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August 30, 2013

The Honorable Mark Leno
Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Dear Senator Leno:

I am pleased to submit the University of California's report to the Legislature on the 2011-12 Student Academic Preparation and Educational Partnerships (SAPEP). In the past, this report was requested in budget bill language. Currently, there is no language or other statute that requires the University to submit this report to the Legislature. Given the value of the SAPEP programs to the State's efforts to raise achievement and the University's own interest in demonstrating the effectiveness of these programs, however, the University is submitting the report this year.

If you have any questions regarding this report, Vice President for Budget and Capital Resources Patrick Lenz would be pleased to speak with you. He can be reached by telephone at (510) 987-9101, or by email at Patrick.Lenz@ucop.edu.

With best wishes, I am,

Sincerely yours,

Mark G. Yudof
President

Enclosure

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Ms. Tina McGee, Legislative Analyst's Office
Ms. Amy Leach, Office of the Chief Clerk of the Assembly
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UNIVERSITY OF CALIFORNIA

2011-12 Student Academic Preparation and Educational Partnerships (SAPEP) Funds and Outcomes

Legislative Report
August 2013



**Report Prepared by the following offices:
Vice President for Budget and Capital Resources
Vice Provost Educational Partnerships**

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SECTION 1. EXECUTIVE SUMMARY

The University of California’s Student Academic Preparation and Educational Partnerships (SAPEP) seek to raise student achievement levels generally and to close achievement gaps among groups of students throughout the K-20 pipeline. This report provides an assessment of SAPEP program outcomes for the 2011-12 academic year.

This report describes SAPEP goals, activities, target populations, and accountability structures. It includes an assessment of progress toward the SAPEP goals established in 2005, as well as a status report on State and University funding of SAPEP programs and descriptions of and highlights from individual programs.

The report uses the SAPEP Accountability Framework (discussed on page 15 of this report) for the seventh year of its implementation. Most programs are meeting—or making steady progress toward—their goals for student achievement.

These goals include:

- **Completing college preparatory (“a-g”) courses in high school.**
- **Graduating from high school and passing the California High School Exit Exam (CAHSEE).**
- **Being prepared to enter four-year colleges (not just UC) directly from high school.**
- **Being prepared to transfer from community colleges to four-year colleges (not just UC).**

Report: Legislative Background

Although the Governor vetoed language in the 2008-09 Budget Act requiring the University to provide a comprehensive report on SAPEP programs, he left discretion to the University to submit a report if resources are available. The language vetoed from the 2008-09 Budget Act 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, 2009.

This language did not appear in the 2012-13 Budget Act. However, given the value of the SAPEP programs to the state’s efforts to raise achievement, the University is reporting these findings.

SAPEP Program 2011-12 Highlights

A Note on Data Limitations

Please note that the SAPEP goals and objectives included in this report were established more than nine years ago. During this time, some programs have modified their goals and services and funding has shifted downward, making it difficult to compare findings over time and across programs. A more detailed explanation of data limitations can be found in Appendix A.

HIGHLIGHT: SAPEP programs are serving schools and community colleges they are intended to serve. Collectively, the SAPEP programs reach students in 1,113 K-12 public schools and all 112 California community colleges, as well as large numbers of parents, teachers and administrators. Most high schools served by SAPEP programs need assistance. Of these schools, 65% are among the lowest performing schools in the state, with Academic Performance Index (API) rankings of 1-5 on a scale of 1-10.

HIGHLIGHT: SAPEP programs improve participating students’ academic achievement, college readiness and college enrollment. Program participants are prepared for and succeed in college-preparatory (“a-g”) courses at greater rates than non-participants.

- **Percentage of students in California public high schools who complete “a-g” courses:**

EAOP participants	77%
MESA participants	71%
PUENTE participants	69%
Non-SAPEP program participants ¹	35%

HIGHLIGHT: SAPEP program participants graduate from high school better prepared for college. A higher proportion of EAOP, MESA and PUENTE students took the SAT or ACT exams than did non-participants in the same schools.

- **Percentage of California students at API decile 1 and 2 schools who took the SAT Reasoning or ACT exams:**

EAOP, MESA and PUENTE participants	68%
Non-SAPEP Program participants	43%

¹ Non-participant data are from *California Postsecondary Education Commission, Class of 2009*, the last year for which data are available. The a-g completion rate is calculated by dividing the number of public high school students who successfully completed the a-g course requirements with a grade "C" or higher in a given year by the number of graduates as reported by the schools.

HIGHLIGHT: SAPEP participants go to California public two- and four- year colleges at high rates.

- **Class of 2012 California students who go on to California two- and four-year colleges:**

EAOP	57%
MESA	60%
PUENTE	63%
Non-SAPEP program participants ²	41%

HIGHLIGHT: SAPEP programs are helping community colleges and students reach their transfer goals. This year, over 2.3 million visitors used ASSIST, the online source of course articulation information, nearly three times the 700,000 visitors in 2004-05.

HIGHLIGHT: SAPEP programs prepare undergraduates for graduate and professional schoolwork. Almost three quarters (71%) of Graduate and Professional School Programs' undergraduate students participating in post baccalaureate preparation programs enroll in graduate or professional programs.

HIGHLIGHT: SAPEP programs are a cost-effective, worthwhile state investment. SAPEP programs use state resources efficiently. The average cost per student of most SAPEP programs is substantially less than the cost per student of comparable federally funded programs.

- **Average cost per student among SAPEP's K-12 academic preparation programs:**

EAOP	\$246
MESA	\$188
PUENTE	\$171

- **Average cost per student for comparable federal programs:**

Upward Bound Classic	\$4,752
Talent Search	\$434

HIGHLIGHT: SAPEP programs have leveraged the State's investment in SAPEP. In the aggregate, SAPEP programs have leveraged the State and University investment of \$24.9 million by raising an additional \$37.2 million in support of K-20 efforts.

² Non-participant data are from *California Postsecondary Education Commission, Class of 2009*, the last year for which data are available. Data for high school graduates were obtained from the California Department of Education. Data for higher education enrollment were obtained from each of the segments.

HIGHLIGHT: SAPEP programs have adopted online technologies to improve and expand service delivery: In 2011-12, 172,293 students and teachers accessed UC Scout, which offers high school and middle school classes online. This year also saw the launch of UC's Online Transfer Planner tool, which enables California Community College students to keep precise track of course credits they have accrued and/or still need towards transfer.

SAPEP Vision, Mission, Purpose and Goals

The vision of the University of California's SAPEP programs, as articulated in its mission statement, 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 SAPEP is to work 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. SAPEP aims to prepare a higher proportion of California's young people—including those who are first-generation, socioeconomically disadvantaged and English-language learners—for postsecondary education, graduate and professional school opportunities and/or success in the workplace.

To achieve this mission, SAPEP programs work to:

- Increase the number of K-12 program participants who complete "a-g" courses, in particular 10th grade algebra, a crucial "gatekeeper" course.
- Increase the number of K-12 program participants who complete the California High School Exit Exam (CAHSEE) by 10th grade.
- Increase the number of K-12 program participants who graduate from high school.
- Increase the number of K-12 program participants who are college-prepared, defined as completing both "a-g" courses and taking the SAT Reasoning or ACT exam.
- Increase the number of program participants who go to college or transfer to a baccalaureate degree-granting institution within three years of their community college start date.
- Maintain complete major-preparation articulation agreements between the University and all community colleges.
- Increase the number of students from California Community Colleges who are ready to transfer to four-year baccalaureate degree-granting institutions (that is, increase the number of "transfer-ready" students).
- Increase the number of program participants who matriculate into graduate and professional schools.

UC's Commitment to College-Readiness for All Students

The University of California has a longstanding commitment to raising the academic achievement of educationally disadvantaged students, offering programs and strategies for more than 40 years that improve college opportunity for thousands of students. Over the 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. Following 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) helping disadvantaged California students fulfill UC eligibility requirements and compete for UC admission, and (2) contributing to the academic enrichment of UC campuses through a diverse student body.

In 2002, roughly five years after adopting these OTF strategies, then-President Richard Atkinson convened the Strategic Review Panel to recommend changes to the University's overall academic preparation plan in order to 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 among groups of students. As a result, the University established new programmatic goals, focusing on academic achievement and college-readiness generally rather than UC eligibility exclusively.

As the Strategic Review Panel intended, the University's current programs involve in-depth partnerships with California's other education segments (K-12, California Community Colleges and the California State University system) and with the private and non-profit sectors. The ongoing programs support K-12 student academic achievement, preparation for college and targeted assistance to help disadvantaged students successfully enter college directly from high school or transfer to four-year degree-granting colleges or universities from community colleges. Although UC's programs operate across systems and across the state, the University provides rigorous and centralized accountability for all SAPEP programs.

SAPEP Strategies for Achieving UC's Goals

The University's SAPEP programs operate all along the educational continuum, from kindergarten through graduate and professional programs. Education is a long-term process, demanding progressively more complex and interrelated skills of educators, with special interventions called for at milestones along the way (such as during the key transitions from elementary to middle school, or from high school to college).

SAPEP programs correspond to students' progress and needs as they advance through the system: from elementary to middle and high schools, to community colleges, to four-year colleges and universities, and on to graduate and professional schools. Programs share information about student development and about curriculum and assessments, as well as seek

to align instructional methods, content and assessments across educational sectors, all in an effort to help students succeed.

A. Three Primary SAPEP Student Initiatives

The University's programs also are designed to address major issues that influence K-20 educational success. For example, the portfolio of secondary school programs includes three direct student initiatives: EAOP, MESA and PUENTE. Each advances a key development area for educationally disadvantaged students preparing for college:

EAOP advances academic preparedness for and admission to college. 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.

MESA advances math and science skills. MESA seeks to raise the number of educationally disadvantaged students entering college with well-developed mathematics and science skills.

PUENTE advances writing skills. PUENTE focuses on college-preparatory English writing skills.

