

UNIVERSITY
OF
CALIFORNIA

Diversity and
Engagement

Student Academic Preparation and Educational Partnerships (SAPEP)

Annual Report Highlights
2014-15

OVERVIEW

The University of California's (UC's) Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs provide academic support and tools for low-income and underrepresented-minority students and their educators along the K-12 continuum and beyond, through graduate school. When more California students have access to a college education, our state is made stronger.

UC's SAPEP programs prepare students — including those who are first-generation, socioeconomically disadvantaged and those for whom English is a second language — for postsecondary education, graduate and professional school opportunities and success in the workplace. This summary presents highlights of program outcomes for the 2014-15 academic year.

SAPEP comprises student academic preparation programs; community college articulation support; school and community partnerships; undergraduate, graduate and educator preparation programs; and online and technology-assisted services.

In accordance with the SAPEP Accountability Framework, which establishes common goals and assessment expectations for the programs, SAPEP programs focus on student achievement across a broad range of academic preparation and college-readiness indicators.

These goals include:

- Preparing students academically to enter four-year colleges (not just UC) directly from high school or as transfer students.
- Raising overall K-12 student achievement levels.
- Addressing barriers to educational equity.
- Increasing the diversity of graduate/professional school enrollment.

SAPEP PROGRAMS

ArtsBridge

Community College Transfer Programs — Transfer Prep

Community College Transfer Programs — Articulation

Community College Transfer Programs — ASSIST

Early Academic Outreach Program (EAOP)

Graduate and Professional School Programs

K-20 Regional Intersegmental Alliances

Mathematics, Engineering, Science Achievement (MESA)

Puente Project

Student-Initiated Programs

Scout from the University of California

University-Community Links (UC Links)

University-Community Engagement



STUDENT ACADEMIC PREPARATION

The Early Academic Outreach Program (EAOP) is UC's largest academic preparation program, serving students at more than 200 K-12 public schools in California. EAOP broadens the pool of educationally disadvantaged students enrolling and succeeding in the required "a-g" courses and ultimately gaining admission to college. The program also helps families navigate complex college preparation, application and financial aid processes.

Community College Transfer Programs (Transfer Prep) identify and prepare underserved California community college students for potential transfer to UC and other four-year schools. Transfer Prep programs provide services such as regular and sustained advising, peer mentoring and early identification models to improve student outcomes. Transfer Prep is complemented by Community College Articulation, which maintains formal agreements between individual community colleges and UC campuses, defining how specific college courses can satisfy UC subject requirements.

Mathematics, Engineering, Science Achievement (MESA) is a nationally recognized academic program that teaches math and science skills. MESA engages and provides support to thousands of educationally disadvantaged students through its middle school, high school, community college and four-year college programs. Its goal is to increase the number of these students entering four-year colleges with well-developed mathematics and science skills.

The Puente Project focuses on college-preparatory English skills to help students achieve success in high school and community college, with a three-part program that offers extensive writing instruction, academic counseling and personal mentoring.

SCHOOL AND COMMUNITY PARTNERSHIPS

K-20 partnerships bolster students' educational aspirations and achievements by addressing factors such as school environment, K-20 instruction, and the level of support from both families and local communities. Each UC campus has developed K-20 Regional Intersegmental Alliances — collaborations between schools and local community and business organizations — to raise student achievement levels and address barriers to educational equity. The University-Community Engagement initiative also aims to improve student achievement and close achievement gaps by supporting relevant UC campus-community collaborations.

UNDERGRADUATE, GRADUATE AND EDUCATOR PREPARATION PROGRAMS

Through SAPEP, UC also provides support and services to educationally disadvantaged students once they reach the university as undergraduate and graduate students. ArtsBridge prepares art majors for teaching careers. Graduate and Professional School Programs identify high-achieving UC undergraduates and prepare them for careers as academics, researchers, specialists, practitioners and leaders. Through Student-Initiated Programs (SIP), UC undergraduates prepare for post-college public service careers by helping "at-risk" high school students plan for college. Through the UC Links program, UC undergraduates have the opportunity to explore teaching; they receive course credit while serving as mentors and tutors to underserved K-12 students in UC Links after-school programs.

