The Honorable Denise Moreno Ducheny  
Chair, Joint Legislative Budget Committee  
State Capitol, Room 5035  
Sacramento, California 95814

Dear Senator Ducheny:

The Governor vetoed the reporting requirement in Item 6440-001-0001, Provision 24, of the 2007 Budget Act. His veto was based on a concern for the expense of producing various legislative reports. He stated that if we felt we could absorb this cost, we could continue to provide this report. We believe the University must continue to submit this report on the effectiveness of these programs. Enclosed is the University of California’s annual report to the Legislature on Student Academic Preparation and Educational Partnerships (SAPEP) for the 2006-07 Academic Year.

If you have any questions regarding this report, Associate Vice President Debora Obley would be pleased to speak with you. She can be reached by telephone at (510) 987-9112, or by e-mail at Debora.Obley@ucop.edu.

Sincerely,

Robert C. Dynes

Enclosure

cc:  The Honorable Jack Scott, Chair  
Senate Budget and Fiscal Review Subcommittee #1  
(Attn: Ms. Amy Supinger)  
(Attn: Ms. Cheryl Black)  
The Honorable Julia Brownley, Chair  
Assembly Budget Subcommittee #2  
(Attn: Ms. Sara Bachez)  
(Attn: Ms. Amy Rutschow)  
Ms. Elizabeth Hill, Legislative Analyst  
Mr. Mike Genest, Director of Finance  
Mr. E. Dotson Wilson, Chief Clerk of the Assembly  
Mr. Gregory Schmidt, Secretary of the Senate  
Ms. Diane Boyer-Vine, Legislative Counsel  
Ms. Sara Swan, Department of Finance  
Mr. Steve Boilard, Legislative Analyst’s Office  
Joint Legislative Budget Committee (18)  
Provost Wyatt R. Hume  
Executive Vice President Katherine N. Lapp  
Vice President Judy Sakaki  
Vice President Patrick J. Lenz  
Associate Vice President Debora Obley  
Interim Assistant Vice President Karen French  
Interim Associate Director Jenny Kao
UNIVERSITY OF CALIFORNIA
STUDENT ACADEMIC PREPARATION AND
EDUCATIONAL PARTNERSHIPS

A Report to the Legislature on
Student Academic Preparation and Educational Partnerships
for the 2006-07 Academic Year

OFFICE OF THE VICE PRESIDENT
STUDENT AFFAIRS
APRIL 2008
Table of Contents

Executive Summary

I. Overview................................................................................................................................. 1
   • Vision, Mission, Purpose and Goals
   • Emphasis on Academic Achievement and College Readiness
   • Strategies for Achieving Goals
   • Accountability Framework
   • Service Population

II. Outcomes ............................................................................................................................... 7
   • Summary of Progress by SAPEP Program
   • Progress by SAPEP Goal

III. Research and Evaluation Findings .........................................................................................20
   • Analytical Tools
   • Findings Using Transcript Evaluation Service (TES) Information
   • Additional New Findings
   • Previous Findings
   • Research Cited

IV. SAPEP Budget .......................................................................................................................26
    • 1997-98, 2000-01, and 2007-08 Budgets
    • Estimated Cost Per Student

Appendices

A. Detailed Program Descriptions ............................................................................................30

B. SAPEP Accountability Framework, April 2005 ....................................................................58
List of Tables and Figures

Figure 1. High Schools Served by UC SAPEP Programs......................................................... 5

Figure 2. Estimated Median Family Income, UC SAPEP 2006-07 Service Schools ................. 5

Figure 3. Comparison of EAOP, MESA and Puente High School Participants and Service School Populations, 2006-07................................................................. 6

Table 1. Progress to Date on Accountability Framework Goals, 2006-07 Academic Year ........ 8

Table 2. Two-Year Progress Toward Program Objectives ..................................................... 9

Figure 4. Sample Analysis of ‘A-G’ Course Pattern Completion, EAOP vs. Non-EAOP Participants, 2005 Graduates ................................................................. 13

Figure 5. SAT and CSU ‘A-G’ Course Pattern Completion Rates, EAOP vs. Non-EAOP Participants, 2004 Graduates ................................................................. 14

Figure 6. College Preparation: SAT Reasoning or ACT Test Takers, EAOP, MESA and Puente Participants................................................................. 15

Figure 7. Postsecondary Enrollments of EAOP, MESA and Puente Participants .................. 16

Figure 8. Status of Former Graduate and Professional Program Participants, Fall 2007 ........ 18

Figure 9. Likelihood of Meeting ‘A-G’ Benchmarks for a Representative EAOP Student....... 22

Table 3. SAPEP 1997-98, 2000-01 and 2007-08 Budgets .................................................. 28

Table 4. Estimated Cost Per Student: UC SAPEP Programs Compared to Selected Federally Funded Academic Preparation Programs............................................. 29
EXECUTIVE SUMMARY

The University of California’s Student Academic Preparation and Educational Partnerships (SAPEP) programs seek to raise student achievement levels generally and to close achievement gaps between groups of students throughout the K-20 pipeline. This annual report provides an assessment of SAPEP program outcomes for the 2006-07 academic year. This report contains:

- a description of SAPEP goals, activities, target audiences and accountability structures,
- an assessment of progress toward achieving SAPEP goals, including changes since 2004-05 in program progress toward objectives and goals,
- new research findings that support SAPEP outcomes,
- a status report on state and University funding of SAPEP programs and, as requested by the Department of Finance, an estimate of cost per student, by program, and
- individual program descriptions and highlights.

In this third year of reporting using the SAPEP Accountability Framework, most programs are meeting their objectives or continue to make steady progress toward achieving their SAPEP goals, which include the following outcomes:

- completion of college preparatory (‘a-g’) courses,
- readiness for 4-year colleges, not just UC,
- high school graduation and high school exit exam (CAHSEE) completion, and
- community college transfer-readiness.

2006-07 Highlights

Programs are serving the students, schools and community colleges they are intended to serve.

- Collectively, the SAPEP programs reach more than 131,000 students at 687 K-12 public schools and 110 community colleges. Most high schools served by SAPEP programs need assistance; the majority are among the lowest-performing in the state, with 73% in the lowest half of Academic Performance Index rankings (API deciles 1-5).

Programs are effective at improving academic achievement, college readiness and enrollment.

- Program participants graduate from high school better prepared for college. In 2006-07, a higher proportion of Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), and Puente students took the SAT or ACT than did non-participants in the same schools. For example, 66% of EAOP-MESA-Puente students at API 1 and 2 schools took the SAT or ACT compared to 32% of non-participants at those same schools.

- Program participants are prepared for and succeed in college-preparatory (‘a-g’) courses. The ‘a-g’ completion rates of program participants are 61% for Puente and EAOP, and 62% for MESA. These rates exceed the statewide UC/CSU course completion rate of 36% as reported by the California Department of Education.

Declines in completion rates for the ‘a-g’ curriculum were noted in EAOP, from 74% to 61%, over a two-year period. While investigation into the decline is in progress, recent expansion of the program to include a broader pool of educationally disadvantaged students is consistent with
declines. The 61% figure continues to exceed the statewide course completion rate of 36%. Program changes will be considered based on findings of the investigation into the decline.

- **More students are passing the California High School Exit Exam (CAHSEE).** Puente 10th graders passed the CAHSEE at a significantly higher rate than all economically disadvantaged students statewide: 93% versus 77% for the English section, and 91% versus 76% for the math section. Among MESA 10th graders, 72% had passed the combined English and math sections.

- **Data on the class of 2007 show high college-going rates.** More than two out of three (69%) EAOP-MESA-Puente graduates and 94% of Preuss Charter School graduates enrolled in a two- or four-year college, including private and out-of-state colleges. More than three in five (63%) program graduates enrolled in the state’s public institutions (UC, California State University and California Community Colleges), compared to 44% of public high school graduates statewide.

Programs are helping community colleges and students reach their transfer goals.

- **With the support of $2 million provided by the Legislature, UC has launched the UC/Community College Transfer Initiative for Access and Success.** In this first year of the augmentation, UC campuses have instituted new programs with community college campuses with low transfer rates, begun initiatives to support a transfer pipeline for high school students, streamlined the Transfer Admissions Guarantee program and begun planning for a virtual Transfer Center. Preliminary results from targeted community colleges indicate that most participating campuses experienced an increase in the number of transfers to UC.

- **UC has established academic major course articulation agreements with all community colleges.** All nine UC undergraduate campuses have established major preparation articulation agreements for their top 20 majors with all 110 community college campuses. Moreover, 99% of majors at all UC campuses are articulated with every community college in the state.

UC’s graduate and professional school programs work.

- **SAPEP programs prepare undergraduates for graduate and professional school work.** 79% of graduate and professional school academic preparation program participants have enrolled in a graduate/professional school. Independent research confirms that UC’s postbaccalaureate premedical programs improve applicants’ chances of getting into medical school.

Research and evaluation continue to confirm program effectiveness.

- **New research study confirms the impact of SAPEP activities.** A cohort study of EAOP graduates in the Sacramento region found that program activities had positive impacts on college going. For each additional hour of involvement in academic advising and college information activities, the likelihood of attending a 4-year college increased 6% and 7% respectively.

- **Research on and evaluation of SAPEP programs exceeds the level of assessment of even large federal programs, and the findings for SAPEP programs are empirically based and statistically significant.** Studies on SAPEP programs have focused on more difficult but generally more rigorous longitudinal analysis of program participants. These studies clearly document programs’ effectiveness in promoting student achievement.

SAPEP programs are a worthwhile state investment.

- **SAPEP programs use state resources efficiently.** The cost per student of most of the SAPEP programs is substantially less than the cost per student of comparable federally funded programs.

- **Programs have leveraged the state’s investment in SAPEP.** In the aggregate, SAPEP programs have leveraged the State and University investment of $31.3 million in SAPEP by raising an additional $54 million in support of K-14 efforts during the next 3-5 years.
I. OVERVIEW

While the Governor vetoed language in the 2007 Budget Act requiring the University to provide a comprehensive report on Student Academic Preparation and Educational Partnerships (SAPEP) programs, he left discretion to the University to submit a report if resources were available. Given the value of this information to the ongoing debate about the effectiveness of these programs, the University believes that it is important to report the enclosed findings.

The language vetoed from the Budget Act 2007 follows:

*It is the intent of the Legislature that the university report on the use of state and university funds provided for these programs, including detailed information on the outcomes and effectiveness of academic preparation programs consistent with the accountability framework developed by the university in April 2005. The report shall be submitted to the fiscal committees of each house of the Legislature no later than April 1, 2008.*

**SAPEP Vision, Mission, Purpose and Goals**

The vision of the University of California’s SAPEP programs, as articulated in their mission statement below, is to strengthen California’s educational system in ways that will promote a vibrant economy by building a highly skilled and creative workforce.

*The goal of Student Academic Preparation and Educational Partnerships (SAPEP) 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.*

To achieve this mission, SAPEP programs work toward achieving the following goals:

- 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 completion of the ‘a-g’ course pattern and SAT Reasoning or ACT exam.
- Increase the number of active program participants who go to college and/or who transfer to a baccalaureate degree-granting institution within three years of their community college start date.
- Reach and maintain the University’s goal for achieving complete major preparation articulation agreements with all 108 community colleges by 2005. (Since the inception of the Accountability Framework the number of community colleges has grown to 110 campuses.)
Increase the number of program participants who matriculate into graduate and professional schools.

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 10th grade.

Increase the number of students from California Community Colleges who are transfer-ready.

SAPEP Emphasis on Academic Achievement and College Readiness

The University of California has a longstanding commitment to raising the academic achievement of educationally disadvantaged students, offering programs and strategies (some reaching back more than 30 years) that improve college opportunity for thousands of students.

In recent years, the University has revamped many of these programs and strategies to ensure that they can continue to meet the academic preparation needs of California students. Upon the original recommendation of the Outreach Task Force (OTF), convened by the UC Board of Regents in 1997, the University focused its efforts on two goals: 1) improving opportunities for California students in educationally disadvantaged circumstances to achieve UC eligibility and competitive eligibility and be admitted to the University, and 2) contributing to the academic enrichment of UC campuses through a diverse student body.

Five years after the adoption of the OTF strategies, then-President Richard Atkinson convened the Strategic Review Panel (SRP) to recommend changes to the University’s overall academic preparation plan that could better address the magnitude of the issues confronting California schoolchildren. The Panel recommended that the University work with other educational segments — especially K-12 — and with business and philanthropic partners to raise academic achievement and close achievement gaps between groups of students. As a result, the University established new goals for its programs that focus on academic achievement and college readiness rather than UC eligibility.

As the Strategic Review Panel intended, the University’s current goals, strategies and accountability expectations for its programs support K-12 goals for student academic achievement while ensuring rigorous and centralized accountability for all SAPEP programs.