By enlisting SAPEP programs to improve skills, the University is helping to ensure that California's future labor force — including all of its diverse citizens — will have the language, math and science skills to become productive workers and citizens.

UC also focuses on helping students transfer successfully from California's Community Colleges (CCC) to baccalaureate institutions. In addition to ongoing work on course articulation, the University expanded its community college initiatives in response to the 2006 UC-CCC Joint Transfer Initiative for College Access and Success.

B. Joint Transfer Initiative For College Access And Success

The Joint Transfer Initiative is aimed at identifying, preparing and enrolling at UC campuses increasing numbers of educationally disadvantaged California community college transfer students. The Community College Transfer Program (CCTP) increases opportunities for community college students to transfer to four-year schools. Academic advisers provide guidance and support to prospective transfers to the UC and other four-year colleges.

Services and strategies include:

- Annual transfer enrollment targets.
- More and better advising services at community colleges with low transfer rates from target populations.
- Early identification pre-transfer preparation programs for students in high school and/or in the first year of community college.

- A transfer guarantee program that ensures admission to a particular UC campus provided students meet course and achievement expectations.
- Online transfer preparation tools and services.
- Timely notification of admission to UC for CCC transfer applicants.

C. Fostering K-20 Regional Alliances

K-20 regional alliances seek to bolster students' educational aspirations and success by addressing factors outside of the University's control, such as a student's K-20 school environment, the quality and content of K-20 instruction, and the level of support from both the family and the local community. To address these circumstances, in 2003 the University established ten K-20 Regional Intersegmental Alliances with the aim of creating ties between campuses, schools, and local community and business organizations. The purpose of these collaborative efforts is to raise student achievement levels and address the barriers to educational equity. Likewise, University-Community Engagement aims to improve student achievement and close achievement gaps by supporting relevant UC campus-community collaborations.

D. Undergraduate, Graduate and Educator Preparation

SAPEP programs also provide support and services to educationally disadvantaged students once they reach University undergraduate and graduate levels. Student-Initiated Programs (SIP) give college access to students labeled "at risk"; Graduate and Professional School Programs (GPSPs) identify high-achieving students and prepare them for careers as academicians, researchers, specialists, practitioners and leaders. And SAPEP programs ArtsBridge and UC Links give college students the opportunity to explore teaching; ArtsBridge prepares art students for teaching careers and UC LINKS enlists undergraduates (for course credit) as mentors and tutors to underserved K-12 students in its after-school programs.

E. Additional SAPEP Services

Finally, SAPEP provides a number of services in addition to its core programs. For example, UC Scout (formerly known as UCCP or College Prep Online) offers high school and middle school classes online. ASSIST serves as the state's official online repository for community college transfer articulation information. In both instances, UC staff and faculty developed these tools to address gaps and problems identified by UC's K-12 and community college educational partners.

SECTION 2. SAPEP SERVICE POPULATIONS

SAPEP programs collectively serve nearly **135,000 California K-20 students**, as well as large numbers of parents, teachers and administrators.

Program participants include:

- 94,275 students in K-12 institutions.
- 34,480 community college students.
- 5,532 college and university undergraduates.
- 216 graduate students.
- More than 36,000 parents of K-12 students.
- 2,630 teachers, counselors and school administrators.

Characteristics of the participating schools and institutions include:

- More than 1,100 public K-12 institutions, of which 48% are high schools.
- 112 community colleges.
- A significant number of community and business organizations.

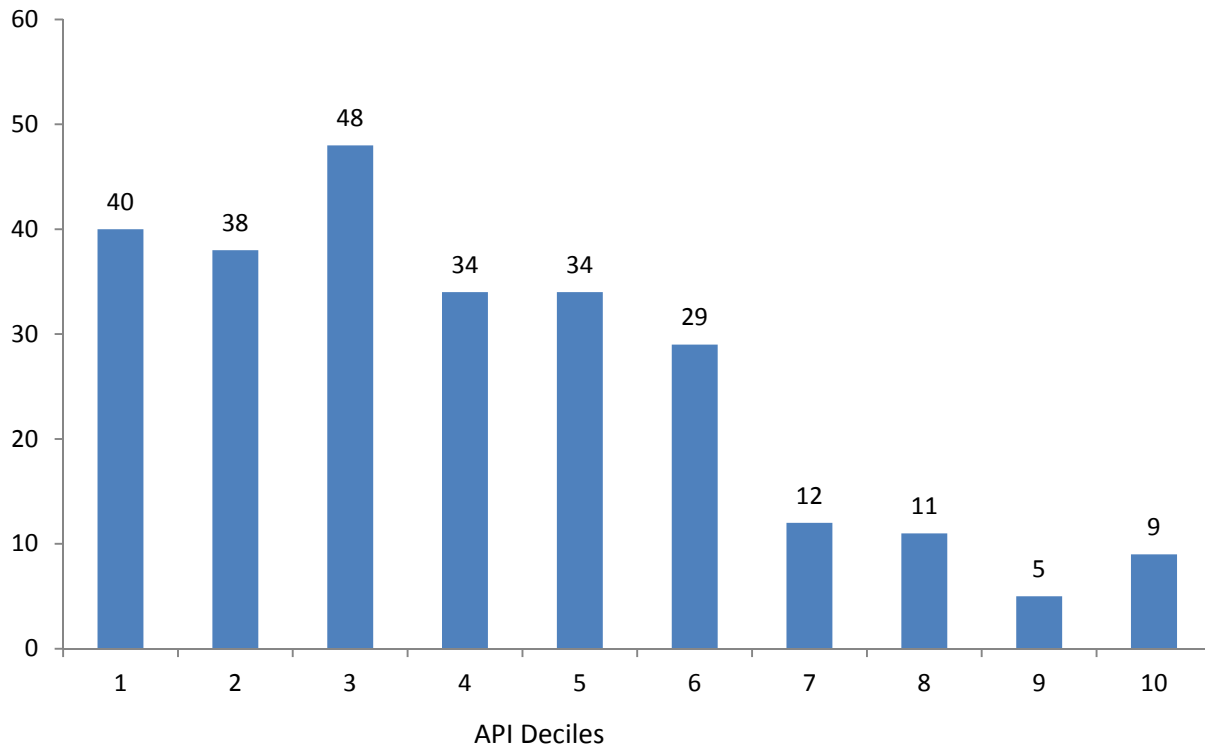
A review of the demographic characteristics of participants shows that UC is reaching those students and schools in need of assistance, as described in Section 3.

SECTION 3. NOTABLE SAPEP OUTCOMES

The next six figures present data on SAPEP’s primary K-12 student academic preparation programs. Figures 1-3 show information about the programs’ student populations, and Figures 4 and 5 demonstrate outcomes for those students served by SAPEP.

As shown in Figure 1, the largest SAPEP programs — EAOP, MESA and PUENTE — are at work in 265 California high schools, 75% of which are in the five lowest Academic Performance Index (API) deciles. Low-API schools are in need of increased resources like those provided by SAPEP programs to help them to meet and/or surpass the academic standards set by the state. (A complete description of API is available in the glossary.)

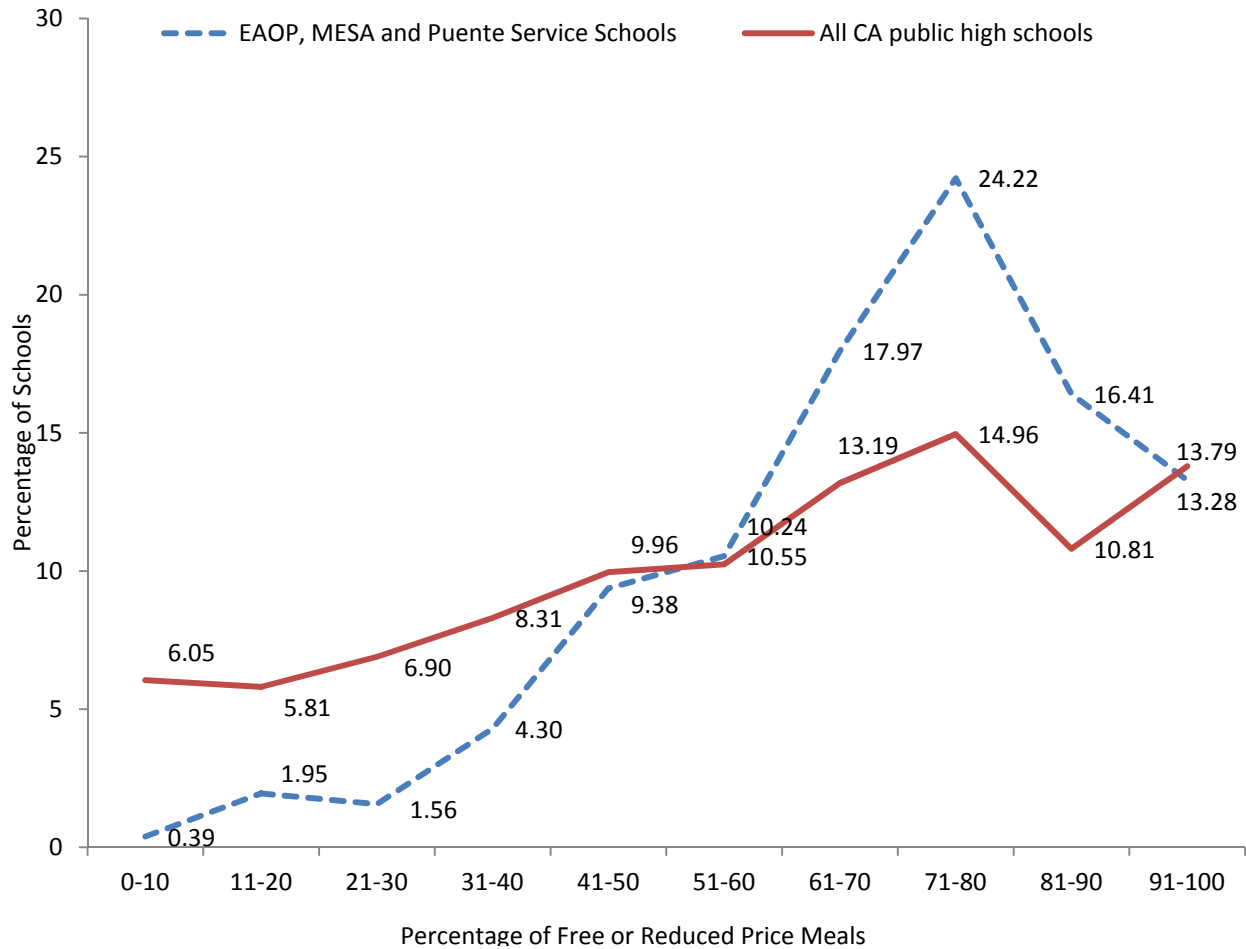
Figure 1: Number of High Schools Served by EAOP, MESA and PUENTE by API Decile, 2011-12



Source: 2011-12 SAPEP Schools Report and 2011 API data, California Department of Education

As shown in Figure 2, UC works with schools located in communities where median family incomes are lower, as evidenced by the high percentages of students at SAPEP-serviced schools who qualify to receive free or reduced price meals, compared to those at California public high schools overall. More precisely, 24% of the schools served by EAOP, MESA and PUENTE are those in which in which 70-80% of all students are eligible for free or reduced price meals. In contrast, nearly 15% of all California public high schools serve students in which 70-80% are eligible for free or reduced price meals.