ONLINE AND TECHNOLOGY-ASSISTED SERVICES

K-12 and community college students improve their academic and transfer preparation with online and technology-assisted programs and services in the SAPEP network. ASSIST serves as the state's official online repository for community college transfer articulation information. During 2014-15, an estimated 1.6 million visitors used ASSIST to view over 20.3 million articulation reports, a sharp increase from 2004-05, when 700,000 visitors viewed 6.7 million reports.

Scout from the University of California offers online middle and high school classes that meet UC's admissions requirements. UC faculty and staff developed these tools to address gaps and issues identified by UC's K-12 and community college educational partners.

In 2014-15, Scout had 6,458 enrollments from 2,951 students. Its users came from a variety of educational settings such as public schools, charter schools, independent study programs and community colleges.

INNOVATIONS: TES AND UC TAP

UC continues to look for innovative ways to expand its efforts to prepare California students for college. Two programs, the Transcript Evaluation Service (TES) and the UC Transfer Admissions Planner (UC TAP), are leveraging technology to help students improve their eligibility for college and to help transfer students prepare for a four-year college.

Through TES, students receive a personalized evaluation that shows them where they stand in terms of grade point average and course requirements for admission to a UC or CSU campus. Schools and districts also compile and use the evaluation data to inform curriculum planning and counseling efforts.

TES has proved so successful in boosting college eligibility rates that UC has expanded the service to nearly 90 high schools, with the goal of reaching many more high schools and possibly also middle schools in the near future. UC analyzed data from schools that had used the service for three years and found that completion of course requirements had jumped by 38 percent, and 21 percent more students were eligible to attend the University of California. With a new technology platform that makes it possible to process student data faster and on a much larger scale, UC can scale up the TES program from one that served a select number of high-need, low-resource schools to one that can be offered statewide.

UC TAP is an online tool to help prospective UC transfer students track and plan their coursework. The tool is designed for use by students transferring from California community colleges, including those who are seeking a Transfer Admission Guarantee (TAG) with one of the six participating UC campuses.* Students can use the Transfer Admission Planner to enter their coursework (completed and planned) from the very beginning of their college careers, or at any point when they decide to transfer to a UC campus. The planner helps students track their progress toward meeting UC's minimum requirements, and allows UC staff to communicate important information to prospective transfer students.

* UC campuses participating in TAG are UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara and UC Santa Cruz.



71% vs. 47%

Percentage of SAPEP program participants who took the SAT or ACT compared to their peers

180,164

students served by SAPEP in K-12 institutions

1,162

public K-12 institutions served by SAPEP

SAPEP: Success by the Numbers

SAPEP programs collectively serve more than 221,000 California K-20 students, as well as large numbers of parents, teachers and administrators. Research shows that SAPEP programs help their target populations achieve success.

61% vs. 41%

Percentage of SAPEP participants who attend California public 2- and 4- year colleges compared to their peers

76% vs. 42%

SAPEP participants in California public high schools who completed their "a-g" requirements compared to their peers

2014-15 YEAR IN REVIEW

SAPEP programs adapt to students' progress and needs as they advance through school: from the K-12 levels to undergraduate, graduate and professional schools. Through targeted outreach and innovative service delivery models, programs have produced positive results for participating schools and students. The data show that SAPEP participants have higher levels of academic achievement, college readiness, college transfer and college enrollment rates. When they are admitted to a UC, SAPEP participants enroll at higher rates than their peers. When they participate in SAPEP post-baccalaureate programs, they go on to enroll in graduate and professional schools at higher rates. Overall, SAPEP programs are a cost-effective investment.

ACHIEVING SUCCESS: TARGETED OUTREACH, STUDENT PREPARATION

SAPEP programs serve the public schools and community colleges that need them.

Collectively, the SAPEP programs served students in 1,162 K-12 public schools and all 112 California community colleges, as well as large numbers of parents, teachers and administrators. More than half of high schools served by SAPEP programs fall into the 1-5 range on the Academic Performance Index (API) ranking, a 1-10 scale, which means they are among the lowest-performing schools in the state. Most schools also enroll high percentages of underrepresented ethnicities (i.e., African American, American Indian and Chicano/Latino) many of whom qualify for the National School Lunch Program, the key metric for identifying low-income students.