Strategies for Achieving Academic Preparation and College Readiness Goals

The University has positioned the SAPEP programs at all major levels of the educational continuum, from kindergarten through graduate and professional programs. Because education, as experienced by each student, is a long-term process involving progressively more complex and interrelated skills, the University’s SAPEP programs are built to promote coherence of program services as a student progresses along the educational continuum. Programs share information about student development and about curriculum and assessments, from elementary schools to middle and high schools, to community college, and on to graduate and professional schools. The programs promote an alignment of instructional methods, content and assessments across educational sectors, and link efforts for student success.
The University’s programs also are designed to address issues identified as major influences bearing on K-20 educational success. Thus, for example, the portfolio of secondary school programs includes three direct student initiatives: the MESA, Puente and EAOP programs. Each program focuses on a major public policy issue that represents a particular obstacle for educationally disadvantaged students preparing for college: 1) MESA seeks to raise the number of educationally disadvantaged students entering college with well-developed mathematics and science skills; 2) Puente focuses on college-preparatory English writing skills; and 3) EAOP seeks to broaden the pool of educationally disadvantaged students enrolling in and succeeding in college preparatory ‘a-g’ courses and ultimately gaining admission to college.

Successful transfer from community college to baccalaureate institutions is also a focus of the University’s work. In addition to ongoing work on course articulation, the University has recently expanded its community college initiatives as a result of the UC-CCC Joint Transfer Initiative for College Access and Success. The Joint Transfer Initiative began in Fall 2006 and is aimed at identifying, preparing and enrolling more educationally disadvantaged transfer students from California Community Colleges at the University of California. Joint Transfer Initiative services and strategies include: 1) annual transfer enrollment targets; 2) augmented advising services at community colleges with low transfer rates from this population; 3) early identification pre-transfer preparation programs for students in high school and/or in the first year of community college; 4) a transfer guarantee program that offers assurance of admission at a particular UC campus provided that students meet course and achievement expectations; 5) online transfer preparation tools and services; and 6) earlier notification of admission to UC for California Community College transfer applicants.

Fostering K-20 regional alliances is another key University strategy. Experience over time with direct student programs such as MESA and EAOP has made evident the reality that opportunities and experiences beyond the reach of University efforts play an extremely important role in student success. These other factors include the individual’s school environment, the quality and content of instruction, and the level of support from both the family and the local community of educational aspirations, to name just a few. To address this need, in 2003 the University established ten K-20 Intersegmental Alliances with the aim of creating ties between campuses, schools, and local community and business organizations to promote collaborative efforts to raise student achievement levels and address the barriers to educational equity.

Finally, several of the tools in the SAPEP portfolio are services rather than programs. For example, the UC College Prep Initiative (UCCP) delivers online ‘a-g’ honors courses and Advanced Placement courses across the state to schools at which they would otherwise not be available. ASSIST serves as the state’s official online repository for community college transfer articulation information. In both instances, these services represent innovations prompted by ongoing work with schools and community colleges. University staff and faculty have developed these tools to address gaps and problems identified by a variety of educational partners.

SAPEP Accountability Framework

Each SAPEP program operates in accordance with the SAPEP Accountability Framework, which establishes common goals and assessment expectations for the programs. Consistent with the evolution of the University’s programs described above, effective in 2005-06 SAPEP goals began to focus on student achievement across a broad range of academic preparation and college readiness indicators, and not on the UC eligibility goals specified previously by the OTF.

---

1 In 2007-08, UCCP restructured services to meet its core mission of developing high quality courses to be available at no cost to California’s public schools.
Program assessment and evaluation is integral to all SAPEP programs, and significant investments have been made over time in data collection and systems, data analysis and external evaluations. All SAPEP programs are required to submit annual performance reports describing their progress toward meeting specific programmatic goals and objectives, and individual programs are subject to comprehensive summative evaluations by both internal and external evaluators as funding permits. The Accountability Framework is included in Appendix B.

The SAPEP Accountability Planning and Oversight Committee, which includes policy staff from the Legislature and the Legislative Analyst’s Office, staff from the Governor’s Administration, and experts on program evaluation, developed the Accountability Framework and continues to meet to assess progress in achieving the framework goals. Over an initial 3-year period (2005-06 to 2007-08) the university will assess programs, modifying the framework as necessary.

Service Population

Collectively, the SAPEP programs reach more than 133,000 K-16 students in the state as well as large numbers of parents, teachers, and administrators. Those reached include:

- 96,681 students in K-12 institutions,
- 34,221 community college students,
- 2,271 college and university undergraduates,
- Over 21,000 parents of K-12 students, and
- 4,648 teachers, counselors and school administrators.

Characteristics of the schools and institutions include:

- 633 public K-12 institutions, of which 51% are high schools;
- 110 community colleges;
- a significant number of community and business organizations.

A review of the demographic characteristics of participants shows that UC is indeed reaching those students and schools in need of assistance. Notable examples include:

- Of the 374 high schools in California served by UC SAPEP programs, 73% are in the five lowest API deciles (Figure 1), an increase from 66% in 2004-05.
- UC works with schools that are located in communities where median family incomes are low. According to census tract data, 68% of SAPEP schools are in communities with median family incomes of less than $50,000, compared to about 48% of high schools statewide (Figure 2).
- The ethnic composition of EAOP, MESA and Puente (EMP) program participants mirrors the ethnic composition of the schools the programs serve. Nearly three-quarters (72%) of EMP students are from underrepresented groups, the same as the percentage of underrepresented students (72%) in the schools served by EAOP, MESA and Puente (Figure 3).

---

2 This count excludes students reached by K-20 Intersegmental Alliances and school partnerships as well as users of ASSIST, the online community college course articulation system.
Figure 1:

High Schools Served by UC SAPEP Programs by Academic Performance Index (API) Decile 2006-07 Academic Year (N=374 high schools)

Figure 2:

Estimated Median Family Income
UC SAPEP Service Schools Compared to other California Public High Schools Census 2000-Median Family Income by Zip Code
Figure 3:

Comparison of EAOP, MESA and Puente (EMP) High School Participants and Service School Populations

2006-07

- African American: 10% (EMP Participants), 11% (EMP Service Schools)
- American Indian: 1% (EMP Participants), 1% (EMP Service Schools)
- Asian / Pacific Islander: 15% (EMP Participants), 10% (EMP Service Schools)
- Chicano / Latino: 61% (EMP Participants), 60% (EMP Service Schools)
- White: 6% (EMP Participants), 17% (EMP Service Schools)
- Other / Unknown: 7% (EMP Participants), 1% (EMP Service Schools)

* Other / Unknown category includes Multi-ethnic and decline to state.
II. OUTCOMES

This section describes progress to date on accountability goals, by program and by SAPEP goal.

Despite the budget uncertainty of 2006-07 and prior years, most SAPEP programs are meeting or progressing towards meeting the goals outlined in the Accountability Framework. Within the accountability structure, each SAPEP program has adopted up to three goals against which progress will be measured over the period from 2004-05 to 2009-10.

To achieve these goals, programs have established measurable objectives to guide their progress. When possible, comparisons have been made between program participants and non-participants. If no comparison group could be identified, participants’ achievement was compared to the statewide (or school-wide rates) for comparable demographic groups (e.g., educationally disadvantaged students) for which data were available.

Tables 1 and 2 describe these measurable objectives. Table 1 provides a brief assessment of each program’s progress to date in achieving its overall objectives. As shown in Table 1, most programs are meeting, or making reasonable progress toward meeting, their measurable objectives.

Table 2 provides a summary report of each program’s progress toward meeting its specific measurable objectives.

For programs such as Community College Transfer Programs, adoption of the Accountability Framework required the development of new data collection methods and, in some cases, program re-engineering. For most of these programs, the 2005-06 year was used to establish outcome measurements and data collection procedures. Where available, baseline data for these programs is included.

A review of program progress by SAPEP goal begins on page 12.

Appendix A contains more detailed information about each SAPEP program, including a description of mission, services, and specific goals and outcomes for 2006-07.
<table>
<thead>
<tr>
<th>Program</th>
<th>Framework Goals</th>
<th>Progress-To-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtsBridge</td>
<td>Improve literacy/arts skills as preparation for ‘a-g’ course pattern and increase graduate/professional school enrollment</td>
<td>Meeting objectives or progressing towards meeting objectives. Decline noted in one indicator.</td>
</tr>
<tr>
<td>ASSIST</td>
<td>Maintain complete ASSIST database, increasing usage and improving usability</td>
<td>Meeting objectives</td>
</tr>
<tr>
<td>Community College Articulation</td>
<td>Maintain CCC-UC articulation agreements for all majors</td>
<td>Meeting objectives</td>
</tr>
<tr>
<td>Community College Transfer Programs</td>
<td>Increase transfer readiness and successful transfer to 4-year colleges/universities</td>
<td>Progressing towards meeting most objectives. One-year decline (from 2005-06 baseline year) noted in one indicator.</td>
</tr>
<tr>
<td>EAOP</td>
<td>Increase ‘a-g’ course completion, college readiness and college-going rates</td>
<td>Meeting or progressing towards meeting most objectives. Decline noted in one indicator.</td>
</tr>
<tr>
<td>Graduate and Professional School Academic Preparation</td>
<td>Increase graduate/professional school enrollment</td>
<td>Meeting objectives</td>
</tr>
<tr>
<td>K-20 Intersegmental Alliances</td>
<td>Increase ‘a-g’ course completion and college-going rates by increasing school capacity</td>
<td>Meeting objectives</td>
</tr>
<tr>
<td>MESA Community College Program</td>
<td>Increase transfer readiness for 4-year colleges/universities in math/science-based majors</td>
<td>Meeting objectives or near meeting objectives. Decline noted in one indicator.</td>
</tr>
<tr>
<td>MESA High School Program</td>
<td>Focusing on math/science-based disciplines, increase ‘a-g’ course completion, college-readiness and college-going rates</td>
<td>Meeting or progressing towards most objectives. Decline noted in one indicator.</td>
</tr>
<tr>
<td>Preuss School at UC San Diego</td>
<td>Maintain high rates of ‘a-g’ course completion, college-readiness and college-going</td>
<td>Meeting objectives. Decline noted in one indicator.</td>
</tr>
<tr>
<td>Puente Project Community College Program</td>
<td>Focusing on English and language arts, increase transfer readiness</td>
<td>Meeting objectives</td>
</tr>
<tr>
<td>Puente Project High School Program</td>
<td>Focusing on English and language arts, increase ‘a-g’ course completion, college-readiness and college-going rates</td>
<td>Meeting objectives or progressing towards meeting objectives</td>
</tr>
<tr>
<td>Student Initiated Programs</td>
<td>Increase college-going rates and graduate/professional school enrollment</td>
<td>Meeting objectives based on available data</td>
</tr>
<tr>
<td>UCCP (UC College Prep Online)</td>
<td>Increase ‘a-g’ course preparation</td>
<td>Meeting objective</td>
</tr>
<tr>
<td>UCE (University Community Engagement) formerly Community Partnerships</td>
<td>Increase college readiness and CAHSEE completion</td>
<td>Services were re-engineered to meet framework goals. 2006-07 is the baseline year for data collection.</td>
</tr>
<tr>
<td>UC Links</td>
<td>Increase preparation for ‘a-g’ course pattern and graduate/professional school enrollment</td>
<td>Meeting objectives</td>
</tr>
</tbody>
</table>