Figure 2: Percentage of Free or Reduced Price Meals Served at EAOP, MESA and PUENTE High Schools, 2011-12

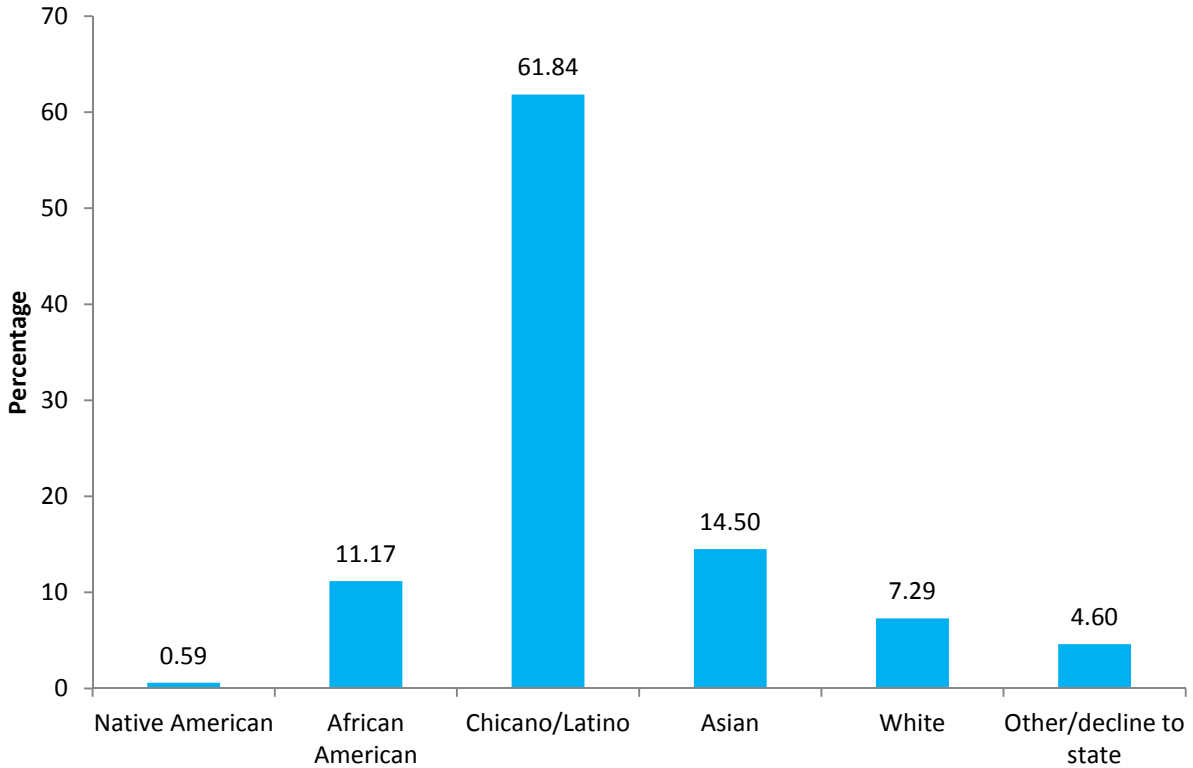


Source: 2011-12 SAPEP Schools Report and California Department of Education

Note: For this analysis there are a total of 258 EAOP, MESA and PUENTE high schools. Two schools are missing information on the percentage of free or reduced price meals, so they were excluded. Only those public high schools with corresponding information were included in this analysis.

An illustration of participants in the largest SAPEP programs — EAOP, MESA and PUENTE — by ethnicity, Figure 3 suggests that UC is committed to fostering college readiness amongst all California high school students, including Underrepresented Minorities (URM) such as African American, Chicano/Latino, and Native American students, especially those from underserved schools.

Figure 3: EAOP, MESA and PUENTE High School Participants by Ethnicity, 2011-12

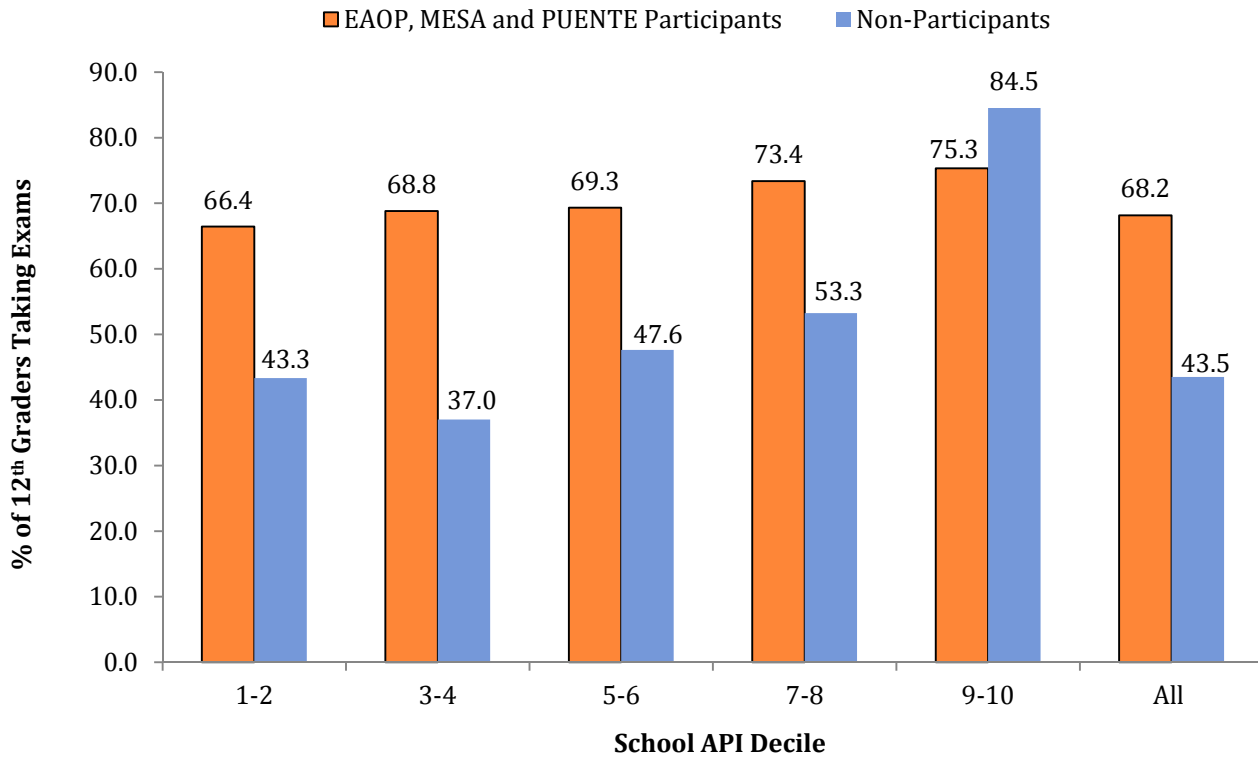


Source: 2011-12 SAPEP Annual Performance Report file

Note: Other/Unknown category includes multi-ethnic students and those who decline to state. Figures may not add up to 100% due to rounding.

As shown in Figure 4, participants in the largest SAPEP programs — EAOP, MESA and PUENTE — are more likely to take the SAT or ACT exams (68%) than non-participants at the same schools (43%).

