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**Student Academic Preparation and Educational Partnerships**

***Accountability Framework***

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**Accountability Planning and Oversight Committee  
Student Affairs – Student Academic Preparation and Educational Partnerships  
University of California  
Office of the President  
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## 1. Purpose and assumptions of the framework

This accountability framework defines the way that Student Academic Preparation and Educational Partnerships assesses, evaluates and reports the effectiveness and efficiency of its programs. The framework identifies SAPEP goals and aligns them with accountability mechanisms.<sup>1</sup> Over time, use of the framework ensures that programs are managed efficiently and effectively and in accordance with a common set of principles, policies and stakeholder expectations. By placing emphasis on specific program goals, the framework also ensures that program planning across SAPEP is data-driven and results-oriented. As SAPEP develops and works toward the specific program goals outlined in this document, and as information sources are identified, the accountability framework will be reviewed and refined.

Seven assumptions underpin this framework:

- There is a sustained commitment to accomplishing the goals outlined in the framework.
- Each program in the SAPEP portfolio will identify in advance the program goals for which it will report progress; in identifying the specific goals, consideration will be given to program capacity and resources necessary to achieve specified outcome measures for at least three of SAPEP's goals.
- A comprehensive system of outcome measures will provide the necessary information for policy decisions at the campus, systemwide and State levels.
- Outcome measures for SAPEP programs are flexible and responsive to review, and can change to meet identified needs and future developments.
- Resources for enhancing student achievement vary across the state. Thus program operations will vary in how services are delivered but will be organized in such a way as to leverage regional intersegmental partnerships and alliances.
- Individual programs working within regional alliances are assessed for their unique contributions to the accomplishment of the overall mission.
- The data required to report SAPEP outcomes are available and can be collected efficiently and in a cost-effective manner.

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<sup>1</sup> In describing the quality of change that will be produced over time through SAPEP interventions, the framework uses the terms *program goal* to describe the intended effect or results of services provided and *outcome measure* to describe the measurable and observable indicators that will be collected to document those results.

## **2. How SAPEP programs use the framework**

SAPEP is composed of four types of programs: campus and intersegmental K-12 student academic preparation programs, community college programs, K-20 regional alliances, and graduate and professional school programs. Service delivery is planned in ways that capitalize on regional resources and avoid unnecessary duplication. Program assessment and evaluation undergird all SAPEP programs.

Going forward, each SAPEP program receiving State funds will prepare a strategic plan that aligns its services and expected outcomes with the overarching goals of the SAPEP accountability framework and connects the work of the program to regional needs. Individual programs will consult with SAPEP leadership to identify from among the SAPEP goals those to which their interventions align. They will also select a subset of outcome measures that are aligned with these goals. Programs are held accountable for progress and deliverables. Funded programs must meet and report annually on progress toward achieving three of SAPEP's goals.

## **3. Components of the framework**

The framework contains four components: mission, target audiences, strategies and program goals.

### **A. SAPEP Mission**

The goal of the University of California's Student Academic Preparation and Educational Partnerships programs is to work in partnership with K-12, the business sector, community organizations and other institutions of higher education to raise student achievement levels generally and to close achievement gaps between groups of students throughout the K-20 pipeline so that a higher proportion of California's young people, including those who are first generation, socioeconomically disadvantaged and English language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities and/or achieve success in the workplace.

### **B. Target audiences**

The target population of those served, and/or the characteristics of the schools they attend, meet two or more of the following criteria:

Students:

- Low family income;
- First generation college;
- Attendance at low-performing schools.

K-12 schools and community colleges:

- Low family income is a defining characteristic of the students who attend the school and/or of the neighborhood/community the school serves;
- Among the students who go on to a four-year college from high school or community college, a substantial proportion is first generation college students;
- Designation of the school as low-performing as indicated by the school's API score or by marked achievement differences among groups of students as identified by API and other federal and state assessments.

### **C. Primary strategies**

*Organizational strategies.* To achieve its mission of raising student achievement and closing achievement gaps, SAPEP programs deploy their student academic preparation interventions within K-20 intersegmental regional alliances. K-20 regional intersegmental alliances are local and regional educational partnerships for improving educational achievement in California. The partnerships draw from all segments in education, the business community, philanthropic groups and community organizations. A key role of the University in these alliances is to leverage the investments of K-12 in ways that more effectively meet shared goals to increase student achievement.

*Targeted interventions.* SAPEP program interventions may include: building a college-going culture; academic advising; subject matter and study skills instruction; career, college, graduate and professional school exploration; research and mentorship opportunities; transfer assistance; and preparation for college, graduate and professional school admission examinations.

*Assessment and evaluation.* SAPEP conducts evaluation activities and is responsible at the campus and systemwide levels for formative and summative evaluation to judge the overall effectiveness and efficiency of programs.

### **D. Program goals**

Going forward, SAPEP proposes to report progress toward achieving the following goals.

#### **1. Tier one program goals (requires no new development of systems but may require further investment in existing systems)**

- Increase the number of active program participants in K-12 who complete an “a-g” course pattern.
- Increase the number of K-12 program participants who are college prepared, defined as “a-g” course pattern and SAT Reasoning or ACT exam completion.

- Increase the number of active program participants who go to college and/or who transfer to a baccalaureate degree-granting institution within 3 years of their community college start date.
- Reach the University's goal for achieving complete major preparation articulation agreements with all 108 community colleges by 2005 and maintain these agreements.
- Increase the number of program participants who matriculate into graduate and professional schools.

## **2. Tier two program goals (requires development of new systems and creation of cross-institutional cooperative agreements)**

- Increase the number of active program participants in K-12 programs and at schools served who graduate from high school.
- Increase the number of active program participants in K-12 programs and at high schools served who complete the CAHSEE exam by 10<sup>th</sup> grade.
- Increase the number of students from California Community Colleges who are transfer-ready.

## **4. Accountability mechanisms**

SAPEP accountability operates on an annual cycle. The cycle includes:

- Program strategic plans for improving student achievement;
- Annual SAPEP accountability contracts containing program description and measurable projected outcomes consistent with the goals stated in the framework;
- Program review conducted periodically for each program by a SAPEP-appointed review team; and
- Annual reports, including aggregate, formative and summative results.

Program strategic plans are used to develop the accountability contract for the year. The review team uses the program strategic plan and the accountability contract as the basis for its review. Demonstrable program progress toward meeting specified outcome measures will be considered when making funding decisions.

## **5. Reporting**

The SAPEP reporting strategy contains three components: 1) annual aggregate reports; 2) annual formative evaluation conducted on each program locally and systemwide; and 3) a summative evaluation report conducted annually on a select number of programs in the portfolio.

1. *Annual aggregate reports.* SAPEP will disseminate systemwide and to the Legislature an annual End-of-Year report that includes aggregate program outcomes, narratives, performance data, budget information and fiscal match obligations for all State-funded SAPEP programs.
2. *Annual formative evaluation.* Formative evaluation conducted annually will focus on program design and implementation and the extent to which the program is likely to achieve its goals. This formative evaluation will be the responsibility of the campuses and systemwide programs with support from SAPEP.
3. *Summative evaluation.* Summative evaluation reports, conducted on programs on a rotating basis, will assess the extent to which a program has met its goals, describing success to date in meeting outcome measures and addressing issues of cost-effectiveness. General summative evaluation will be the responsibility of SAPEP, although individual programs may conduct their own internal summative evaluations.

**Student Academic Preparation and Educational Partnerships  
Accountability Planning and Oversight Committee  
Membership**

*Committee Chairperson: Harold Levine, UC Davis School of Education*

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