice of monitoring the demographic shifts and other changes that will influence future UC enrollment of both undergraduate and graduate students. An important part of this monitoring and planning process will be to continue to evaluate all the options that are available for accommodating projected enrollments and to update The Regents, the Governor, and the Legislature annually on long-term enrollment projections and the means by which the University will be able to accommodate these students.