Figure 4: EAOP, MESA and PUENTE SAT or ACT Test-Takers by API Decile, 2011-12

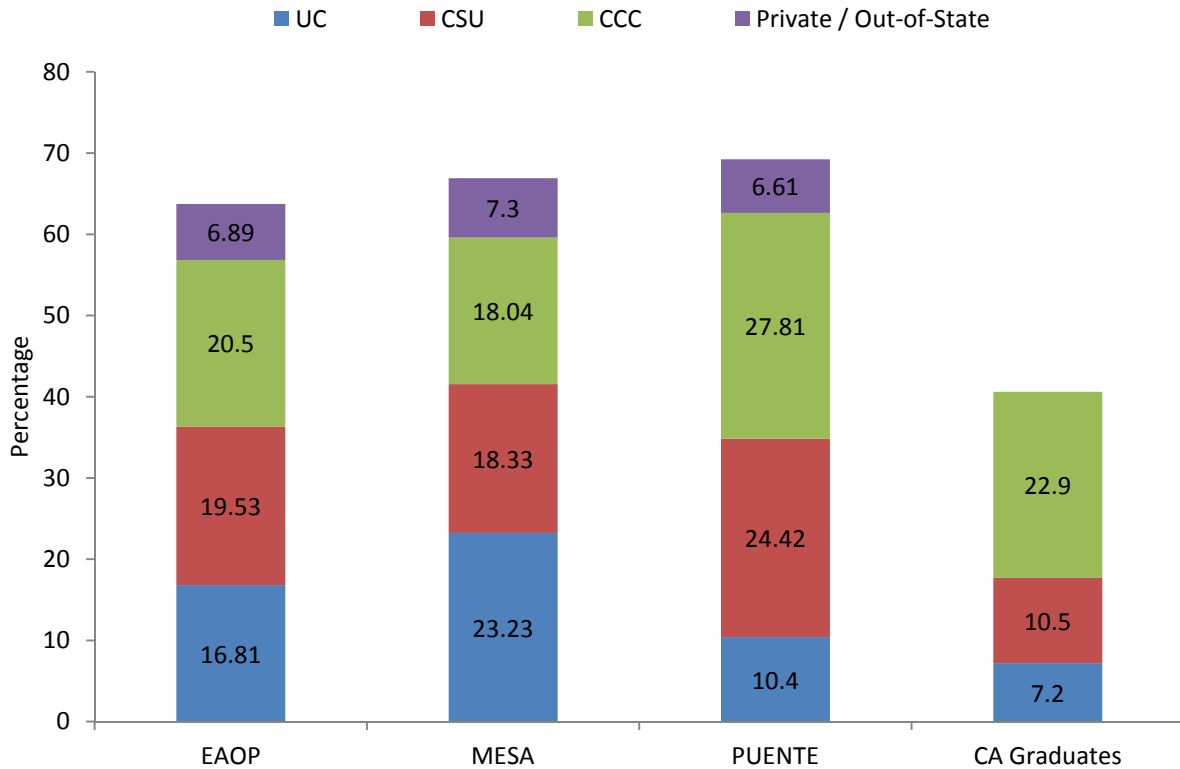


Sources: 2011-12 SAPEP 23-Element File, 2011-12 SAT and ACT data files from College Board, and 2011-12 high school enrollment and API files from California Department of Education.

Note: Only schools with available test data and with more than five SAPEP participants are included in this analysis, so 72 out of the total 299 schools were excluded due to missing data or small number of participants. For those in the analysis: 72 schools are in API deciles 1-2; 75 are in API deciles 3-4; 52 are in API deciles 5-6; 16 are in API deciles 7-8; and 12 are in API deciles 9-10.

The fifth figure shows that 2012 high school seniors from SAPEP’s top three programs are enrolling in college at high rates: EAOP (64%), MESA (67%) and PUENTE (69%). In comparison to all California graduates, EAOP, MESA and PUENTE seniors have higher rates of enrollment in each of the California public college segments, as well as a higher overall college-going rate.

Figure 5: 2011-12 College-going Rates for EAOP, MESA and PUENTE



Sources: 2011-12 SAPEP 23-element file, National Student Clearinghouse and UC Corporate Student System, California Post-Secondary Education Commission.

Note: 2009 college-going rates for all California High School graduates are reported by the California Post-Secondary Education Commission (CPEC). This is the most recent year for which CPEC reported these data. CPEC did not report private or out-of-state enrollments.

Progress on Meeting Accountability Goals

SAPEP programs operate in accordance with the SAPEP Accountability Framework, which established common goals and assessment expectations for the programs. (The SAPEP Accountability Planning and Oversight Committee—which includes policy staff from the Legislature and the Legislative Analyst’s Office, Executive Branch staff and experts on program evaluation—developed the Accountability Framework.) Consistent with the evolution of UC’s programs, the SAPEP goals established in 2005-06 focus on student achievement across a broad range of academic preparation and college-readiness indicators, and not on UC eligibility alone. The University has made program assessment and evaluation integral to all SAPEP programs, making significant investments in data collection, systems and analysis and external evaluations. All SAPEP programs are required to submit annual performance reports describing their progress toward specific programmatic goals, and individual programs are subject to comprehensive summative evaluations by both internal and external evaluators, as funding permits.

Despite the budget uncertainty of recent years, most SAPEP programs are continuing to meet, or are progressing toward meeting, the goals outlined in the Accountability Framework. Each SAPEP program has adopted up to three of the framework goals against which the programs and the University measure progress. When possible, the programs compare participating students’ outcomes against the same outcomes for non-participants. If comparison groups are unavailable, programs compare participants’ achievements to the statewide (or school-wide) rates for comparable demographic groups (e.g., educationally disadvantaged students) for which data are available.

Table 1: Progress Toward Framework Goals and Objectives by Program

Program and Framework Goal(s)	Measurable Objective(s)	2004-05 ³ Baseline Measure	2011-12 ⁴ Measure	Status ⁵
ArtsBridge Goal: Increase graduate/professional school enrollment	50% undergrads will consider teaching and education professions	80%	100%	Meeting objective
Community College Transfer Programs Goal: Increase transfer-readiness and successful transfer to four-year colleges	10% increase in transfers to four-year institutions	52%	35%	Decline noted; program to review
	10% increase in math transfer requirement completion rates	52%	45%	Decline noted; program to review
	10% increase in English transfer requirement completion rates	52%	44%	Decline noted; program to review
Community College - Articulation Goal: Maintain articulation agreements with all CCC campuses	Maintain articulation agreements with all 112 CCC campuses	100%	100%	Meeting objective
Community College – ASSIST Goal: Maintain complete articulation with CCC in ASSIST	Increase ASSIST users and reports	700,000 users 6.7 million reports	2.3 million users 14.7 million reports	Meeting objective
	Maintain accurate data	100% UC/CSU Articulation maintained	100% UC/CSU Articulation maintained	Meeting objective

³ All programs established baseline measures in 2004-05 other than the Community College Transfer Programs, which established baseline measures in 2005-06. In some cases the baseline measure exceeds the measurable objective because they were measured after the objective was set.

⁴ 2011-12 measures are presented in more detail within the individual program descriptions in Section 4 of this report.

⁵ *Meeting objective* means program is meeting the measurable objective set; *Improving from baseline* means program is advancing towards objective; *Decline noted, etc.* means measure has declined from the baseline measure and program will review the factors that contributed to the drop.

Table 1: Progress Toward Framework Goals and Objectives by Program

Program and Framework Goal(s)	Measurable Objective(s)	2004-05 ³ Baseline Measure	2011-12 ⁴ Measure	Status ⁵
EAOP Goals: Increase “a-g” course completion, college-readiness and college-going rates	70% of 12th graders will complete “a-g”	74%	77%	Meeting objective
	80% complete algebra by 10th grade	91%	89%	Meeting objective
	70% of 12th graders completing “a-g” also completed SAT/ACT	56%	75%	Meeting objective
	70% of 12th graders will enroll in postsecondary institutions	67%	64%	Decline noted; program to review
Graduate and Professional School Programs Goal: Increase graduate/professional school enrollment	50% of program participants will enroll in graduate or professional school.	78%	71%	Meeting objective
K-20 Regional Intersegmental Alliances Goal: Increase “a-g” course completion and college-going rates by increasing school capacity	Increase “a-g” completion by 10%	30%	51%	Meeting objective
	Increase college-going by 10%	27%	75%	Meeting objective
MESA Community College Goal: Increase transfer-readiness for four-year colleges in math/science-based majors	500 transfers/year	572 transfers	726 transfers	Meeting objective
	100% of those who transfer will major in math/science	100%	100%	Meeting objective
MESA Schools Program Goals: Focusing on math/science-based disciplines - increase “a-g” course completion, college-readiness, college-going rates and CAHSEE completion	75% of 12th graders will complete “a-g” courses	54%	71%	Improving from baseline
	67% complete algebra by 10th grade	77%	86%	Meeting objective
	70% of 12th graders completing “a-g” also completed SAT/ACT	42%	61%	Improving from baseline
	75% of 12th graders will enroll in postsecondary institutions	62%	67%	Improving from baseline
	80% pass CAHSEE by 10th grade	74%	83%	Meeting objective
PUENTE Community College Goal: Focusing on English and language arts, increase transfer-readiness	Increase transfer-readiness by 10%	795 participants are transfer-ready	823 participants are transfer-ready	Improving from baseline

Table 1: Progress Toward Framework Goals and Objectives by Program

Program and Framework Goal(s)	Measurable Objective(s)	2004-05³ Baseline Measure	2011-12⁴ Measure	Status⁵
PUENTE Project High School Program Goals: Focusing on English and language arts, increase “a-g” course completion, college-readiness, college-going rates and high school graduation	65% of 12th graders will complete “a-g”	53%	69%	Meeting objective
	80% of students will complete algebra by 10th grade	72%	87%	Meeting objective
	65% of 12th graders will complete “a-g” and SAT/ACT	46%	51%	Improving from baseline
	75% of 12th graders will enroll in postsecondary institutions	67%	75%	Meeting objective
	95% of 12th grade participants will graduate from high school	95%	96%	Meeting objective
Student-Initiated Programs (SIP) Goals: Increase college-going rates and graduate/professional school enrollment	50% of 12th grade participants will enroll in postsecondary institutions	69%	46% ⁶	Decline noted; program to review
	55% of graduating undergraduate volunteers will enroll in graduate school	45%	26%	Decline noted; program to review
UC Scout (formerly known as UC College Prep Online) Goal: Increase “a-g” course preparation	75% AP/Honors pass rate	69%	92% ⁷	Meeting objective
UC Links Goals: Increase preparation for “a-g” course pattern and graduate/professional school enrollment	70% perform at or above grade level in standardized tests	66%	73%	Meeting objective
	70% of undergraduate UC Links volunteers apply, are admitted, or enroll in graduate school	76%	76%	Meeting objective
University-Community Engagement Goals: Increase “a-g” completion, college-readiness and CAHSEE completion	75% of students will increase postsecondary institution awareness	79% (2006-07)	80%	Meeting objective
	60% of students will score basic, proficient, or advanced levels on program post-tests	43% (2006-07)	69%	Meeting objective

⁶ 2011-12 data for SIP program objectives are incomplete because several campuses did not have data to report; thus the declines in the two measures are likely due to these factors.