3 In 2007-08, UCCP restructured services to meet its core mission of developing high quality courses to be available at no cost to California’s public schools. Measurable goals may change in the future to reflect this reorganization.
<table>
<thead>
<tr>
<th>Program</th>
<th>Measureable Objective</th>
<th>2004-05 Baseline Measure</th>
<th>2006-07 Measure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtsBridge</td>
<td>70% improved at least 20% on pre-post</td>
<td>64%</td>
<td>83%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>80% scored at grade level</td>
<td>45%</td>
<td>67%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>95% teachers observe increased arts proficiency</td>
<td>100%</td>
<td>98%</td>
<td>Decline noted; Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>50% undergrads will consider the teaching and education profession</td>
<td>80%</td>
<td>91%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>Community College Transfer</td>
<td>10% increase in transfers to 4-year institution</td>
<td>52% *</td>
<td>54%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>10% increase in transferable math completion</td>
<td>52% *</td>
<td>53%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>10% increase in transferable English completion</td>
<td>52% *</td>
<td>51%</td>
<td>Decline noted; program to review</td>
</tr>
<tr>
<td>Community College - Articulation</td>
<td>Maintain articulation agreements with all 110 CCC campuses</td>
<td>100%</td>
<td>100%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>Community College - ASSIST</td>
<td>Increase use of ASSIST</td>
<td>700,000 users 6.7 million reports</td>
<td>1.1 million users 9.7 million reports</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>Improve usability</td>
<td>feedback 75% positive</td>
<td>feedback 4.39 avg out of 5.0</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>Maintain accurate data</td>
<td>100% UC/CSU articulation maintained</td>
<td>100% UC/CSU articulation maintained</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>EAOP</td>
<td>70% of 12th-graders will complete 'a-g'</td>
<td>74%</td>
<td>61%</td>
<td>Decline noted; program to review</td>
</tr>
<tr>
<td></td>
<td>80% complete algebra by 10th grade</td>
<td>91%</td>
<td>85%</td>
<td>Decline noted; Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-graders completing 'a-g' also completed SAT/ACT **</td>
<td>56% (13 school sample)</td>
<td>62%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-graders will enroll in postsecondary institutions</td>
<td>67%</td>
<td>69%</td>
<td>Progressing</td>
</tr>
<tr>
<td>Program</td>
<td>Measurable Objective</td>
<td>2004-05 Baseline Measure</td>
<td>2006-07 Measure</td>
<td>Status</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Graduate/Professional Programs</td>
<td>Goal: Increase graduate/professional school enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60% in established programs enroll in graduate school; 50% in new programs enroll in graduate school</td>
<td>78%</td>
<td>79%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>MESA Community College</td>
<td>Goal: Increase transfer-readiness for 4-year colleges in math/science-based majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>500 transfers/year</td>
<td>572 transfers</td>
<td>507 transfers</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>MESA High School</td>
<td>Goal: Focusing on math/science-based disciplines - increase ‘a-g’ course completion, college-readiness, college-going rates and CAHSEE completion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75% of 12th-graders will complete ‘a-g’</td>
<td>54%</td>
<td>62%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>67% complete algebra by 10th grade</td>
<td>77%</td>
<td>83%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-graders completing ‘a-g’ also completed SAT/ACT</td>
<td>42%</td>
<td>47%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>75% of 12th-graders will enroll in postsecondary</td>
<td>62%</td>
<td>66%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>80% pass CAHSEE by 10th grade</td>
<td>74% *</td>
<td>72%</td>
<td>Decline noted, program to review</td>
</tr>
<tr>
<td>K-20 Intersegmental Alliances</td>
<td>Increase ‘a-g’ completion by 10%</td>
<td>30% *</td>
<td>40%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>Increase college-going by 10%</td>
<td>27% *</td>
<td>56%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>Preuss School</td>
<td>Goal: Maintain high rates of ‘a-g’ course completion, college-readiness and college-going.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% of 12th-graders will complete ‘a-g’</td>
<td>100%</td>
<td>100%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>90% of 12th-graders will complete ‘a-g’ and SAT/ACT</td>
<td>98%</td>
<td>98%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>90% of 12th-graders will enroll in postsecondary</td>
<td>100%</td>
<td>94%</td>
<td>Decline noted; Meeting Objectives</td>
</tr>
<tr>
<td>Puente Community College</td>
<td>Goal: Focusing on English and language arts, increase transfer-readiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase transfer-readiness by 10%</td>
<td>795 participants transfer-ready</td>
<td>893 participants transfer-ready</td>
<td>Meeting Objectives</td>
</tr>
</tbody>
</table>

* Baseline year 2005-06
** Because only a subset of students served by these programs – those planning to attend selective four-year institutions – complete both an “a-g” course sequence and college entrance exams, this goal may need to be reviewed and modified.
<table>
<thead>
<tr>
<th>Program</th>
<th>Measurable Objective</th>
<th>2004-05 Baseline Measure</th>
<th>2006-07 Measure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puente High School</td>
<td>65% of 12th graders will complete 'a-g'</td>
<td>53%</td>
<td>61%</td>
<td>Progressing</td>
</tr>
<tr>
<td>Goals: Focusing on English and language arts - increase 'a-g' course completion, college-readiness, college-going rates and high school graduation</td>
<td>80% complete algebra by 10th grade</td>
<td>72%</td>
<td>79%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>65% of 12th graders will complete 'a-g' and SAT/ACT</td>
<td>46%</td>
<td>53%</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>75% of 12th graders will enroll in postsecondary</td>
<td>67%</td>
<td>78%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>95% of 12th grade participants will graduate from high school</td>
<td>95%</td>
<td>95%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>Student Initiated Programs</td>
<td>50% of 12th grade participants will enroll in a postsecondary institution</td>
<td>69% (196/285)</td>
<td>86%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>Goals: Increase college-going rates and graduate/professional school enrollment</td>
<td>55% of graduating undergraduate volunteers will enroll in graduate school</td>
<td>45.3% (24/53)</td>
<td>56%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>UC College Prep Online (UCCP)</td>
<td>75% AP/Honors graded C or better</td>
<td>69%</td>
<td>79%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>Goals: Increase ‘a-g’ course preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC Links</td>
<td>70% perform at or above grade level in standardized tests</td>
<td>66%</td>
<td>70%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>Goals: Increase preparation for ‘a-g’ course pattern and graduate/professional school enrollment</td>
<td>Improved test scores in comparison to similarly situated schools</td>
<td>66% (UC Links) vs. 44% (schools)</td>
<td>80% of UC Links schools score higher than similar schools</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td></td>
<td>70% of undergraduate UC Links volunteers apply, admitted or enroll in graduate school</td>
<td>76%</td>
<td>76%</td>
<td>Meeting Objectives</td>
</tr>
<tr>
<td>University Community Engagement (UCE) formerly Community Partnerships</td>
<td>60% of middle school students will improve by 20% on pre/post math exams</td>
<td>N/A</td>
<td>43%</td>
<td>Baseline</td>
</tr>
<tr>
<td>Goals: Increase ‘a-g’ completion, college-readiness and CAHSEE completion</td>
<td>50% of students will improve at least one grade level on BRIGANCE exam</td>
<td>N/A</td>
<td>27%</td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td>75% of students will increase postsecondary awareness</td>
<td>N/A</td>
<td>79%</td>
<td>Baseline</td>
</tr>
</tbody>
</table>
Review by Goal: Progress Toward Achieving Goals

The following section describes the progress toward meeting the goals contained in the SAPEP Accountability Framework.

**Goal:** Increase ‘a-g’ course completion

**Outcomes**

- **Program participants are prepared for and succeeding in college-preparatory (‘a-g’) courses.** The EAOP, MESA and Puente programs report ‘a-g’ completion rates for program graduates at 61% and 62% and are well above the statewide rate of 36%. Similarly, the ‘a-g’ completion rates for a number of partner schools in the K-20 Intersegmental Alliances show significant gains, from 30% to 40% since 2004-05.

  Declines in completion rates for the ‘a-g’ curriculum were noted in EAOP, from 74% to 61%, over a two-year period. While investigation into the decline is in progress, recent expansion of the program to include a broader pool of educationally disadvantaged students is consistent with declines. The 61% figure continues to exceed the statewide course completion rate of 36%. Program changes will be considered based on findings of the investigation into the decline.

- **Previous studies have shown that EAOP students are more likely to complete ‘a-g’ requirements than non-EAOP students.** To understand the effect of EAOP participation on ‘a-g’ completion rates, the University evaluated high school transcripts collected and analyzed through the new Transcript Evaluation Service (TES). As shown in Figure 4, this analysis from 2006 found that:

  o In a sample of 45 schools, 93% of EAOP students were “on-track/borderline on-track” to completing 15 ‘a-g’ courses (the minimum necessary for students to be college- or career-ready) compared to 59% of non-EAOP students at the same schools.  

  o Correspondingly, only 7% of EAOP students were “off-track” compared to 41% of non-EAOP students at the same schools.

  o The completion rates of the CSU and UC course patterns (which require higher minimum GPAs than the minimum-15 standard) show a similar pattern: 84% of EAOP students were “on-track/borderline on-track” for CSU compared to 37% of non-EAOP students; 83% of EAOP students were “on-track/borderline on-track” for UC compared to 36% of non-EAOP students at the same schools.

These differences are statistically significant. Further analysis of the 45-school sample from the Transcript Evaluation Service is provided in Section III: Research and Evaluation Findings.

---

4 California Department of Education, Educational Demographics Unit, “12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance,” 2006-07.

5 “Borderline” includes students who are within two units of being on track and/or students with a GPA within 0.2 points of being on track (GPA only applicable for UC and CSU).
Program participants are prepared for ‘a-g’ courses. Students in UC Links, a UC faculty-led initiative that provides after-school academic support, score higher on standardized tests in English and math than students from demographically similar schools. For example, 12 out of 15 elementary and middle schools served by UC Links scored higher on the 2007 California Standardized Tests (STAR) than comparable schools. See Appendix A for more information on UC Links.

Figure 4:
Goal: Increase college-readiness, as measured by ‘a-g’ completion and completion of the SAT Reasoning/ACT exam requirement

Outcomes

- **Participants emerge from programs ready for college.** A student is considered college-ready upon graduation from high school if he/she has completed the minimum ‘a-g’ course pattern with a grade of C or better and has taken the SAT Reasoning or ACT college entrance exams. For example, Puente reported that 55% of program graduates met this standard in 2006-07. Unfortunately, there are no readily available statewide, district or school-wide data on the group of students who have completed the minimum ‘a-g’ coursework and taken the SAT/ACT. However, a 2005 study of 13 sample schools that participate in the Transcript Evaluation Service found that 23% of all students in the sample completed both the minimum ‘a-g’ and SAT/ACT requirements. In this sample, EAOP students show much higher ‘a-g’ and SAT/ACT completion rates: 56% of EAOP students completed both requirements compared to 19% of non-EAOP students (Figure 5). See also **Appendix A** for individual programs’ test-taking outcomes.

- **EAOP, MESA and Puente students have higher SAT Reasoning/ACT exam-taking rates than non-participants at the same schools.** A higher proportion of EAOP, MESA and Puente students take the SAT Reasoning exam than do non-participants in the same schools. In 2006-07, nearly two-thirds (65.8%) of EAOP-MESA-Puente students at API decile 1 and 2 schools took the SAT Reasoning or ACT compared to slightly less than one third (32.4%) of non-participants at those same API 1 and 2 schools (Figure 6).

Figure 5:

---

6 At the time of the analysis, 13 TES schools had completed transcript processing.
Figure 6:

**College Preparation: SAT I or ACT Test Takers**
EAOP, MESA and Puente Participants Compared with Non-Participants in the Same Schools
by School API Quintile, 2006-07

<table>
<thead>
<tr>
<th>School API Quintile</th>
<th>EMP Participants</th>
<th>Non-Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>66.5%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Low Performing Schools</td>
<td>32.4%</td>
<td>32.3%</td>
</tr>
<tr>
<td>High Performing Schools</td>
<td>76.8%</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

Note: Programs serve primarily low performing schools - For schools with available data: 101 schools in API quintile 1, 84 in quintile 2, 45 in quintile 3, 27 in quintile 4 and 11 in quintile 5.

**Goal:** Increase college-going rates directly from high school

**Outcomes**

- **More than two out of three (69.0%) EAOP-MESA-Puente participants enroll in postsecondary institutions directly from high school.** By matching individual program participants to the enrollment databases of UC, CSU and the CCC and the National Student Loan Clearinghouse, we have found that at least 69.0% of EAOP-MESA-Puente graduates were enrolled in a two- or four-year college in the year following high school graduation and 62.6% enroll in the California public post-secondary institutions (Figure 7). By comparison, 46.4% of California’s public high school graduates enroll in the state’s postsecondary education institutions as first-time freshmen. See also **Appendix A** for individual programs’ college-going rates.

---

7 College-going rates for EAOP exclude a small number of 12th grade graduates from the Santa Barbara campus, whose data were not available.
8 California Postsecondary Education Commission, 2006 College-Going Rates to Public Colleges and Universities.
Most students graduating from the Preuss School on the UC San Diego campus are attending colleges and universities. Nearly all graduates (94%) of the class of 2007 are attending 2- or 4-year postsecondary institutions; of those enrolling in college, 89% are enrolled in 4-year colleges or universities and the remaining 11% are enrolled in community colleges.

Other SAPEP programs report high college-going rates of program participants. For example, 68.4% of UCCP (AP-online) users from the high school class of 2007 enrolled in postsecondary education institutions. For the outcomes for programs that have college-going as a goal or objective, see the program descriptions in Appendix A.

Figure 7:
Goal: Increase transfers to four-year institutions from California Community Colleges

**Outcomes**

- **UC Community College Transfer Programs are progressing towards their goals.** Prior to 2005, UC campus Community College Transfer Programs focused on the University’s pledge to increase by 50% the number of transfer students enrolled at UC by 2005-06. Under the Accountability Framework, the programs re-engineered their services to meet Framework goals and in a one-year period have seen their transfer rate to 4-year institutions increase from 52% to 54%.

- **Status of the UC/Community College Transfer Initiative:** In 2006-07, an augmentation of $2 million was provided to implement the UC/Community College Transfer Initiative for Access and Success, a program endorsed by California Assembly Speaker Nuñez, Assembly Member Dymally, UC President Dynes and Chancellor Drummond from the California Community College system. This initiative was funded specifically to increase the number of transfer students to UC. In this first year of the augmentation, UC campuses have instituted programs to work with community college campuses with low transfer rates, begun initiatives to support a transfer pipeline for high school students, streamlined the Transfer Admissions Guarantee program and begun planning for a virtual Transfer Center. Preliminary results from a data sharing project with targeted community colleges indicate that most participating campuses experienced an increase in the number of transfers to UC.

Goal: Establish and maintain UC major-preparation articulation agreements with all California Community Colleges

**Outcomes**

- **All community colleges have articulation agreements with UC.** Due in part to the work of UC community college articulation specialists and ASSIST, the online source of course articulation data, all nine UC undergraduate campuses have established major preparation articulation agreements for their top 20 majors with all 110 community college campuses. Moreover, 99% of majors at all UC campuses are articulated with every community college in the state.