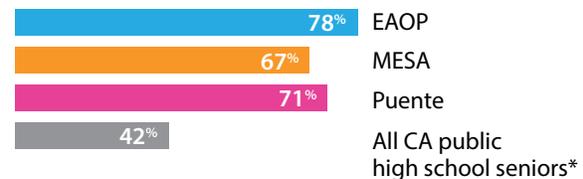
SAPEP programs have adopted online technologies to improve and expand service delivery.

In 2013, Scout from the University of California became the new brand name for a revitalized online learning program that includes internet-based high school and middle school courses, Advanced Placement® courses and information about "a-g" course requirements. In 2014-15, Scout had 6,458 enrollments from 2,951 students and was used in a variety of educational settings, such as public schools, charter schools, independent study programs, juvenile justice facilities, adult education centers and community colleges.

Students in SAPEP programs have higher rates of academic achievement, college readiness and college enrollment.

Students in SAPEP K-12 academic preparation programs are prepared for and succeed in college-preparatory ("a-g") courses at greater rates than non-participants.

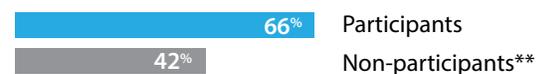
Students in California public high schools who complete "a-g" courses:



SAPEP program participants graduate from high school better-prepared for college.

A higher proportion of EAOP, MESA and Puente students took the SAT or ACT exams than did non-participants in the same schools.

Percentage of California students in SAPEP-served API 1-2 schools who took the SAT or ACT exams:



SAPEP program participants go on to enroll in graduate and professional programs at higher rates.

Almost two-thirds (65 percent) of Graduate and Professional School Programs' undergraduate students participating in post-baccalaureate preparation programs either plan to enroll or have enrolled in graduate or professional programs.

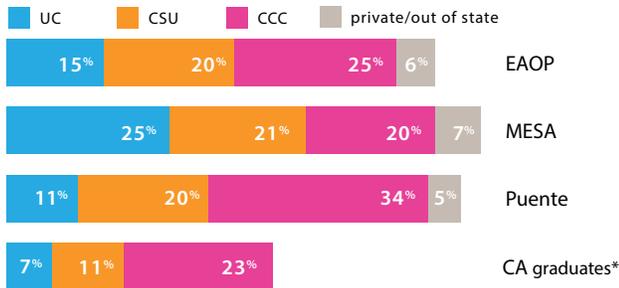
*Comparison data are for the class of 2014, the most recent year available from the California Department of Education's DataQuest (<http://dq.cde.ca.gov/dataquest/>).

**SAPEP Annual Performance Reporting for 2014-15, California Department of Education Statewide Growth API Ranks for 2013-14 (the most recent year available), California Department of Education Statewide School Enrollment Data for 2014-15, and test-taking records of all 2014-15 California high school graduates from ACT and the College Board.

2014-15 YEAR IN REVIEW

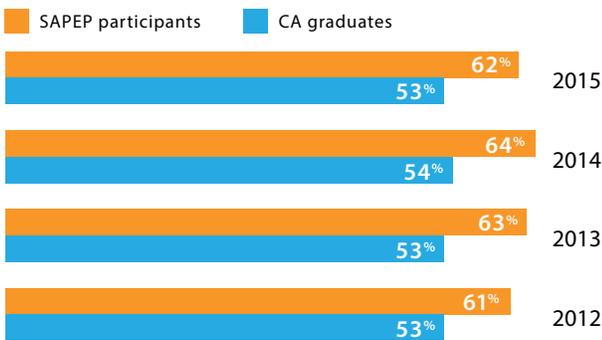
ACHIEVING SUCCESS: ENROLLMENT DATA

Participants in UC's academic preparation programs have higher rates of enrollment to the California public college segments than non-participants.



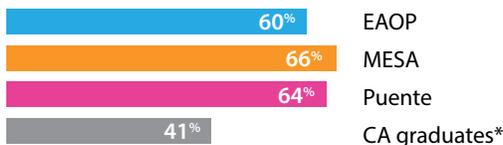
SAPEP participants who are accepted to UC enroll at higher rates than their peers.