⁷ 2011-12 data are not available and therefore the most current (2010-11) data are reported.

SECTION 4. SAPEP'S 15 PROGRAMS: DESCRIPTIONS AND OUTCOMES

ARTSBRIDGE

ArtsBridge provides K-12 arts instruction, professional support for arts teachers, service-learning opportunities and teaching-career pathways for University arts students and preparation for "a-g" arts requirements. For many K-8 students, ArtsBridge is the only arts instruction they receive during the academic year.

Academic Year (AY) 2011-12, by the numbers:

- **5,341 total students served**
- **5,267 K-12 students served**
- **71 undergraduate students participated**
- **35 K-12 schools served**
- **67% of K-12 participants come from low-performing schools**
- **34% of K-12 students were English language learners**

2011-12 Outcomes

- In a 2011-12 survey of ArtsBridge undergraduate students, 100% indicated their intent to pursue careers in teaching, education or community service in the arts.

COMMUNITY COLLEGE TRANSFER PROGRAMS (CCTP)

Community College Transfer Programs increase opportunities for community college students to transfer to four-year schools. Academic advisors provide guidance and support to prospective transfers to the UC and other four-year colleges.

AY 2011-12, by the numbers:

- **18,841 total students served**
- **1,154 K-12 students served**
- **17,793 community college students served**
- **112 California Community Colleges participating**

2011-12 Outcomes

- In 2011-12, of the 2,829 CCTP students for whom data were available, 45% completed the math transfer requirement, compared to 52% in the 2005-06 baseline measure; and 44% completed the English transfer requirement, compared to 52% in the 2005-06 baseline measure.

- In 2011-12, of the 2,678 transfer-ready CCTP students, 35% enrolled in a four-year institution, compared to 52% (N=3,184) in the 2005-06 baseline measure.

COMMUNITY COLLEGE TRANSFER PROGRAMS - ARTICULATION

Community College Transfer Programs - Articulation establishes and maintains UC's many major articulation agreements, i.e., formal agreements between individual California community colleges and individual UC campuses, defining how specific college courses can satisfy subject requirements at a UC campus.

AY 2011-12, by the numbers:

- **111,109 current CCC-to-UC articulation agreements by major**
- **204,770 current CCC-to-CSU articulation agreements by major**
- **Complete articulation for all top 20 UC majors and 99.6% articulation for all UC majors**
- **45,437 current CCC courses can be transferred for general credit to any UC campus**
- **21,146 current Intersegmental General Education Transfer Curriculum-approved CCC courses**

2011-12 Outcomes

- Despite an ever-increasing number of courses and articulation agreements between CCC and UC (111,109 in 2011-12 compared with 78,522 in 2004-05) 100% of UC campuses have successfully articulated their majors with all 112 community colleges. This includes complete articulation of all top 20 UC majors, as well as 99.6% of all UC majors.

COMMUNITY COLLEGE TRANSFER PROGRAMS - ASSIST

Community College Transfer Programs - ASSIST is California's vast, official repository of course articulation and transfer information, both current and historical. Used by millions of individuals, this information is especially important to CCC students planning for transfer to UC and/or CSU campuses.

AY 2011-12, by the numbers:

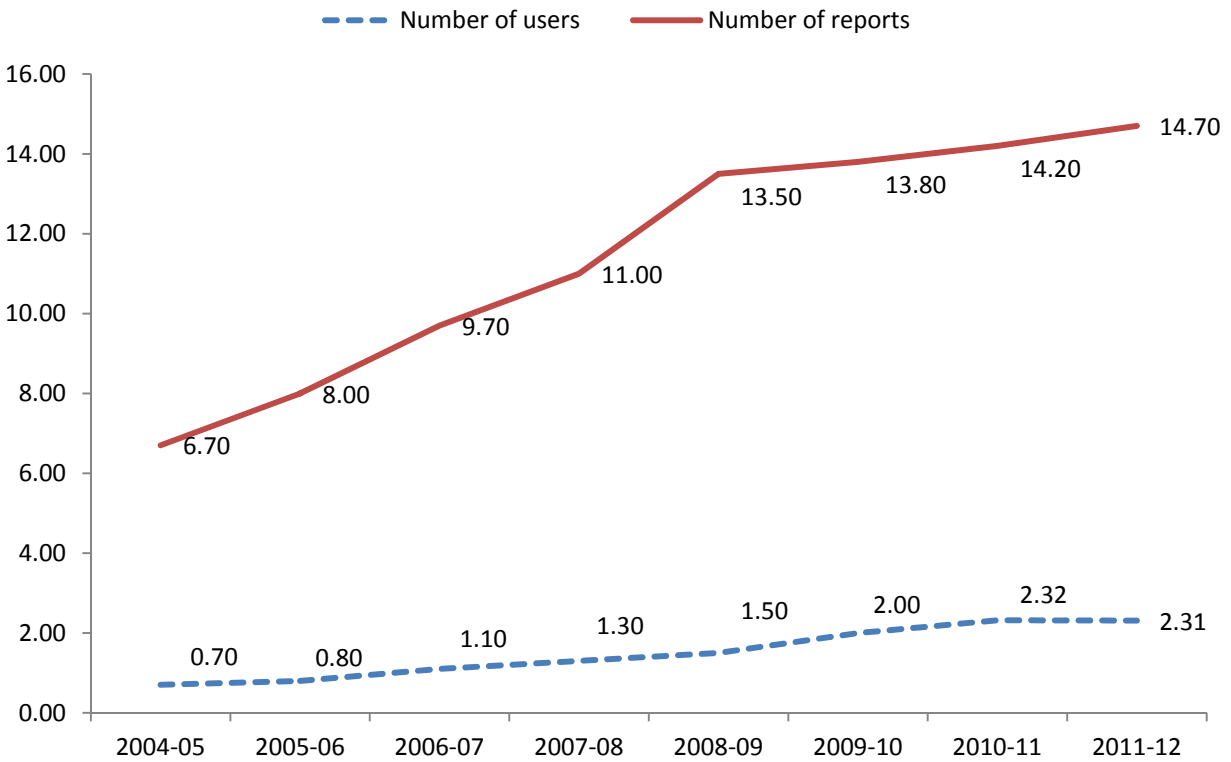
- **More than 2.3 million visitors view over 14.7 million articulation reports**
- **More than 111,109 current CCC-to-UC articulation agreements by major available in ASSIST, for nine UC general campuses and all 112 California Community Colleges**
- **More than 204,770 current CCC-to-CSU articulation agreements by major available in ASSIST, for all 23 CSU campuses and all 112 California Community Colleges**

2011-12 Outcomes

To increase use of ASSIST:

- In 2011-12, over 2.3 million different individuals used ASSIST to view over 14.7 million articulation reports. This is a sharp increase from 2004-05, when 700,000 different individuals used ASSIST to view over 6.7 million articulation reports. See Figure 6.

Figure 6: Number of ASSIST Reports and Users, 2004-05 to 2011-12 (in millions)



Source: 2011-12 Annual Performance Report

To maintain complete and accurate data in the ASSIST database:

- In 2011-12, 100% of the most current articulation agreements with all 112 CCCs were available in ASSIST. These include the agreements established by the 23 CSU and nine UC undergraduate campuses.
- In 2011-12, 111,109 current CCC-to-UC articulation agreements by undergraduate major were available in ASSIST covering all nine UC general campuses and all 112 CCCs.

- In 2011-12, 204,770 current CCC-to-CSU articulation agreements by undergraduate major were available in ASSIST covering 23 CSU campuses and all 112 CCCs.
- All 23 CSU and nine UC campuses committed to honoring all articulation information available in ASSIST.

To ensure ASSIST is always available:

- In 2011-12, the ASSIST websites were available 99.99% of the time.

EARLY ACADEMIC OUTREACH PROGRAM (EAOP)

EAOP is UC's academic preparation program for middle and high school students. EAOP designs and provides academic development services, delivered in partnership with schools, to give all educationally disadvantaged California students the skills and knowledge to succeed at UC and elsewhere.

(A note about EAOP data: Because a review of all participants' academic transcripts was cost-prohibitive, EAOP sites employed differing sampling sizes to obtain outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. The total population of EAOP 12th graders was 9,824.)

AY 2011-12, by the numbers:

- **30,870 total students served**
- **194 schools participated in both the cohort and partner models**
- **Over 15,000 parents/guardians served in workshops, college visits and family events**

2011-12 Outcomes

To increase the proportion of K-12 participants completing "a-g" courses:

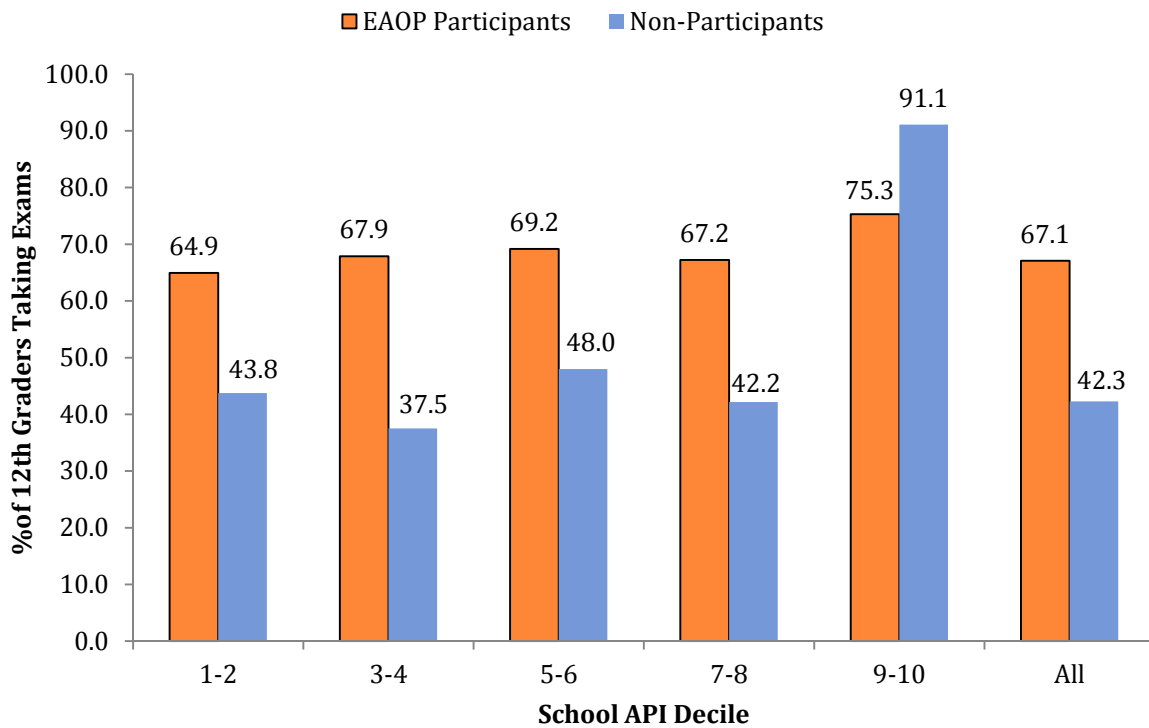
- In 2011-12, of the 6,721 12th grade transcripts reviewed, 77% completed 15 "a-g" units with a grade of C or better, compared to 74% in the 2004-05 baseline measure. This rate is much higher than the statewide "a-g" completion rate of 35% for Academic Year 2008-09, the most recent year for which statewide completion rates are available.

- In 2011-12, of the 6,262 EAOP 12th graders sampled, 89% had passed Algebra I, a key academic milestone, by the beginning of 10th grade, compared to 91% in the 2004-05 baseline measure.

To increase the proportion of K-12 participants who are college prepared (completing “a-g” courses and taking the SAT Reasoning or ACT exam):

- In 2011-12 EAOP students had much higher SAT/ACT test-taking rates than non-participants at the same schools. 67% of EAOP students took SAT /ACT tests, compared to 42% of non-participants at the same schools. See Figure 7.
- In 2011-12, of the 5,767 EAOP 12th graders transcripts reviewed, 75% completed “a-g” coursework also took SAT/ACT exams, compared to 56% in the 2004-05 baseline measure.

Figure 7: EAOP SAT or ACT Test-Takers by API Decile, 2011-12



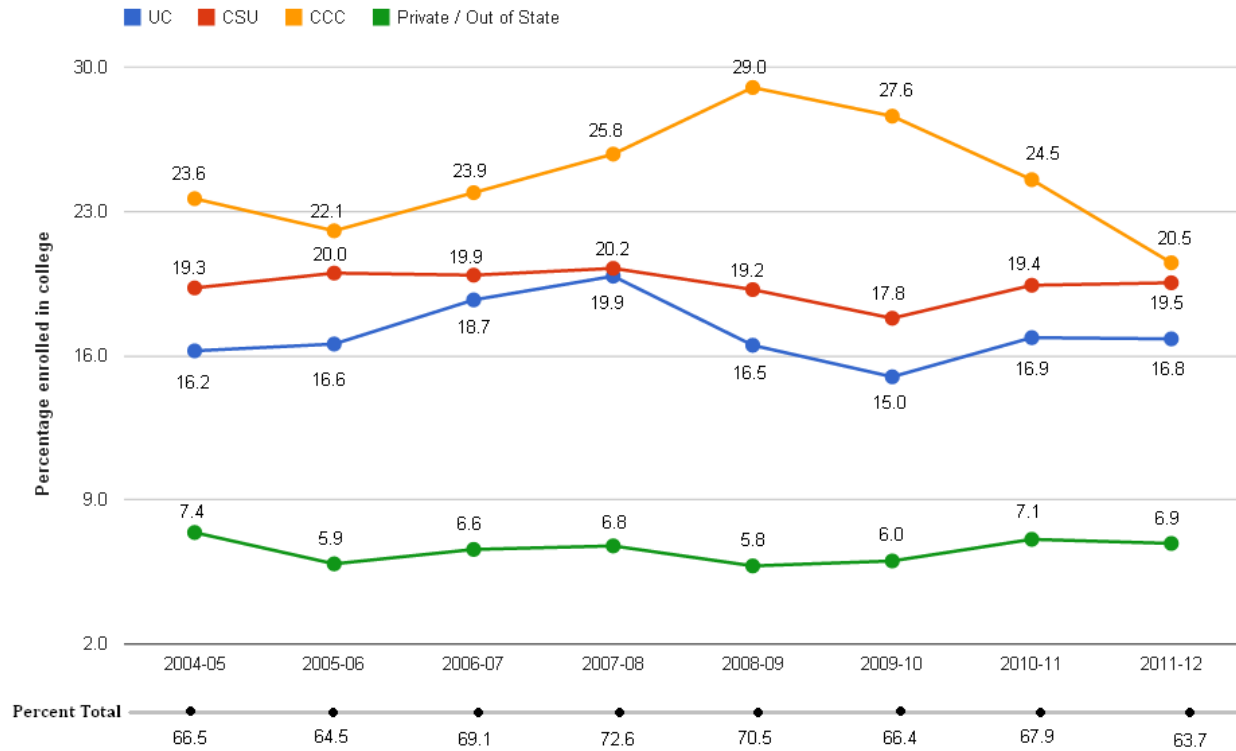
Sources: 2011-12 SAPEP 23-Element File, 2011-12 SAT and ACT data files from College Board, and 2011-12 high school enrollment and API files from California Department of Education.

Note: Only schools with available test data and with more than five SAPEP participants are included in this analysis, so 32 out of the total 186 EAOP schools were excluded due to missing data or to a small number of participants. For those in the analysis: 59 schools are in API deciles 1-2; 55 are in API deciles 3-4; 32 are in API deciles 5-6; 4 are in API deciles 7-8; and 4 are in API deciles 9-10.

To increase the proportion of program participants who go to college directly from high school:

- In 2011-12, of the 9,824 EAOP 12th graders, 64% enrolled in postsecondary institutions including UC, CSU, CCC, and private and out-of-state colleges, compared to 67% in the 2004-05 baseline measure. See Figure 8.

Figure 8: EAOP Postsecondary Enrollment, 2004-05 to 2011-12



Sources: 2011-12 SAPEP 23-element file, National Student Clearinghouse, and UC Corporate Student System.

Figure 8 shows that EAOP college-going rates for UC and CSU have remained relatively stable during the intervening years since the baseline. However, the rate of enrollment at California Community Colleges (CCC) has fluctuated from a high of 29% to the current rate of 20.5%. Declines in EAOP’s California Community College-going rates may reflect changes in enrollment practices at CCC’s in response to budget cuts, as noted in a March 2013 Public Policy Institute of California (PPIC) report, *The Impact of Budget Cuts on California’s Community Colleges*.⁸ As stated in the report, “Participation rates have reached a twenty-year low in California, with especially sharp declines over the past several years. Had participation rates remained at 2008-09 levels, the community college system would today be serving an additional 600,000

⁸ Available at http://www.ppic.org/content/pubs/report/R_313SBR.pdf.

students. This is troubling given California’s long-standing need to increase college participation rates among its recent high school graduates.” In addition, the report found that in adapting to significant budget reductions, CCC’s are giving priority to certain students at the expense of spaces for recent high school graduates and “basic skills” students.

GRADUATE AND PROFESSIONAL SCHOOL PROGRAMS (GPSPs)

GPSPs identify high-achieving economically and educationally disadvantaged undergraduate students and prepare them for careers as academicians, researchers, specialists, practitioners and leaders.

AY 2011-12, by the numbers:

- **404 total participants across four programs**
- **226 undergraduate students enrolled in academic pre-graduate programs**
- **178 undergraduate students enrolled in pre-professional programs**
- **46% of participants are first-generation students**
- **54% of participants are underrepresented minority students (Native American, African American and Chicano/Latino)**
- **28% of the students have participated in a K-12 SAPEP academic preparation program**

2011-12 Outcomes

- Of the 2,799 GPSP participants tracked over multiple years, 1,986 (71%) enrolled in graduate and professional schools. Factoring in the additional 211 students who are in the process of applying to graduate and professional schools, 2,197 (78%) of program participants are seeking to enroll or have enrolled in graduate and professional schools.

K-20 REGIONAL INTERSEGMENTAL ALLIANCES

K-20 Regional Intersegmental Alliances align campus SAPEP programs and their local and regional K-20, community college, educational, community and business partners to reach two key goals: increase “a-g” course completion rates and increase college-going rates, by ten percent in both cases.

AY 2011-12, by the numbers:

- **61,796 total students served**
- **12,359 English language learners served**
- **5,672 teachers, counselors, administrators served**
- **311 K-12 schools served**

2011-12 Outcomes

- Some K-20 Regional Intersegmental Alliances work with entire districts, and comparison group data are not available or applicable in many instances, but when they are available, the outcomes are notable.

To increase “a-g” course completion rates by ten percent:

- In 2011-12, of the 4,239 K-20 Regional Intersegmental Alliances student transcripts reviewed, 51% completed 15 “a-g” units with a grade of C or better, compared to 30% in the 2004-05 baseline measure.

To increase college-going rates by ten percent:

- In 2011-12, of the 2,919 K-20 Regional Intersegmental Alliances students sampled, 75% enrolled in postsecondary institutions including UC, CSU and CCC, compared to 27% in the 2004-05 baseline measure.

MESA COMMUNITY COLLEGE PROGRAM

The MESA Community College Program assists community college students academically so they can transfer to four-year institutions with majors in math-based fields.

AY 2011-12, by the numbers:

- **4,351 community college students served**
- **34 California Community Colleges served/participating**
- **72 students transferred to a four-year institution**

2011-12 Outcomes

- Of the 726 MESA Community College students who transferred to four-year institutions, 46% went to California State University, 45% to the University of California, and 9% percent each went to private and out-of-state colleges. All of these transferring students indicate majors in STEM fields.