- **Use of ASSIST is increasing.** In 2006-07, over 1,100,000 visitors used ASSIST, an increase from 600,000 visitors in 2003-04.

The University recognizes that potential students continue to face the challenge of understanding differences in requirements specific to degree-granting programs across UC campuses and within disciplinary areas. In 2006-07, the University began organizing existing articulation agreements as preparatory paths (sequences), and is providing comparisons among UC campuses and majors so that students can be assured of authoritative information in selecting campuses and majors across California's public baccalaureate institutions. As of March 2008, 13 of 20 paths have been completed.
Goal: Increase preparation for graduate/professional school education

Outcomes

- **SAPEP programs prepare undergraduates for graduate and professional school work.** Nearly four out of five (79%) participants in graduate and professional school academic preparation programs have enrolled in a graduate/professional school within three to 10 years after program participation. In addition, another 9% of participants in SAPEP-funded graduate and professional preparation programs are in the process of applying to graduate/professional school (Figure 8). As a comparison, the National Center for Education Statistics (NCES) issued a report that uses longitudinal data to examine characteristics related to graduate degree enrollment, persistence and completion among 1992–93 bachelor’s degree recipients. The report found that about 40% of 1992–93 bachelor’s degree recipients had enrolled in a graduate degree program by 2003, and on average, most students waited between two and three years to enroll for the first time in a graduate degree program. In addition, independent research confirms that UC’s postbaccalaureate premedical programs improve applicants’ chances of getting into medical school (see Section III, Research and Evaluation Findings).

Figure 8:

---

Goal: Increase high school graduation rates, high school exit exam (CAHSEE) completion rates and transfer-readiness of program participants

In addition to the goals described earlier in this report, the SAPEP Accountability Framework specifies a set of “Tier 2” goals that “require the development of new data systems and/or creation of cross-institutional cooperative agreements” to track progress of program participants. These goals are:

- to increase high school graduation rates,
- to increase CAHSEE passage rates of 10th graders, and
- to increase transfer readiness of community college transfer students.

SAPEP programs continue to have limited access to information on progress toward meeting these outcomes. However, available data suggest that students reached by SAPEP efforts are passing the CAHSEE at higher rates.

- Puente 10th-grade (class of 2010) students passed the CAHSEE at a significantly higher rate than all economically disadvantaged students statewide — 93% versus 77% for the English section of the exam, and 91% versus 76% for the math portion of the exam.

- The MESA program found that 72.4% of participants passed the combined English and math sections of the CAHSEE by 10th grade.

- At schools that participated in the UCLA and UC San Diego K-20 programs, CAHSEE-English passage rates increased by 55% between 2002-03 and 2006-07.
III. RESEARCH AND EVALUATION FINDINGS

Research and evaluation efforts continue to demonstrate the effectiveness of SAPEP programs. A review of recent literature in the area of college access suggests that the findings of program evaluations of SAPEP are authoritative, empirically based and statistically significant, and conclusive. For the most part, studies on SAPEP program outcomes have focused on more difficult but generally more rigorous longitudinal analyses of program participants. These studies clearly document the programs’ effectiveness in promoting student achievement, in fostering rigorous course-taking patterns and in promoting their college enrollment. Such studies have also suggested areas where improvement is needed.

Analytical Tools

The Transcript Evaluation Service (TES) was developed by the University of California for ‘a-g’ course-taking assessment, program evaluation and comparison group studies. It is a key tool for helping programs focus academic interventions on areas which may potentially have the greatest impact on college-going students. Analyses using TES data quantify the impact of completing a college-preparatory course pattern, and identify exactly how close students are to meeting benchmarks. In a 2005 TES transcript analysis of 10,000 high school graduates from 30 schools throughout California, findings include:

- Nearly three out of four (72.7%) of SAPEP participants completing both the UC and CSU college-preparatory (‘a-g’) course pattern matriculated to a postsecondary institution, compared to less than 50% for non-participants in the sample. In addition, SAPEP students are at least twice as likely to matriculate to higher education as other students.
- Over a quarter (26.6%) of students were either 2 units and/or 0.2 GPA points away (i.e., “borderline”) from completing either the UC or CSU college preparatory course pattern. Of these students on the borderline, 94% were missing course requirements, as opposed to missing the benchmark for the minimum GPA.
- For students close to meeting the UC benchmarks, the requirements most difficult to achieve were laboratory science (37.4% incompletion rate), followed by English (35.8%), math (23.5%), and visual and performing arts (21.1%).

TES was conceived as a pilot project and permanent funding has not been identified. Future analyses using TES information will depend on funding for the project.

Findings Using TES Information

SAPEP programs have positive and significant impacts on students’ completion of college-preparatory coursework. Statistical analysis based on the study undertaken in 2005 (described above) and expanded in 2006, confirm a previous study (Quigley, 2002) that EAOP students achieve significantly higher ‘a-g’ course completion rates than do non-EAOP students.¹⁰ In the 2006 study, to

¹⁰ The 2002 Quigley Study found that EAOP participants were twice as likely to complete the UC-approved course pattern.
verify that the difference in rates was the result of EAOP participation, the University analyzed data from 20,416 individual student transcripts from 45 schools. This data was combined with external data from the 2000 Census and from the California Department of Education in order to add information on income and school API scores.

In both the 2005 and 2006 studies, data analysis utilized logistical regression, a statistical model which measures the likelihood that a causal relationship exists between a set of explanatory factors (independent variables) and one outcome measure (the dependent variable). In logistical regression, the dependent variable falls into one of two categories. In the analysis, students were characterized as “on-track” or “not on-track” for course-pattern completion.  

In order to properly measure the impact of EAOP participation on course completion, the analyses controlled for the following explanatory variables known to impact educational outcomes: school, student GPA, estimated household income, English-language learner status, gender, and ethnicity.

The analyses show that EAOP participation is found to have a measurable and statistically significant impact upon completion of college preparatory coursework. Holding all other explanatory factors constant, the analyses found that:

- EAOP participants are 2.5 times more likely to complete the minimum 15-unit ‘a-g’ course pattern.
- EAOP participants are 3.0 times more likely to complete the CSU-approved course pattern.
- EAOP participants are 2.9 times more likely to complete the UC-approved course pattern.

These results are consistent with previous statistical analyses showing the impact of EAOP participation, specifically that by Quigley (2002), which found that EAOP students were twice as likely as non-EAOP students to complete their college-preparatory coursework by 12th grade. Other results from the current analyses reveal that:

- English Language Learner students were at least 70% less likely to finish any ‘a-g’ course pattern.
- Males are at least 15% less likely to complete the UC or CSU course patterns.

To further assess the impact of EAOP, the analyses examined how EAOP participation would affect the likelihood of college preparatory course completion for a representative EAOP student in the sample.

---

11 For purposes of the analysis, borderline students are treated as off-track. This produces more conservative estimates of EAOP’s impact. The reported model utilizes a fixed-effects model where school is the fixed explanatory variable.

12 This model accounts for unobserved variables embedded within schools, such as access to counseling resources and access to a rigorous curriculum. GPA is calculated at the end of 9th grade. Assignment of a value for a student’s progress level toward college course completion includes his or her GPA averaged over the 10th, 11th, and 12th grades. Income is measured against the average income for households in the same zip code as an individual student. A student was counted as an English Language Learner if he or she was enrolled in an ESL, ELL, ELD, or ELA high school course. Ethnicity is only reported for 26% of the students. The data were analyzed both with and without this variable, and the coefficient on EAOP was unchanged for the regressions on UC and minimum 15-unit on-trackness. For CSU, the model with fewer observations which included ethnicity increased the impact of EAOP from 3.0 to 3.3. Note that the model does not utilize API deciles as an explanatory variable. This is because 70% of students are from a low-API school (API deciles 1-3), and this lack of variability limits its potential as a meaningful explanatory variable.

13 The results were statistically significant at the 95% confidence level. The results were consistent across multiple model specifications.
This hypothetical student would attend a school with an API decile of 2, and have the following characteristics: 9th-grade GPA of 3.25, household income of $32,990, non-English Language Learner, female, unknown ethnicity.\(^\text{14}\) Using these characteristics, an analysis (Figure 9) shows that:

- The likelihood that this student would be on-track for UC course completion is 33.3%. EAOP participation would increase the likelihood to 59.7%.
- The likelihood that this student would be on-track for CSU course completion is 36.6%. EAOP participation would increase that likelihood to 63.4%.
- The likelihood that this student would be on-track for achieving the minimum 15-unit ‘a-g’ course completion is 55.9%. EAOP participation would increase that likelihood to 75.9%.

Provided that funding for TES is made available, the University will continue to refine the model by including additional schools and by adding other possible explanatory variables such as parental education level. While it is difficult to quantify all possible influences on academic outcomes, a reasonable effort has been made to account for other known factors affecting students’ educational outcomes; and the results strongly support our contention that EAOP participation has a significant and positive impact on students’ outcomes.

Figure 9:

---

\(^{14}\) This representative student is derived by taking the median value of each of the explanatory variables over the population of EAOP students.
Additional New Research Findings

SAPEP program activities increase the likelihood of enrollment into four-year universities and positively influence a participant's GPA. In a cohort study of EAOP 2006 12th grade graduates in the Sacramento region, a graduate researcher found that the academic advising and college information components of the EAOP program had significant positive impacts on enrollment into postsecondary institutions and improving students' overall academic GPA. For each additional hour of involvement in academic advising and college information activities, the likelihood of attending a 4-year college increased by 6% and 7% respectively (Rico, 2007).

Preuss School students pass substantially more Advanced Placement (AP) exams than do most California students. Preuss students have proven successful by several independent state and national measures. In 2006-07, Preuss students passed 1.49 Advanced Placement courses on average, more than five times the state average of 0.27. This pass rate exceeds the success Preuss had in 2005-2006, when Preuss ranked ninth among the state’s high schools by this measure (Betts & Mehan, 2008).

Previous Findings from Evaluations of SAPEP Programs

- SAPEP programs reach students who otherwise might not enroll as freshmen at the University of California. In a cohort comparison study of 1999 EAOP graduates, a graduate student researcher found that 77% of UC freshmen who were EAOP graduates attended high schools in the API 1-5 range, while only 25% of the general UC freshmen population attended API 1-5 schools. Furthermore, in a comparison of EAOP participants to the general student population that controlled for a number of demographic and academic variables, data from a five-year period show that EAOP alumni are graduating from UC at the same rate as other students (Sanchez, 2007).

- SAPEP’s postbaccalaureate premedical programs are effective in increasing medical school matriculation for minority and disadvantaged students. In an independent, retrospective cohort study assessing students enrolled in the five UC postbaccalaureate premedical programs, researchers found that the SAPEP programs appear to be an effective intervention in increasing the number of medical school matriculants from disadvantaged and underrepresented groups. By 2005, three times as many program participants as controls had matriculated into medical school (67.6% versus 22.5%). (Grumbach & Chen, 2006).

- Participants in SAPEP programs complete the ‘a-g’ college preparatory course pattern at significantly higher rates than do non-participants. Comparison group studies using statistically rigorous evaluation methodologies have shown definitive evidence of positive program impact on participants’ ‘a-g’ course pattern completion and enrollment rates at baccalaureate degree-granting institutions. As described elsewhere in this report, one study (Quigley, 2002) found that EAOP participants were twice as likely to complete college-preparatory coursework by 12th grade as were non-participants. An earlier study (Gandara, et. al, 1998) found similar results: Puente students attended four-year colleges at almost twice the rate of non-Puente students.

- SAPEP programs influence the college-going behavior of all students in a high school. When program effect is examined on a school-wide level, statistics show that students in SAPEP partner schools stay on-track for college-readiness at higher rates (17.5% versus 12.4%) than do students in similarly situated non-partner schools (Choi & Shin, 2004). Likewise, at the lowest-performing schools, the presence of an EAOP program has been shown to influence the school’s support of a college-going culture. Studies show that these are the conditions necessary to create systemic change in college eligibility rates at schools (Bookman, 2005; Barela & Eisenberg, 2002).
- SAPEP programs serve the students and schools most in need of quality academic preparation assistance. Studies analyzing the school environments in which SAPEP programs are most effective have found that SAPEP programs are deployed in low-performing schools, in rural regions and with large enrollments of first-generation, low-income, socioeconomically disadvantaged students (Bookman, 2005; Santelices, 2002; Timms & Aronson, 2001).

- Studies on SAPEP programs have provided valuable information to help improve program delivery and increase program impact. For example, while SAPEP programs primarily serve low- and middle-performing schools, two programs, EAOP and UCCP, were found to have had a substantial effect and to be most effective at middle-performing schools (Bookman, 2005; Timms & Aronson, 2001).

- Unstable funding threatens ongoing SAPEP program effectiveness. Continued budget instability threatens to undermine the positive trajectory of the SAPEP programs. Despite the highly credible evidence of SAPEP program effectiveness, budget reductions have not taken into consideration the research and results that support SAPEP interventions (Torres, 2004). As a result, a significant impediment to ongoing program effectiveness is inconsistent financial support to keep programs sustainable. This budget uncertainty has led to varying degrees of cooperation and support for programs at targeted schools (Valadez & Snyder, 2002).