Over the past four years, SAPEP program participants have a higher yield (ratio of enrollees to admits) to UC than non-participants:



SAPEP participants attend California public 2- and 4-year colleges at high rates.

Class of 2013 students who enroll in California 2- and 4-year colleges:



ACHIEVING SUCCESS: COST-EFFECTIVENESS

SAPEP has leveraged the state's investment in its programs.

In 2014-15, SAPEP programs collectively leveraged a combined state and university investment of \$24.6 million by raising more than \$30 million in additional support of their K-20 efforts.

SAPEP programs are a cost-effective, worthwhile state investment.

The average cost per student of most SAPEP programs is substantially less than the cost per student of comparable federally funded programs.

Average cost per student among SAPEP's k-12 academic preparation programs and comparable federal programs (shown in whole dollars):



*Comparison data are for fall 2009 enrollments by the class of 2009, the most recent year from the California Postsecondary Education Commission's study of state-wide college-going within California (<http://www.cpec.ca.gov/StudentData/CACGRCounty.asp>).

**Source: <http://www2.ed.gov/programs/trioupbound/funding.html>

***Source: <http://www2.ed.gov/programs/triotalent/funding.html>

SAPEP BUDGET

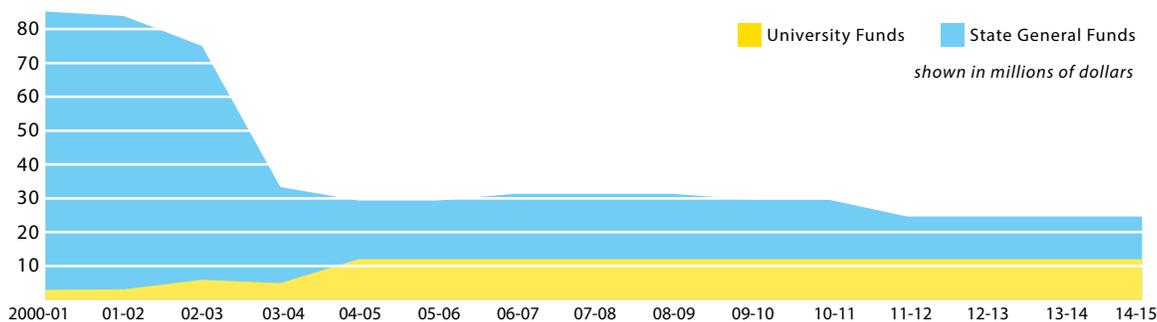
UC faces many challenges in carrying out the work of SAPEP programs, such as the impact of the fiscal crisis that has continued to reverberate in California over the last decade, and the resulting instability of state funding for SAPEP.

As a result of California's economic crisis in early 2000, the SAPEP budget was reduced by \$55.7 million over the next several years, bringing the total budget to \$29.3 million in 2005-06. In 2006-07, a \$2 million augmentation earmarked for community college transfer programs brought SAPEP's budget to \$31.3 million, consisting of \$19.3 million in State General Funds and \$12 million in university funds. The total budget remained at \$31.3 million through 2008-09. Further cuts lowered the budget to \$24.6 million in 2011-12 and 2012-13.

The overall budget for 2014-15 remained at \$25 million. Despite its ongoing budget constraints, UC continues to give high priority to continuing the work of these programs in improving the diversity of the university's student population. UC has maintained its level of funding for SAPEP at \$12 million since 2004-05.

UC continues to place high value on the work of SAPEP programs and their role in the university's urgent efforts to improve student diversity.

SAPEP BUDGETS 2000 TO 2015



UC's commitment to delivering college preparation, access and support to SAPEP's target population of underserved California K-12 students remains critical in the wake of the recent recession. These students have been hit hard by increases in the cost of higher education, by education budget cuts, and by fewer spaces for first-time students in all higher-education segments.

SAPEP programs address every point along the spectrum of what it takes to get students from under-resourced K-12 schools into college. Advising students on course selection and planning, improving practical living skills and financial literacy, assisting with transfer planning and how to choose and prepare for a subject major, and helping administrators and teachers enhance curricular relevance and rigor are only a few of the ways these programs facilitate students enrolling in and completing college, whether at a UC campus or elsewhere. Once they do, they enter the working world and become high-earning members of California's labor force.