MESA SCHOOLS PROGRAM

The MESA Schools Program helps students in K-12 schools throughout the state to excel in math and science, and to pursue higher education.

AY 2011-12, by the numbers:

- **20,235 K-12 students served**
- **393 participating elementary, middle and high schools**

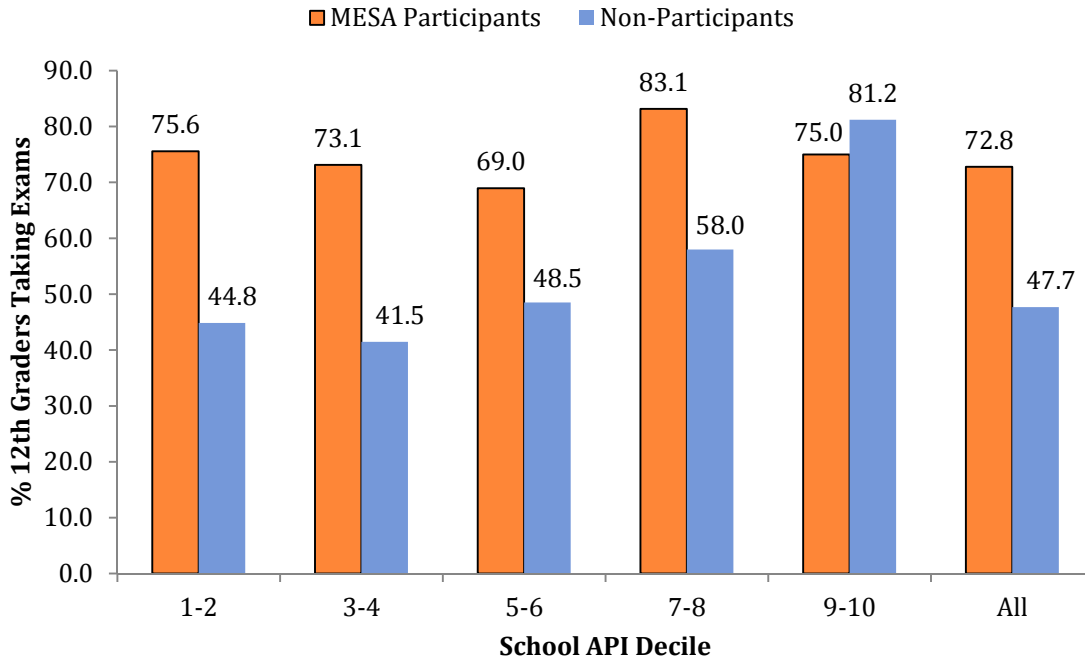
2011-12 Outcomes**To increase the proportion of K-12 participants completing “a-g” courses:**

- In 2011-12, of the 1,819 MESA 12th grade transcripts reviewed, 71% completed the “a-g” course sequence with a grade of C or better, compared to 54% in the 2004-05 baseline measure.
- In 2011-12, of the 1,819 MESA 12th grade transcripts reviewed, 86% completed Algebra I by the beginning of 10th grade, compared to 77% in the 2004-05 baseline measure.

To increase the proportion of K-12 participants who are college prepared (completing “a-g” courses and taking the SAT Reasoning or ACT exam):

- In 2011-12, of the 772 MESA 12th graders sampled, 61% of those completing “a-g” courses also took the SAT and/or ACT exams, compared to 42% in the 2004-05 baseline measure. See Figure 9.
- In 2011-12, MESA students had much higher SAT/ACT test-taking rates than did non-participants at the same schools. Of the MESA students at API 1 and 2 schools, 76% took the SAT or ACT tests, compared to 45% of non-participants at the same schools.

Figure 9: MESA Schools Program SAT or ACT Test-Takers by API Decile, 2011-12



Sources: 2011-12 SAPEP 23-Element File, 2011-12 SAT and ACT data files from College Board, and 2011-12 high school enrollment and API files from California Department of Education.

Note: Only schools with available test data and with more than five SAPEP participants are included in this analysis, so 56 out of the total 168 MESA schools were excluded due to missing data or small number of participants. For those in the analysis: 33 schools are in API deciles 1-2; 36 are in API deciles 3-4; 21 are in API deciles 5-6; 12 are in API deciles 7-8; and 10 are in API deciles 9-10.

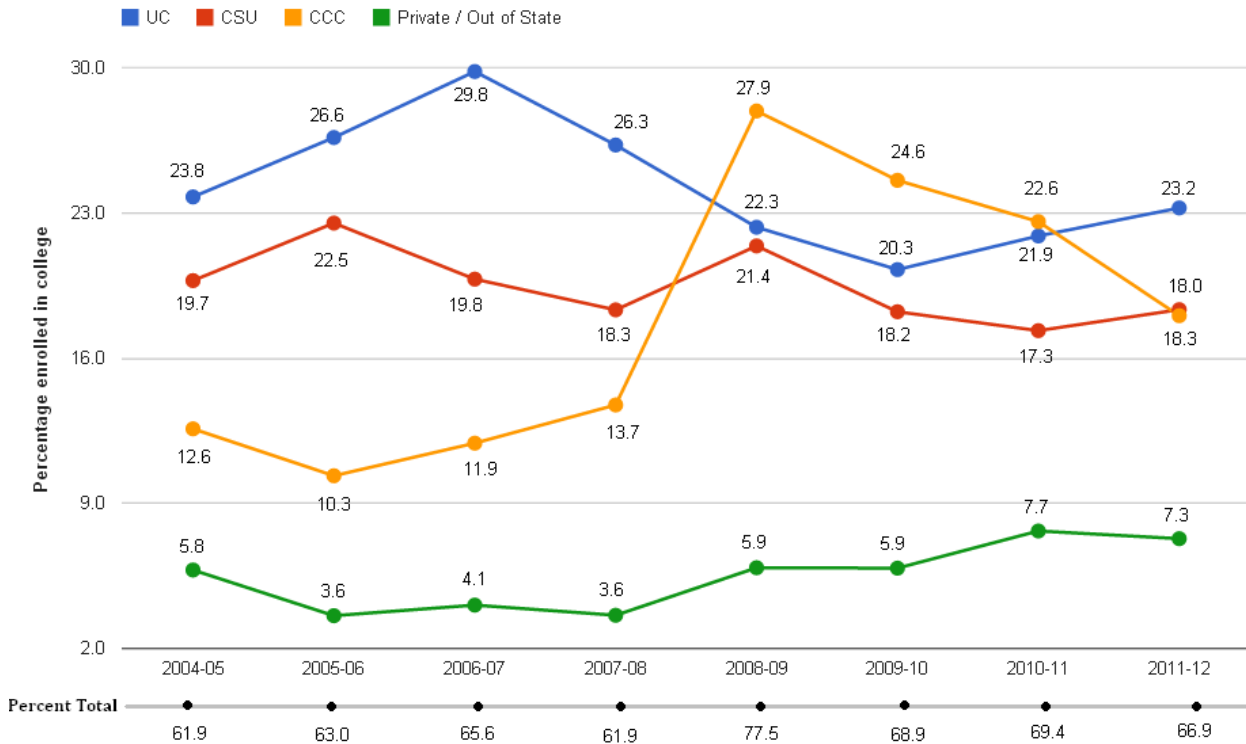
To increase the proportion of program participants who pass the CAHSEE by the 10th grade:

- In 2011-12, of the 1,819 MESA transcripts reviewed, 83% passed the CAHSEE by the 10th grade, compared to 74% in the 2004-05 baseline measure.

To increase the proportion of program participants who go to college directly from high school:

- In 2011-12, of the 2,024 MESA graduates, 67% enrolled in a two- or four-year colleges or universities, compared to 62% in the 2004-05 baseline measure. See Figure 10.

Figure 10: MESA Schools Program Postsecondary Enrollment, 2004-05 to 2011-12



Sources: 2011-12 SAPEP 23-element file, National Student Clearinghouse, and UC Corporate Student System.

Note: MESA data collection has been uneven due to problems with their information systems, but these issues have been addressed and data have been more accurately reported since 2009-10.

Figure 10 shows that MESA college-going rates for UC and CSU have remained relatively stable during the intervening years since the baseline measurement. However, the rate of enrollment at California Community Colleges has fluctuated from a low of 10% in 2005-06 to a high of 28%, and the current rate is 18%. Declines in MESA’s California Community College-going rates may reflect changes in enrollment practices at CCC’s in response to budget cuts (see reference to PPIC report in the EAOP discussion in this section.)

PUENTE COMMUNITY COLLEGE PROGRAM

The PUENTE Community College Program is designed to improve the ability of students to transfer to a four-year university, earn college degrees, and return to their communities as mentors and leaders of future generations.

AY 2011-12, by the numbers:

- **7,896 community college students served**
- **56 California Community Colleges participating**
- **61 community college teachers participating**
- **60 community college counselors received professional development**

2011-12 Outcomes

- The number of transfer-ready students continued to be above the baseline measure: 823 PUENTE Community College participants were transfer-ready in 2011-12 compared to 795 from the 2004-05 baseline measure.
- Between 1999 and 2011, the annual number of PUENTE students transferring to four-year institutions nearly doubled, from 295 to 469.
- Nearly 83% of students persist in community college for a year following participation in PUENTE. According to the California Community College Chancellor's Office's most recent data (Fall 2009 to Fall 2010), the one-year persistence rate for all CCC students statewide is 71%.

PUENTE HIGH SCHOOL PROGRAM

The PUENTE High School Program works with high school students on academic preparation to increase the number and proportion of underserved students who enroll in four-year colleges and universities and earn college degrees.

AY 2011-12, by the numbers:

- **4,649 students in grades 9-12 served**
- **38 high schools participated**

2011-12 Outcomes**To increase the proportion of K-12 program participants who complete "a-g" courses:**

- In 2011-12, of the 942 12th grade PUENTE participants, 96% graduated from high school, compared to 95% in the 2004-05 baseline measure.
- In 2011-12, of the 942 12th grade PUENTE participants, 69% completed "a-g" courses, compared to 53% in the 2004-05 baseline measure.