---

Research Cited


Bookman, N.S. (2005). *The Early Academic Outreach Program: Making the biggest difference at the schools in the middle – A statewide analysis of the effectiveness of EAOP in differing school environments*. Berkeley: Goldman School of Public Policy, University of California.


Quigley, D.D. (2002). *The Early Academic Outreach Program (EAOP) and its Impact on High School Students’ Completion of the University of California’s Preparatory Coursework*. Oakland, CA. University of California Office of the President Educational Outreach and K-12 Improvement Research and Evaluation Unit.

Sanchez, J. (2007). Analyzing Undergraduate Admissions Criteria (the SATs) and Understanding Students’ Academic Growth using Hierarchical Linear Models, Item Response Theory and Differential Item Functioning Analyses: *A Study of the University of California’s EAOP Students’ Academic Growth and Graduation from UC.* UC Berkeley, School of Education.

Santelices, V. (2002). *Early Academic Outreach Program Participants: How Different are They?* Oakland, CA; University of California Office of the President Educational Outreach and K-12 Improvement Research and Evaluation Unit.


Valadez, J. & Snyder, J. (2002). *Cultural and institutional influences on students’ educational opportunities.* University of California Office of the President Educational Outreach and K-12 Improvement Research and Evaluation Unit.
The University faces many challenges in carrying out the work of SAPEP, not the least of which is the effect of the State’s fiscal crisis during the early part of this decade on funding for these efforts and the resulting instability in these programs. In 1997-98, after the adoption of SP-1 and Proposition 209, the University’s budget for student academic preparation programs was $18.1 million from State and University funds. The total grew to a high of $85 million in 2000-01, but 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, an augmentation of $2 million was provided to expand community college transfer programs, bringing the budget to $31.3 million, consisting of $19.3 million in State General Funds and $12 million in University funds. The total budget for 2007-08 remains at $31.3 million. Table 3 shows the budget for each program in 1997-98, in 2000-01, and in 2007-08.

For several years, State funding for these programs had been the subject of debate during each budget cycle. The Governor's January 2004 budget proposed elimination of all State and University funds for Student Academic Preparation and Educational Partnerships for 2004-05. As part of the final agreement on the budget, $29.3 million in State General Funds was restored on a one-time basis for these programs. However, this total represented a decrease of $4 million from the level of funding provided in the previous year.

As part of the negotiations on the Higher Education Compact with Governor Schwarzenegger, the University and the Governor agreed that $12 million of existing University resources would be redirected to support high priority, effective student academic preparation and educational partnership programs. (The Compact is a long-term plan that addresses key program and funding issues for UC and the California State University for 2005-06 through 2010-11.) The 2005-06, 2006-07, and 2007-08 budgets proposed by the Governor recommended withdrawal of all State General Funds for the University’s student academic preparation programs ($17.3 million in 2005-06 and $19.3 million in 2006-07 and 2007-08), leaving only the University-provided $12 million to fund these efforts. The University believed strongly that the State funding should be restored and worked throughout the budget process to arrive at an agreement with the Governor and the Legislature. Ultimately, these negotiations had the effect of restoring State General Funds in the final budget act for each of those years. The 2008-09 Governor’s Budget reflects a continuation of the $31.3 million for student academic preparation programs, but also includes a large undesignated budget reduction for the University.

SAPEP programs have leveraged the State’s and the University’s $31.3 million investment in 2006-07 by securing an additional $54 million to be distributed over the next three to five years. External funds are being provided by the National Science Foundation, the U.S. Department of Education, numerous private and corporate foundations, and donors from business and industry. These funds, which are to be invested directly in California’s K-14 schools and colleges, are raising achievements and outcomes for students and families. Without the State’s investment, a dollar figure which is often used to seek matching funds from private and federal sources, UC campuses would have been far less successful in generating additional resources in support of UC’s partner K-14 institutions.

Per participant, the cost of most SAPEP programs is substantially less than the cost per participant
of comparable federally funded programs. In response to a request from the Department of Finance, Table 4 displays the cost per participant of UC SAPEP programs, where “cost” is defined as the 2006-07 budget allocation from State General and University funds and “participant” is defined as the number of student participants served during 2006-07, as reported by each program. Table 4 also shows the cost per participant of comparable federally funded student academic preparation or partnership programs such as Upward Bound, Educational Talent Search, and the McNair Scholars program. In nearly all cases, the cost per participant of the UC SAPEP programs is less than the cost per participant of the comparable federally funded program.
### Table 3:

**University of California**  
**Student Academic Preparation and Educational Partnerships**  
**1997-98, 2000-01, and 2007-08 Budgets**  
($000s)

<table>
<thead>
<tr>
<th>Program</th>
<th>1997-98 State &amp; UC Funds</th>
<th>2000-01 State &amp; UC Funds</th>
<th>2007-08 State &amp; UC Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Student Services Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College Transfer Programs *</td>
<td>$ 1,718</td>
<td>$ 5,295</td>
<td>$ 3,279</td>
</tr>
<tr>
<td>EAOP</td>
<td>4,794</td>
<td>16,094</td>
<td>8,914</td>
</tr>
<tr>
<td>Graduate and Professional School Programs</td>
<td>1,893</td>
<td>8,575</td>
<td>2,661</td>
</tr>
<tr>
<td>MESA K-12 Programs</td>
<td>4,169</td>
<td>9,355</td>
<td>4,861</td>
</tr>
<tr>
<td>MESA Community College Programs</td>
<td>22</td>
<td>1,309</td>
<td>327</td>
</tr>
<tr>
<td>Puente High School</td>
<td>-</td>
<td>1,800</td>
<td>1,051</td>
</tr>
<tr>
<td>Puente Community College Programs</td>
<td>162</td>
<td>757</td>
<td>450</td>
</tr>
<tr>
<td>Student-Initiated Programs</td>
<td>-</td>
<td>-</td>
<td>440</td>
</tr>
<tr>
<td>UC Links</td>
<td>-</td>
<td>1,656</td>
<td>694</td>
</tr>
<tr>
<td>Statewide Infrastructure Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSIST</td>
<td>360</td>
<td>360</td>
<td>429</td>
</tr>
<tr>
<td>Community College Articulation</td>
<td>-</td>
<td>-</td>
<td>600</td>
</tr>
<tr>
<td>Longer-Term Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-20 Regional Intersegmental Alliances (formerly School-University Partnerships)</td>
<td>-</td>
<td>15,591</td>
<td>1,395</td>
</tr>
<tr>
<td>Direct Instructional Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preuss Charter School</td>
<td>-</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>UC College Preparation (online courses)</td>
<td>-</td>
<td>8,400</td>
<td>3,106</td>
</tr>
<tr>
<td>Other Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>-</td>
<td>1,386</td>
<td>1,180</td>
</tr>
<tr>
<td>Other Programs (currently includes Community Partnerships, ArtsBridge, Other)</td>
<td>203</td>
<td>3,887</td>
<td>936</td>
</tr>
<tr>
<td>Programs that have been eliminated or consolidated into others,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>including Test Preparation, Dual Admissions, Gateways,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Outreach and Recruitment, Central Valley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs, UC ACCORD</td>
<td>4,750</td>
<td>9,717</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>$ 18,071</td>
<td>$ 85,182</td>
<td>$ 31,323</td>
</tr>
<tr>
<td>General Funds</td>
<td>[$ 16,996]</td>
<td>[$ 82,243]</td>
<td>[$ 19,323]</td>
</tr>
<tr>
<td>University Funds</td>
<td>[$ 1,075]</td>
<td>[$ 2,939]</td>
<td>[$ 12,000]</td>
</tr>
</tbody>
</table>

*Includes an additional $2 million beginning in 2006-07 for the UC/Community College Transfer Initiative for Access and Success.
### Table 4:

**Estimated Cost Per Student**

**UC SAPEP programs compared to selected Federally funded academic preparation programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>2006-07 State and UC Funds</th>
<th>Number of Students Served</th>
<th>Average Cost Per Student 2006-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-12 Student Academic Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAOP</td>
<td>$ 8,914,000</td>
<td>54,490</td>
<td>$ 164</td>
</tr>
<tr>
<td>MESA K-12 Programs</td>
<td>4,861,000</td>
<td>12,573</td>
<td>387</td>
</tr>
<tr>
<td>UC College Preparation (online courses)</td>
<td>3,106,000</td>
<td>7,191</td>
<td>432</td>
</tr>
<tr>
<td>Puente High School</td>
<td>1,051,000</td>
<td>4,250</td>
<td>247</td>
</tr>
<tr>
<td>Student-Initiated Programs</td>
<td>440,000</td>
<td>16,503</td>
<td>27</td>
</tr>
<tr>
<td>UC Links</td>
<td>694,000</td>
<td>2,857</td>
<td>243</td>
</tr>
<tr>
<td>Comparable federal programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Upward Bound Classic</em></td>
<td></td>
<td></td>
<td>4,534</td>
</tr>
<tr>
<td><em>Talent Search</em></td>
<td></td>
<td></td>
<td>381</td>
</tr>
<tr>
<td><strong>Community College Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSIST</td>
<td>429,000</td>
<td>1,100,000</td>
<td>1</td>
</tr>
<tr>
<td>Community College Transfer Programs</td>
<td>3,279,000</td>
<td>21,721</td>
<td>151</td>
</tr>
<tr>
<td>MESA Community College Programs</td>
<td>327,000</td>
<td>2,852</td>
<td>115</td>
</tr>
<tr>
<td>Puente Community College Programs</td>
<td>450,000</td>
<td>9,648</td>
<td>47</td>
</tr>
<tr>
<td>*<em>K-20 Educational Partnerships</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ArtsBridge</td>
<td>112,000</td>
<td>3,606</td>
<td>31</td>
</tr>
<tr>
<td>University Community Engagement</td>
<td>312,000</td>
<td>2,430</td>
<td>128</td>
</tr>
<tr>
<td>K-20 Regional Intersegmental Alliances</td>
<td>1,395,000</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Preuss Charter School</td>
<td>1,000,000</td>
<td>752</td>
<td>1,330</td>
</tr>
<tr>
<td>Comparable federal programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Gear UP</em></td>
<td></td>
<td></td>
<td>279</td>
</tr>
<tr>
<td><strong>Graduate and Professional School Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,661,000</td>
<td>751</td>
<td>3,543</td>
</tr>
<tr>
<td>Comparable federal programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>McNair Postbaccalaureate Achievement Program</em></td>
<td></td>
<td></td>
<td>9,965</td>
</tr>
</tbody>
</table>

* includes all students at schools served

Source of federal program costs per student: US Department of Education website
APPENDIX A

Detailed Program Descriptions

ArtsBridge .................................................................31
Community College Transfer Programs ..................................33
Community College Transfer Programs – Articulation of Courses .........35
Community College Transfer Programs – ASSIST ..........................36
EAOP ...........................................................................38
Graduate and Professional School Programs .................................40
K-20 Intersegmental Alliances ...............................................42
MESA Community College Program ....................................44
MESA Schools Program ..................................................45
The Preuss School ..........................................................47
Puente Project High School Program ....................................49
Puente Community College Program ..................................51
Student-Initiated Programs ................................................52
UC College Prep Online (UCCP) ........................................53
UC Links .......................................................................55
University Community Engagement (formerly Community Partnerships) .........................................................57
ArtsBridge

**AY 2006-07, by the numbers:**
- 3,606 K-12 students
- 87 undergraduate and graduate student scholars
- 75% of K-12 participants come from low-performing schools
- 31% of students were English language learners

**Mission and Purpose**

ArtsBridge America is a national network of university arts education programs originally founded at the University of California, Irvine in 1996. The mission of ArtsBridge America is to provide: ongoing arts instruction for K-12 students; capacity building professional support for K-12 teachers to integrate the arts into traditional curricula; service learning opportunities and career pathways into teaching for top university arts students; and preparation for the successful completion of the ‘a-g’ Visual and Performing Arts requirement for California public four-year universities. A growing body of research supports the premise that an arts-integrated curriculum raises student achievement. For many K-8 students, ArtsBridge is the only arts instruction they receive during the academic year.

**Services**

ArtsBridge awards scholarships to UC’s highest-achieving students in the arts to develop instructional residencies in dance, drama, music, visual and digital art, which are offered to low-performing and underserved K-12 public schools. The UC student-scholar collaborates with the host teacher to develop standards-based lesson plans and delivers instruction in the visual and performing arts directly to students. The classroom teacher is an active participant in planning and receives professional development support to continue independent arts instruction in the future.

**2006-07 Goals and Outcomes**

**Goal:** Improve student language and literacy ability, as measured by a pre-post project vocabulary assessment.

**Outcomes:**
- In 2006-07, 83% of pupils improved at least 20% on the pre-post vocabulary assessments and 67% of pupils scored 70% or higher on the post-project vocabulary assessment, which are both improvements over 2005-06.
Goal: Improve arts skills as prerequisite to successful completion of the visual and performing arts component of the ‘a-g’ curriculum, as measured by observed increased arts proficiency among students involved in ArtsBridge.

Outcomes:

- 98% of surveyed teachers indicated that ArtsBridge helps students become more proficient in the arts.
- Additionally, 96% of teachers indicated that ArtsBridge offered content that their students would not otherwise have received.

Goal: Increase graduate and professional school enrollment.

Outcomes:

- Prior to their ArtsBridge experience, 63% of undergraduate survey respondents indicated their desire to be a teacher. After participating, 91% of ArtsBridge undergraduate survey respondents indicated their intent to pursue careers in education or teaching.
Community College Transfer Programs

*AY 2006-07, by the numbers:*
- 21,721 community college students
- 110 California Community Colleges

Mission and Purpose

UC’s Community College Transfer Programs are charged with increasing opportunities for community college students to transfer to baccalaureate degree-granting institutions by providing comprehensive academic guidance and support to prospective transfers to the University of California and other four-year colleges.

In recognition of the importance of this effort, the 2006-07 State budget included an augmentation of $2 million in State funds which, when added to the funds already provided for community college transfer programs, brought total funding available for these efforts to almost $3.3 million. This initiative, the UC/Community College Transfer Initiative for Access and Success, was endorsed by California Assembly Speaker Núñez, Assembly Member Dymally, UC President Dynes and Chancellor Drummond from the California Community Colleges. This initiative was funded specifically to increase the number of transfer students to UC. In this first year of the $2 million augmentation, UC campuses have instituted programs to work with community college campuses with low transfer rates, begun initiatives to support a transfer pipeline for high school students, streamlined the Transfer Admissions Guarantee program and begun planning for a virtual Transfer Center. Preliminary results from a data sharing project with targeted community colleges indicate that most participating campuses experienced an increase in the number of transfers to UC.

Services

UC campuses offer a variety of services in support of transfer admission that fall into four broad categories:

- Individual academic advising and educational planning, including assistance with course selection and monitoring of student programs;
- Academic enrichment, including enrollment in UC summer session courses;
- Informational workshops on academic requirements for transfer admission; and
- Professional development and training for community college counselors and faculty.

2006-07 Goals and Outcomes

Academic year 2006-07 is the second year of reporting on community college transfer programs. The goals of the program are to increase the transfer-readiness of participants, as measured by completion of transferable English and math courses, and to increase the number and proportion of participants who actually transfer to a 4-year institution. With the re-engineering of programs beginning in 2006-07, data collection efforts for these programs continue to improve, utilizing the National Student Clearinghouse for transfer information, as well as self-reported data regarding preparation.
Outcomes:

- Data from the National Student Clearinghouse show that 53.6% of transfer-intent participants have enrolled in a four-year institution in 2007, compared with 52% in 2005-06.

- Data from six reporting campuses show that 52.8% of participants have completed the transferable Math requirement, while 51.3% completed the transferable English portion. This compares with 52% for both requirements beginning in 2005-06, when only two campuses were able to report data.
Community College Transfer Programs – Articulation of Courses

AY 2006-07, by the numbers:

- 107,856 current CCC-to-UC articulation agreements by major
- Complete articulation for all top 20 UC majors and 99% of complete articulation for all available UC majors
- 991 current CCC to UC articulation agreements
- 28,673 CCC courses directly articulated with 2,847 UC courses
- 46,253 current CCC courses transferable for general credit to any UC campus
- 19,890 current IGETC-approved CCC courses

Mission and Purpose

University of California-California Community College (CCC) articulation agreements are formal understandings between individual community colleges and individual UC campuses, defining how specific college courses can be used to satisfy a subject matter requirement at a UC campus. Courses may be used to satisfy general education requirements, major preparation requirements, or elective credit. These articulation agreements are a critical planning guide for CCC students to make the most efficient use of their time at a community college, and to assure that they are well prepared upon transfer to a UC campus to complete a baccalaureate degree.

Services

The University of California Office of the President reviews individual course outlines from each of the California Community Colleges to determine whether the course is acceptable for credit at UC campuses (i.e., credit is transferable to UC) and whether the course can be used to satisfy Intersegmental General Education Transfer Curriculum (IGETC) standards.

Each UC campus reviews courses to determine whether the courses satisfy lower division academic preparation for individual majors, such as mathematics, English, psychology, and so forth. All UC campuses accept completion of IGETC for satisfying lower division general education requirements by transfer students, although a few majors do not recommend IGETC as the most efficient path.

In 2006-07, the University began organizing existing articulation agreements as preparatory paths (sequences), and is providing comparisons among UC campuses and majors so that students can be assured of authoritative information in selecting campuses and majors across California's public baccalaureate institutions. As of March 2008, 13 of 20 paths have been completed.

2006-07 Goals and Outcomes

Goal: Establish and maintain UC major articulation agreements with all CCCs.

Outcomes:

- Despite an ever-increasing number of courses and articulation agreements between CCC and UC (107,856 in 2006-07 compared with 88,021 in 2005-06), all UC campuses have successfully articulated all of their majors with all 110 community colleges, as agreed through the University’s Transfer Compact. This includes complete articulation of all top 20 UC majors, as well as over 99% of all total available UC campus majors. This also contrasts with 1998-99, when only three UC campuses had articulated their top 20 majors with all California Community Colleges.
Community College Transfer Programs - ASSIST

AY 2006-07, by the numbers:

- Over 1.1 million different individuals used ASSIST to view over 9.7 million articulation agreements
- 107,856 current CCC-to-UC articulation agreements by major were available in ASSIST covering all 9 UC general campuses and all 110 California Community Colleges
- 179,313 current CCC-to-CSU articulation agreements by major were available in ASSIST covering all 23 CSU campuses and all 110 California Community Colleges

Mission and Purpose

The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) is California’s official repository of course articulation and transfer information. All CCC, CSU, and UC campuses maintain current and historic curricula and course articulation information in ASSIST for access by the general public, especially important to CCC students planning for transfer to UC and/or CSU campuses.

Services

ASSIST offers a variety of services related to the creation, maintenance, and dissemination of articulation and transfer information including:

- The public ASSIST web site (www.assist.org) where any interested individual can view authoritative articulation information, with the assurance that course agreements displayed will be honored by the respective institutions.
- The ASSIST Exploring Majors web site where individuals can learn about majors available across UC and CSU campuses, explore opportunities for transfer, and view related course articulation to plan their transfer coursework.
- The ASSIST Curriculum Update System used by all CCC, CSU, and UC campuses to maintain current and historic information on transferable and articulated courses in ASSIST.
- The ASSIST Articulation Maintenance System used by all UC and CSU campus articulation staff to enter, update, and publish articulation agreements.
- The Online Services for Curriculum and Articulation Review (OSCAR) web site used by all CCC campuses to share course outline information used by CSU and UC for establishing course articulation.

2006-07 Goals and Outcomes

Since 1996, ASSIST has utilized a strategic planning process whereby successive two-year strategic plans are developed that establish the mission, vision, goals, objective and activities for ASSIST. Goals and outcomes for 2006-07 include:

Goal: Increase use of ASSIST.

Outcomes:

- In 2006-07, over 1.1 million different individuals used ASSIST to view over 9.7 million articulation agreements. This is an increase from 2003-04 when 600,000 different individuals used ASSIST to view over 5.2 million articulation agreements.
Goal: Improve the usability of ASSIST.

Outcomes:

- In 2006-07, ASSIST focused on addressing technical vulnerabilities and continued progress in the development of a new public ASSIST website.
- The May 2006 ASSIST customer satisfaction survey reflected an overall 4.39 user satisfaction index (out of a 5.0 scale), with 577 responders.

Goal: Maintain complete and accurate data in the ASSIST database.

Outcomes:

- In 2006-07, 100% of the most current articulation agreements established by the 23 CSU and 9 UC campuses with all 110 CCCs were available in ASSIST.
- All 23 CSU and 9 UC campuses commit to honoring all articulation information available in ASSIST.
- In 2006-07, 107,856 current CCC-to-UC articulation agreements by major were available in ASSIST covering all 9 UC general campuses and all 110 CCCs.
- In 2006-07, 179,313 current CCC-to-CSU articulation agreements by major were available in ASSIST covering 23 CSU campuses and all 110 CCCs.

Goal: Ensure ASSIST is available 24 hours a day, seven days a week.

Outcomes: In 2006-07, the ASSIST websites were available 99.99% of the time.
EAOP

AY 2006-07, by the numbers:

- 42,492 students in the cohort program; 11,998 students in Regional Academic Initiatives
- 259 high schools, 131 middle schools in both cohort and partner models
- Over 9,000 families served in workshops, college visits and family events

Mission and Purpose

EAOP is the University’s signature pre-college academic preparation program for middle and high school students. EAOP contributes to the SAPEP mission by increasing the number of educationally disadvantaged students who have the opportunity to enroll in college, thereby raising student achievement and helping to close achievement gaps between groups of students. EAOP designs and provides services to foster students’ academic development, and delivers those services in partnership with other academic preparation programs, schools, other higher education institutions and community/industry partners.

The program’s goal of increased access for educationally disadvantaged students to the University of California is grounded in the philosophy that preparing for success in college is not simply one of many options for young people; it is their right. Therefore, EAOP takes seriously the task of ensuring that all EAOP students acquire the skills and knowledge they will need to succeed at the University of California and at other institutions of higher education.

Declines in completion rates for the ‘a-g’ curriculum were noted over a two-year period, from 74% to 61%. In response to the changing needs of high schools and to better serve educationally disadvantaged students, EAOP began moving towards attracting a broader student base by removing previous GPA restrictions on program participation. An expansion from previously more restrictive program guidelines would be consistent with declines in completion rates. While investigation into the decline is in progress, the 61% figure continues to exceed the statewide ‘a-g’ completion rate of 36%. Program changes will be considered based on findings of the investigation into the decline.

Services

EAOP provides academic enrichment and advising, test preparation, family information and support for schools to help more students become college-ready. In EAOP partner schools, EAOP staff provide information regarding preparation, access and University admissibility to school staff, students and parents. Schools rely not only on program expertise in University preparation and admissions, but also on the assistance that EAOP provides to help them to establish school structures that have a direct link to students’ completion of college preparatory course requirements and to enhancing college-going cultures.

EAOP efforts to enhance college-going cultures include the Regional Academic Initiatives (RAI) program. This program is a systemwide strategy to develop collaborative, comprehensive, regional approaches that increase student eligibility for admission to and enrollment at postsecondary institutions. RAI’s two current and comprehensive efforts – the College Going Initiative (CGI) and the Summer Algebra Academies – focus on high schools in rural and remote regions of California.

2006-07 Goals and Outcomes

Goal: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.

Outcomes:
• In 2006-07, 61% of EAOP graduates had completed 15 ‘a-g’ units with a grade of C or better. In comparison, 36% of all California high school graduates complete ‘a-g’ with a grade of C or better.

• In 2002, an independent study of EAOP participants’ ‘a-g’ completion rates found that EAOP participants were more than twice as likely to complete ‘a-g’ courses as their peers who did not participate in EAOP (Quigley 2002). A more recent statistical study of 2005 EAOP graduates is consistent with this finding. In a sample of 45 schools reporting to the Transcript Evaluation Service, EAOP participants were more than twice as likely to complete a 15 unit ‘a-g’ pattern.

• More than 8 out of 10 (84.5%) EAOP 10th-graders sampled had passed Algebra I by the beginning of 10th grade, an increase from 81.3% in 2002-03.

Goal: Increase the number of active program participants in K-12 who are college prepared, defined as ‘a-g’ course pattern and SAT Reasoning or ACT exam completion.

Outcomes:

• In 2006-07, EAOP students had much higher SAT test-taking rates than non-participants at the same school. For example, 64.6% of EAOP students at API 1 and 2 schools took the SAT Reasoning or ACT, compared to 32.9% of non-participants at the same schools.

Goal: Increase the number of active program participants who go to college directly from high school.

Outcomes:

• Of EAOP graduates in 2006-07, 69.1% enrolled in postsecondary institutions including UC, CSU, CCC and private and out-of-state colleges. More than three out of five (62.5%) of EAOP graduates enrolled in a UC, CSU, or CCC, compared to 43.7% of public high school graduates statewide.
Graduate & Professional School Programs (G&PS)

AY 2006-07, by the numbers:
- 751 undergraduates across five programs
- 540 students enrolled in academic pre-graduate programs
- 211 students enrolled in pre-professional programs
- 100% of participants are socio-economically disadvantaged

Mission and Purpose

Graduate and Professional School (G&PS) Academic Preparation (AP) programs identify high-caliber economically and educationally disadvantaged students and prepare them for careers as future academics, researchers, specialists, practitioners and leaders. These programs aim to raise student achievement levels and provide students with the skills and experience needed to be competitive for admission to graduate and professional schools. Each program has a unique mission, described below:

- Summer Research Internship Programs (SRIP) prepare undergraduates for graduate academic programs across all UC academic disciplines.
- UC LEADS (Leadership Excellence through Advanced Degrees) aims to produce diverse graduate students in the Science, Technology, Engineering and Math (STEM) disciplines who become leaders in industry, academia and government.
- Law School Preparation Programs are designed to encourage and prepare high-potential undergraduates and graduate students for law school and beyond.
- Post-baccalaureate Medical School Programs aim to increase the number of physicians who are likely to practice in underserved areas of California, and to increase the number of culturally competent and capable physicians practicing medicine in California.

Services

Academic preparation programs help undergraduates hone their academic skills and succeed in courses that are prerequisite to graduate and professional study. Typical academic and professional development activities include tutoring, mentoring, advising, coursework and standardized test preparation. Outcomes are measured by tracking program alumni as they apply to and matriculate in graduate or professional school.15

- SRIP programs provide summer academic research internships to juniors and seniors. Participants engage in 8-10 week research projects in a laboratory or other setting in a closely mentored relationship with faculty, graduate students and other professionals.
- UC LEADS scholars engage in faculty-mentored research experiences over a two-year period. Students spend one summer at their home campus, and one summer at another UC.
- Law program participants focus, over the course of an academic year, on writing, analytical and logical reasoning skills, and LSAT preparation, and receive law school application advice and law career advising.

15 Because most G&PS AP program participants are in their junior year of college, they may take longer than four years to graduate, and/or may find it advantageous to obtain work experience or otherwise take a break before continuing their studies. The academic status of program alumni is tracked for as many years as possible to demonstrate the effectiveness of the program. SRIP program participants have been tracked three years after participation.
Medical programs focus on science curricula, with participants receiving admissions application and interview assistance, regular advising and mentoring sessions, and intensive MCAT preparation. Programs include both the academic year and summer.

2006-07 Goals and Outcomes

Goal: Increase the number and percent of participants who enroll in graduate and professional schools.

Outcomes:

Tracking data demonstrate that more than three-quarters (79%) of G&PS AP participants go on to enroll in graduate and professional schools. Factoring in students who are in the process of applying, 91% of program participants are seeking to enroll or have enrolled in graduate and professional schools. As a comparison, a National Center for Education Statistics (NCES) longitudinal study found that about 40% of 1992–93 bachelor’s degree recipients had enrolled in a graduate degree program by 2003. More specific program data follow:

- Of the 376 UC LEADS Scholars tracked since the first year of the program (fall 2000), 47 are still undergraduates. Of the remaining, 245 (74%) have enrolled in graduate or professional school programs and another 29 participants (9%) are in the process of applying or have been accepted. Thus, of the UC LEADS graduates tracked in this relatively young program, 83% are seeking to enroll or have enrolled in graduate study.

- Of the 295 SRIP alumni tracked from the summer of 2004, 249 (84%) have gone on to advanced study and another 11 (4%) are in the process of applying. Thus, of the SRIP participants tracked, 88% are seeking to enroll or have enrolled in graduate study.

- Of the 547 Law school program participants tracked since the program’s inception, 335 (61%) have entered G&PS programs and another 137 (25%) are in the process of applying. Of the Law school program participants tracked, 86% are seeking to enroll or have enrolled in graduate and professional schools.

- Of the 867 Medical program alumni tracked since 1986, 786 (91%) have gone on to advanced study and 72 (8%) more are in the process of applying to graduate/professional schools. Remarkably, of the Medical School program participants tracked, 99% are seeking to enroll or have enrolled in graduate and professional schools.
K-20 Intersegmental Alliances

*AY 2006-07, by the numbers:*

- 372 K-12 schools
- 6,930 teachers, counselors, administrators

---

**Mission and Purpose**

The University of California K-20 Intersegmental Alliances are state- and University-funded efforts to align campus SAPEP programs and their local and regional K-12, community college, educational, community and business partners. The purpose of these alliances is to create systemic change in educational institutions that result in raising student achievement levels generally and preparing students for postsecondary education and the workplace particularly.

**Services**

Activities and intervention strategies vary by region depending on the needs, priorities and capacities of partner schools, but may include:

- Direct student and parent/family services, including academic enrichment, supplemental learning opportunities, student academic advising, and pre-college and career advising;
- Dissemination of research, evaluation and best practices on teaching and learning;
- Professional development and coaching in strengthening a school’s college-going culture and college awareness;
- Development and/or dissemination of curriculum or college-awareness materials;
- Professional development and coaching for teachers in specific content areas;
- Collaboration with schools/districts/community agencies on grant writing and resource development activities.

**2006-07 Goals and Outcomes**

Academic year 2004-05 was the baseline year for data collection and reporting under the SAPEP Accountability Framework for the K-20 Intersegmental Alliances. Data on a statewide or district level are often limited and frequently difficult to obtain on a year-over-year basis. It is worth noting that because some K-12 Intersegmental Alliances work with entire districts, comparison group data (aside from statewide data) are not available or necessarily applicable in many instances. When data are available, the outcomes for K-20 Intersegmental Alliances are notable.

**Goal:** Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.

**Outcomes:**

- Available systemwide data show that 40.4% (compared to 30.1% in 2005-06) of students enrolled in a UC K-20 Alliance school have completed the 15 ‘a-g’ units with a grade of C or better by the end of 12th grade. These data indicate that the K-20 Alliance has met its year to year goal of increasing this percentage by 10%.
- 38.3% of participants have completed Algebra I by the 10th grade.
Individual examples:

- In the Compton Unified School District, enrollment in Algebra I in 9th grade increased from 55% to 85%.
- In a UC Santa Cruz alliance, the number of students passing algebra in grades 8-10 increased 100% and the number of students passing geometry in grades 9-11 increased 46.4%.

**Goal:** *Increase the number of active program participants who go on to college and/or who transfer to a baccalaureate degree-granting institution.*

**Outcomes:**

- Available systemwide data indicate that 56.0% of 12th grade students graduating from schools in a UC K-20 Intersegmental Alliance have enrolled in a 2- or 4-year institution after high school graduation. These data demonstrate that the college going rate doubled (from 27% in 2005-06) and far exceeded the annual goal of increasing the college-going rate by 10%.

**Goal:** *Increase the number of active program participants in K-12 who complete the CAHSEE exam by 10th grade.*

**Outcomes:**

- Available systemwide data indicate that 63% of participants passed the English section of the CAHSEE by 10th grade.
- UCLA’s K-20 Alliance works with teachers to integrate content literacy strategies and standards-based instruction in high school classroom practice. At schools working in collaboration with UCLA and UCSD, the percentage of students passing the CAHSEE English section increased 55% between 2002-03 and 2006-07.
MESA Community College Program

AY 2006-07, by the numbers:
- 2,852 community college students
- 29 California Community Colleges

Mission and Purpose

One of the country’s most successful programs of its kind, the Mathematics, Engineering, Science Achievement (MESA) program provides academic support for thousands of educationally disadvantaged students so they can excel in math and science and graduate with baccalaureate degrees in science, engineering, computer science and other math-based fields. The MESA Community College Program (one of three MESA programs) assists community college students academically so they can transfer to four-year institutions as majors in math-based fields. The MESA California Community College Program (MESA CCP) was founded in 1992 and is an intersegmental effort between the University of California and the California Community Colleges Chancellor’s Office. The program is a past winner of the prestigious Innovations in American Government Award.

Services

MESA CCP provides rigorous academic development for community college students who are pursuing transfer to four-year universities in majors that are calculus-based. All MESA CCP students are required to attend Academic Excellence Workshops (AEW), a student-led supplemental instruction/study group that emphasizes the most challenging aspects of classes within the student’s major. Additional services include individualized academic planning, college orientation for math-based majors, career exploration and professional development, and summer internships in business, industry, and academia.

2006-07 Goals and Outcomes

Goal: Increase transfers to four-year institutions from community colleges.

Outcomes:

Of the 507 students seeking transfer to four-year institutions, 44% transferred to the California State University, 42% to the University of California, 6% to independent or out-of-state colleges, universities and institutions, and 2% enrolled in a different community college.

Of those who transferred to four-year colleges, 98% chose majors in math or science fields.
MESA Schools Program (MSP)

AY 2006-07, by the numbers:

- 12,573 K-12 students  
- 271 elementary, middle and high schools

Mission and Purpose

One of the country’s most successful programs of its kind, Mathematics, Engineering, Science Achievement (MESA) provides academic support for thousands of educationally disadvantaged students so they can excel in math and science and graduate with baccalaureate degrees in science, engineering, computer science and other math-based fields. The MESA Schools Program (one of three MESA programs) supports pre-college students in 271 schools throughout the state to excel in math and science and go on to higher education. The program is a past winner of the prestigious Innovations in American Government Award.

Services

MESA provides a rigorous academic development curriculum that includes math and science coursework based on the California Math and Science Standards. MESA also offers individualized academic planning, tutoring, math workshops, study groups, career exploration and parent involvement.

2006-07 Goals and Outcomes

Goal: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.

Outcomes:

- Available data show that three out of five (61.5%) MESA 12th grade participants completed the ‘a-g’ sequence with a grade of C or better, an increase from 60.5% from the previous year. In comparison, 36% of all California high school graduates complete ‘a-g’ with a grade of C or better.

- Nearly 83% of the MESA 10th-graders sampled passed Algebra I by the beginning of 10th grade, compared with 81.3% in 2005-06.

Goal: Increase the number of active program participants in K-12 who are college prepared, defined as completion of the ‘a-g’ course pattern and SAT Reasoning or ACT exam.

Outcomes:

- 46.8% of MESA 12th grade students sampled completed ‘a-g’ course sequence and took the SAT Reasoning/ACT, compared with 43.0% a year earlier.

- MESA students have much higher SAT test-taking rates than non-participants at the same school. In 2006-07 for example, 85.9% of MESA students at API 1 and 2 schools took the SAT Reasoning or ACT, compared to 35.1% of non-participants at the same schools.
Goal: Increase the number of active program participants who go to college directly from high school.

Outcomes:
- For 2006-07, 65.7% of MESA graduates enrolled in a two- or four-year college or university, an increase from 61.9% in 2004-05.
The Preuss School

AY 2006-07, by the numbers:

- 752 students in grades 6 to 12
- 35 full-time teachers

Mission and Purpose

The purpose of the Preuss School, a charter school located on the UC San Diego campus, is to expand educational opportunities for students from low-income households. The school admits only students who qualify for federal meal assistance and whose parents or guardians have not graduated from a four-year college. The Preuss School also seeks students who show academic promise but who may not have lived up to their full potential.

In December 2007, UC San Diego released an audit report that identified problems such as inappropriate student grade changes and poor student record-keeping practices at Preuss School. Some of the practices cited concerned the 2006-07 academic year. Since the issuance of that report, Preuss has instituted a series of corrective actions, including limiting access to student transcripts, changing personnel policies, and increasing UCSD’s oversight of school administration. In addition, all current students’ transcripts – as well as those of the entire class of 2008 – have been verified as accurate.

Services

The Preuss School offers all students a rigorous academic curriculum supported by a differentiated system of academic and social supports, including a longer school day, a longer school year, intensive tutoring, mentoring, counseling and parent education opportunities.

When the number of applicants to the Preuss School exceeds the available spaces, applicants are entered into a lottery and the results of that random drawing determine which applicants receive an offer of admission to the school. Students who are unsuccessful in the lottery are placed on a waitlist and these students serve as a control group, enabling comparisons directed at determining the effectiveness of the Preuss School.

Preuss students have proven successful on several independent state and national measures. In 2006-07, Preuss students passed 1.49 Advanced Placement courses on average, more than five times the state average of 0.27. This pass rate exceeds the success Preuss had in 2005-2006, when Preuss ranked ninth among the state’s high schools by this measure. In 2006, the Preuss School received the second-highest score on the state’s Academic Performance Index. Preuss students also excelled on the state’s exit exam, with 100% of students passing the Language Arts section and 99% passing the Mathematics section of the CAHSEE.

2006-07 Goals and Outcomes:

Goal: Increase the number of active program participants in K-12 who complete an 'a-g' course pattern.

Outcomes:

- In 2006-07 as in the previous year, 100% of Preuss students completed the ‘a-g’ sequence by the 12th grade with a grade of C or better.

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

Outcomes:

- In 2006-07, 98% of Preuss students completed the ‘a-g’ course sequence and the SAT Reasoning/ACT exam by 12th grade, exceeding the goal of 90% stated for the Accountability Framework.

Goal: Increase the number of active program participants who go on to college and/or who transfer to a baccalaureate degree-institution within 3 years of their community college start date.

Outcomes:

- In 2006-07, 94% of Preuss students enrolled in postsecondary institutions directly after graduation, compared with 100% in 2004-05 and 2005-06. The 2006-07 figure exceeds the 90% goal stated for the Accountability Framework.
**Puente Project High School Program**

*AY 2006-07, by the numbers:*
- 4,250 students in grades 9-12
- 34 high schools
- 66% of students from families in which neither parent hold a university degree

**Mission and Purpose**

The Puente Project is a national award-winning academic preparation program that works to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. The Puente High School program (Puente also works in community colleges) is considered by educational researchers and experts to be a pioneer of the small-learning-community model. In 2004, Puente was chosen as one of six model programs nationwide to help guide policymakers to improve college access and success. Puente is a past winner of the prestigious Innovations in American Government Award.

**Services**

The Puente High School Program consists of an academically rigorous language arts course sequence combined with intensive academic counseling and the active engagement of parents, families and members of the local community. Students in the program study with the same Puente-trained English teacher for ninth and 10th grades in a college-preparatory English class; work closely with a Puente-trained counselor to prepare an academic plan and stay focused on their goals; participate regularly in community involvement activities; and attend field trips to college campuses. Parents of Puente students are actively involved in their children’s education through parent workshops and other activities.

In addition, Puente’s professional development program prepares teams of English instructors and academic counselors to implement the Puente model on their high school campus. Puente’s training model teaches innovative counseling and teaching methodologies for educationally disadvantaged students, strategies for integrating local communities into an academic program, and cross-functional teamwork. Puente’s impact goes beyond their students, as Puente-trained teachers and counselors utilize Puente methodologies with all students with whom they work.

**2006-07 Goals and Outcomes:**

**Goal:** Increase the number of active program participants in K-12 who complete an ‘a-g’ course pattern.

**Outcomes:**
- In 2006-07, 63.9% of Puente High School 12th-graders completed the ‘a-g’ course pattern. This rate is more than 1.5 times the rate for all California high school graduates (36%).
Goal: Increase the number of active program participants in K-12 who are college prepared, defined as ‘a-g’ course pattern and SAT Reasoning or ACT exam completion.

Outcomes:

- In 2006-07, 55.2% of Puente 12th grade students sampled completed the ‘a-g’ course sequence and took the SAT Reasoning/ACT, compared with 53.0% the previous year.

- Puente students have much higher SAT test-taking rates than non-participants at the same school. In 2006-07 for example, 64.1% of Puente students at API 1 and 2 schools took the SAT Reasoning or ACT, compared to 30.0% of non-participants at the same schools.

Goal: Increase the number of participants who go on to college directly from high school.

Outcomes:

- 95.2% of Puente 12th-graders graduated from high school. Three in four Puente graduates (78.3%) enrolled in a two- or four-year college directly from high school; 74.1% of Puente graduates enrolled in a UC, CSU, or CCC, compared to 46.4% of public high school graduates statewide.

Goal: Increase the number of participants who complete the CAHSEE exam by 10th grade.

Outcomes:

- Puente students passed the California High School Exit Exam at a significantly higher rate than all economically disadvantaged students statewide — 93% versus 77% for the English section, and 91% versus 76% for the math portion. Moreover, 87% of Puente students passed both portions of the CAHSEE exam.
Puente Community College Program

AY 2006-07, by the numbers:
- 9,648 community college students
- 56 California Community Colleges
- 52 community college teachers and 54 community college counselors received professional development

Mission and Purpose

The Puente Project is a national award-winning academic preparation program which works to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. The Community College Program (Puente also works at the high school level) is designed to improve the ability of students to transfer to a four-year university. In 2004, Puente was chosen by the Pathways to College Network as one of six model programs nationwide to help guide policymakers to improve college access.

Services

Students enrolled in the Puente Community College program take a rigorous two-course English sequence from a Puente-trained teacher, work closely with a Puente-trained counselor to prepare an academic plan for transfer to a four-year university, and meet regularly with a Puente-trained mentor from the professional community.

Teachers and counselors receive Puente training in innovative counseling and teaching methodologies for educationally disadvantaged students, strategies for integrating local communities into an academic program, and cross-functional teamwork. In addition to serving Puente students, these Puente-trained teachers and counselors employ Puente methodologies with all of the students with whom they work.

2006-07 Goals and Outcomes

Goal: Increase the number of students from Community Colleges who are transfer-ready.

Outcomes:

- The number of transfer-ready students continues to increase: 893 Puente Community College participants were transfer-ready in 2006, an increase of 123% from 1999.

- Between 1999 and 2006, Puente transfers to four-year institutions grew by 75%, from 295 to 515.

- Nearly 85% of students are retained in community college for a year following participation in Puente; 71.6% persist two years after completing the program. According to the California Community College Chancellor’s Office (CCCCO) the one-year persistence rate for all CCC students statewide is 68%.
Student-Initiated Programs

AY 2006-07, by the numbers:
- 13,802 K-12 students
- 256 community college students
- 609 undergraduates
- 2,445 additional students for whom grade level is unknown

Mission and Purpose

Student-Initiated Programs (SIP) is a University of California student-led initiative that seeks to ensure access to higher education to those students labeled “at risk.” The mission of SIP revolves around student empowerment and academic development. SIPs provide individual attention to K-12 students who might otherwise have little or no aspiration to attend a postsecondary institution like the University of California or California State University. SIPs have a special connection to high school and community college students, since many SIP representatives have just graduated from high school and are now attending a university.

Student-Initiated Academic Preparation Programs face distinct challenges in collecting data related to the turnover that they face (as graduating students are replaced by new leaders), their lack of budget for data collection, and their decentralized nature. Several campuses have revamped their data collection processes and are partnering with university research methods teams to develop a comprehensive database that can track program participants. This work has not been completed, however, and data collection still remains a challenge for some of these programs.

Services

SIPs provide resources and information on college planning to students from low-API schools. Services include college information days, campus tours, conferences, workshops, and cultural activities for students and their parents.

2006-07 Goals and Outcomes:

Goal: Increase the number of program participants who go to college and/or who transfer to a baccalaureate degree-granting institution from community college.

Outcomes:
- 85.7% of SIP 12th-grade participants at UCLA from this program period are now attending institutions of higher education.

Goal: Increase the number of program participants (UC undergraduates) who matriculate into graduate and professional schools.

Outcomes:
- At UCLA, 55.5% of the graduating seniors who participated in SIP matriculated into graduate and professional schools. Many others work in the public or non-profit sectors, or for educational institutions.
UC College Prep Online (UCCP)

**Mission and Purpose**

UC College Prep Online (UCCP) prepares students for college through the development and delivery of online courses and academic support services to all schools in the state. Founded in 1999, UCCP was created in response to a state mandate to provide equitable access to a rigorous curriculum to academically disadvantaged students in low-performing schools. To address California’s school challenges, which include a shortage of well-trained teachers, limited college preparatory offerings, and high failure rates of students in the core subject areas critical for college admissions, UCCP offers a state infrastructure allowing schools across the state to address these needs through online services and resources. Through these services, schools have been able to provide courses to students along with other academic services that otherwise would not be possible.

**Services**

In 2006-07, UCCP offered 57 online college prep courses (with instructors) in core subject areas directly to students, including Advanced Placement, honors, and ‘a-g’ courses. Online services, including tutoring, SAT/ACT exam preparation, Advanced Placement reviews, the Online Summer Academy, and college information were offered to all students in the state. UCCP increased significantly the number of school partnerships and expanded services to home-schooled students. For teachers, UCCP provides professional development opportunities through its annual Online Teaching and Learning Institute and Classroom Learning Kits, designed to supplement classroom instruction with high-quality curriculum. By providing access to these online services and resources, UCCP helps narrow the achievement gap among students in California living in rural, urban and the most remote areas of the state.

Academic year 2006-07 was the last year that UCCP operated under a fee-for-service model. In 2007-08, UCCP will return to its original core mission of developing high quality courses to be available at no cost to California’s public schools. Information in this year’s report reflects that the program was preparing to transition to a new model. Future reporting on UCCP may entail changes to its goals and indicators to reflect the reorganization effort.

**2006-07 Goals and Outcomes**

**Goal:** Increase the number of active program participants in K-12 who complete an ‘a-g’ course pattern, as measured by the number and percent of program participants who complete an honors, AP and/or ‘a-g’ online course with a grade of C or better.

**Outcomes:**

- In 2006-07, 79.0% of UCCP students taking online courses received a C or better, an increase from 71.0% in 2005-06.
**Goal:** Increase the number of K-12 program participants who are college prepared, measured as a short-term indicator by the number and percent of UCCP participants who complete the SAT Reasoning and/or ACT exams.

**Outcome:**
- 3,849 program participants completed the SAT or ACT examinations.

**Goal:** Increase the number of active program participants who go to college directly from high school.

**Outcome:**
- 68.4% of UCCP participants enrolled in a two- or four-year college the year following high school graduation.
UC Links

AY 2006-07, by the numbers:
- 2,857 K-12 students, 44 K-12 schools
- 950 undergraduate and graduate students
- 21 UC faculty

Mission and Purpose

UC Links is a multi-campus, intersegmental faculty-based initiative, linking community and University partners in a network of after-school programs that provide academic preparation activities for K-12 youth, while offering quality educational opportunities for University undergraduates. UC Links seeks to provide K-8 students with the early academic support they need to enter and complete the ‘a-g’ high school course pattern and the path to college. In this way, UC Links intervenes early before students have fallen behind, and serves to increase the pool of students who are academically prepared for high school completion and college entry.

Services

University faculty teach academic college courses that place undergraduates at after-school programs where they help guide children through learning activities designed to promote literacy, math, science and computer skills, as well as collaborative social behavior and college-going identities. Program outcomes are measured by number and percent of K-12 participants who are at or above grade level on standardized test scores or pre-post student assessments. UC Links also tracks the number of undergraduate participants who seek graduate/professional school education.

2006-07 Goals and Outcomes

Goal: Increase preparation for ‘a-g’ coursework.

Outcomes:

- Overall, 70.3% of UC Links K-8 participants are performing at or above grade level in English/language arts and mathematics. In its third year of reporting, UC Links has achieved its objective for K-8 students.

- Data from 8 sites for grades 2-8 showed a 14 percentage point increase from 49% of the questions answered correctly in the pre-test to 63% answered correctly in the post-test.
Goal: Increase graduate/professional school enrollment of undergraduate mentors.

Outcomes:

- In 2006-07, 76% of undergraduate seniors in UC Links classes reported they were applying to or enrolling in graduate and professional programs. This rate exceeds the benchmark of 70% for 2 years in a row.
University-Community Engagement (UCE), formerly Community Partnerships

AY 2006-07, by the numbers:
- 11 grant-funded, two-year university-community engagement projects
- 2,430 K-12 students served in community settings

Mission and Purpose

University-Community Engagement (UCE) contributes to the Student Academic Preparation and Educational Partnerships mission to raise student achievement and close achievement gaps by supporting UC campus-community collaborations dedicated to improving student learning and achievement. Through a biennial grants program, UCE brings together campus organizations with community partners in order to build the capacity of community organizations to develop, implement and sustain high quality academic supports, as well as to infuse college culture into underserved communities. During the 2007 calendar year (the inaugural year for the program) UCE identified and funded 11 campus-community collaborations.

In order to meet Accountability Framework guidelines, services were re-engineered under the Community Partnerships program to the UCE model in 2006-07. Academic year 2006-07 represents the baseline year for data reporting.

2006-07 Goals and Outcomes

Goal: Improve student performance in mathematics through community-based mathematics activities, as preparation for completion of the ‘a-g’ course curriculum

Outcomes:
Of the students participating in community-based summer mathematics academies, 43% improved by at least 20% on pre- and post-math diagnostic exams in pre-algebra, algebra and geometry.

Goal: Improve basic skills proficiency through community-based academic skills development activities, as preparation for CAHSEE exam passage.

Outcomes:
During the inaugural year, 27% of students participating in community-based academic skills development activities improved proficiency by at least one grade level as measured by a comprehensive inventory of basic skills.

Goal: Increase community and student awareness of postsecondary opportunity.

Outcomes:
During the inaugural year, 79.1% of students participating in community-based college preparation activities indicated on post-program surveys that they wanted to obtain a bachelor’s degree or higher as compared to 61.5% on pre-program surveys.
Student Academic Preparation and Educational Partnerships

Accountability Framework

Accountability Planning and Oversight Committee
Student Affairs – Student Academic Preparation and Educational Partnerships
University of California
Office of the President
April 8, 2005
I. 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. 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.

---

1 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.
II. 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.

III. 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.

II. 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 10th grade.

Increase the number of students from California Community Colleges who are transfer-ready.

IV. 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.
V. 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

Marvin Alkin  UCLA School of Education
Danny Alvarez  Senate Budget and Fiscal Review
Michael Brown  UC Santa Barbara/Board of Admissions and Relations with Schools (BOARS)
Kathleen Chavira  Senate Education Committee
Catherine Cooper  UC Santa Cruz/UC Office of the President
Winston Doby  UC Office of the President
Neal Finkelstein  WestEd
Ron Fox  California Department of Education
Patricia Gandara  UC Davis School of Education
Marlene Garcia  Senate Research
Yvette Gullatt  UC Office of the President
Elizabeth Halimah  UC Berkeley
Bruce Hamlett  Assembly Higher Education Committee
Celia Mata  Assembly Budget
Hugh Mehan  UC San Diego
Debora Obley  UC Office of the President
Jeannie Oropeza  Department of Finance
Lynn Podesto  Department of Finance
Oscar Porter  UC Office of the President
Patrick Shields  SRI International
Anthony Simbol  Legislative Analyst’s Office
Jack Sutton  UCLA
Sara Swan  Department of Finance