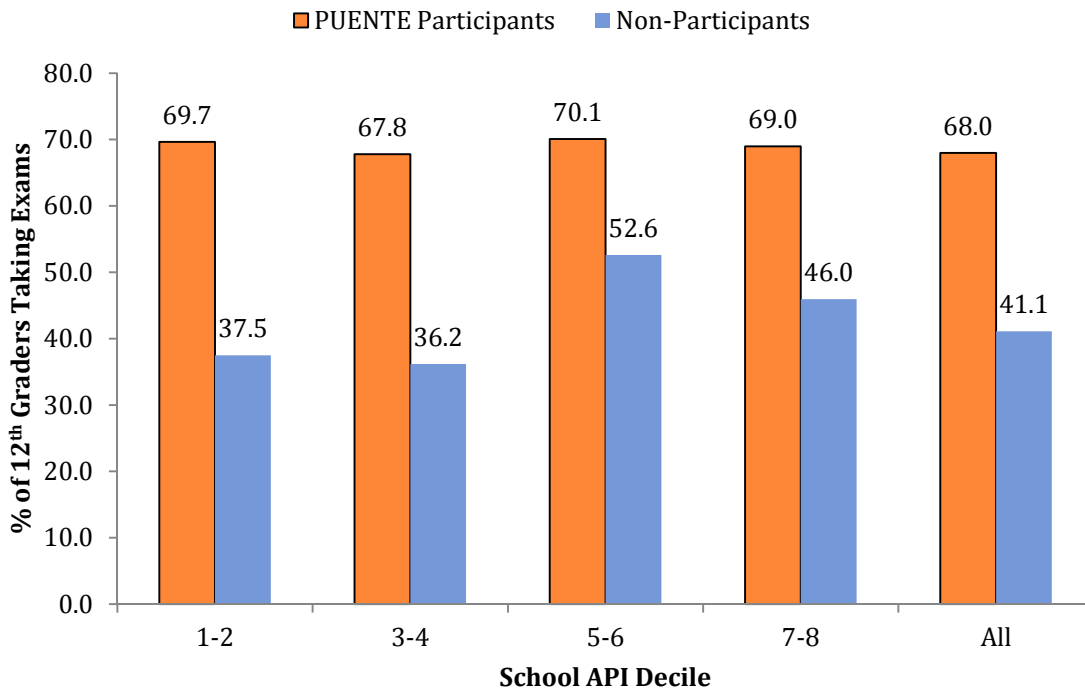
To increase the proportion of program participants who complete algebra by the 10th grade:

- In 2011-12, of the 942 12th grade PUENTE participants, 87% completed algebra by the 10th grade, compared to 72% in the 2004-05 baseline measure.

To increase the proportion of program participants in K-12 who are college prepared, defined as completing the “a-g” course pattern and taking the SAT Reasoning or ACT exam:

- In 2011-12, of the 942 12th grade PUENTE participants, 51% completed “a-g” courses and took the SAT and/or ACT tests, compared to 46% in the 2004-05 baseline measure.
- In 2011-12, PUENTE students had much higher SAT or ACT test-taking rates than non-participants at the same schools. Of the 12th grade PUENTE participants at API 1 and 2 schools, 70% took the SAT or ACT exam, compared to 37% of non-participants at the same schools. See Figure 11.

Figure 11: PUENTE High School Program SAT/ACT Test-Takers by API Decile, 2011-12



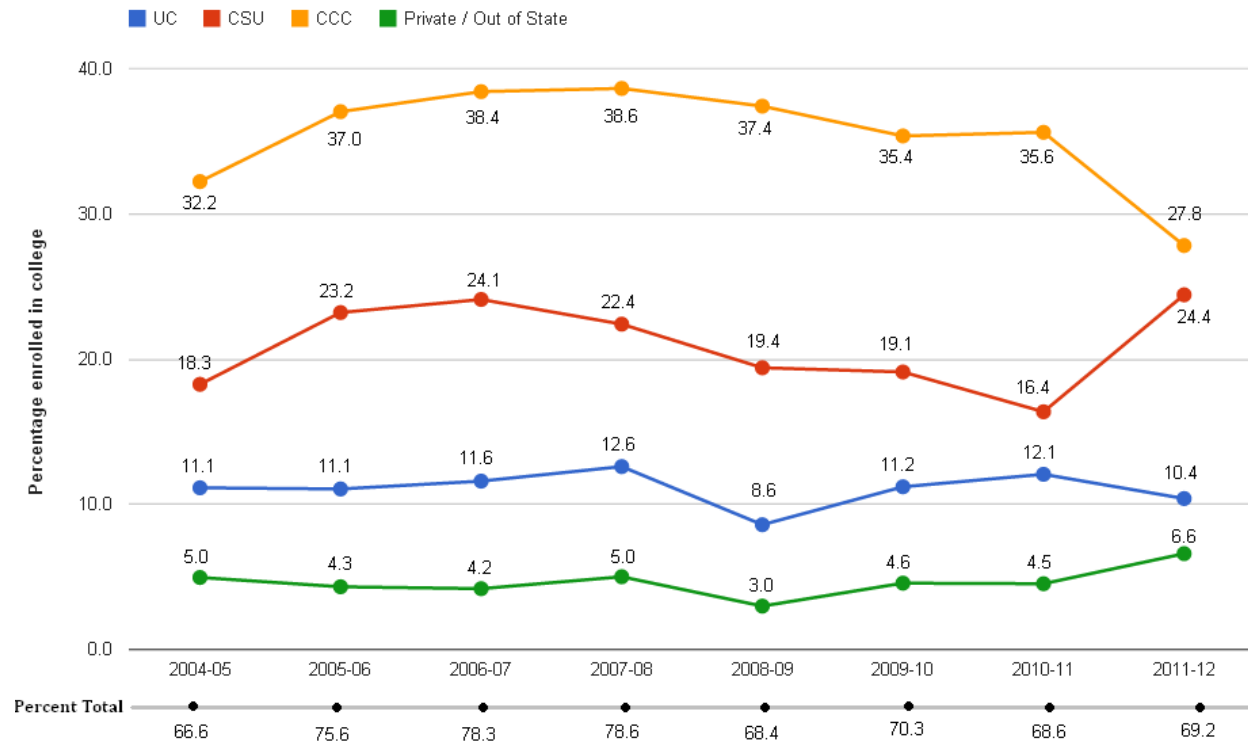
Sources: 2011-12 SAPEP 23-Element File, 2011-12 SAT and ACT data files from College Board, and 2011-12 high school enrollment and API files from California Department of Education.

Note: Only schools with available test data and with more than five SAPEP participants are included in this analysis, so 2 out of the total 29 PUENTE schools were excluded due to missing data or small number of participants. For those in the analysis: 6 schools are in API deciles 1-2; 13 are in API deciles 3-4; 7 are in API deciles 5-6; 1 is in API deciles 7-8; and 0 are in API deciles 9-10.

To increase the proportion of participants who go on to college directly from high school:

- In 2011-12, of the 942 12th grade PUENTE participants, 69% enrolled in college, compared to 67% in the 2004-05 baseline measure. See Figure 12.

Figure 12: PUENTE High School Program Postsecondary Enrollments, 2004-05 to 2011-12



Sources: 2011-12 SAPEP 23-element file, National Student Clearinghouse, and UC Corporate Student System.

Note: PUENTE’s overall college-going rate would be 74% if blocked records⁹ were included in calculating the rate. Historically, the SAPEP Legislative Report has not included blocked records.

STUDENT-INITIATED PROGRAMS (SIP)

Student-Initiated Programs give college access to students labeled “at risk.” SIPs both empower students and help them develop academically, for example, by giving individual attention to K-12 students who otherwise might not attend a UC or CSU.

AY 2011-12, by the numbers:

⁹ Blocked records include records that have been prohibited from reporting by either the student or school. FERPA (Family Educational Rights and Privacy Act) allows individuals or institutions to block records.

- **38,024 total students served**
- **29,728 K-12 students served**
- **2,440 community college students served**
- **4,616 undergraduate students served**
- **102 graduate students served**
- **1,138 unknown students served**

2011-12 Outcomes

To improve data collection:

- Several UC campus programs continue to revamp their data collection procedures and are collaborating with researchers to develop a comprehensive database that can better track program participants. Improvements in data collection have allowed the programs to capture information on more participating students than ever before. Improved reporting explains, in part, the increase in students served from 14,473 in the 2004-05 baseline year to 38,024 in 2011-12, a 62% increase.

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

- In 2011-12, of the 1,808 SIP 12th grade participants from seven UC campuses, 46% are attending or plan to attend institutions of higher education. This compares with 69% from the 2004-05 baseline measure.

To increase the number of UC undergraduate program participants who matriculate into graduate and professional schools:

- In 2011-12, of the 870 SIP undergraduates surveyed, 26% matriculated or plan to matriculate into graduate and professional schools. This compares with 45% from the 2004-05 baseline measure.¹⁰

UC SCOUT (Formerly UCCP or UC COLLEGE PREP ONLINE)

UC Scout was created in response to a state mandate to provide equal access to a rigorous curriculum for students in low-performing middle schools and high schools. As UCCP, the program began by developing AP courses, subsequently adding a full range of “a-g” courses.

AY 2011-12, by the numbers:

¹⁰ This decline may be attributable to fewer campuses reporting in 2011-12.

- **172,293 California students and teachers used UC Scout online courses and content.**
- **Approximately 600 participants received direct services by UC Scout staff**
- **17 courses and 3 virtual web labs posted at UC Scout's open access website for teachers and students**
- **27 partnerships with secondary schools, and district and county offices of education**

2011-12 Outcomes

- In 2011-12, 172,293 California students and teachers accessed UC Scout online courses and content, compared with 20,680 in the 2005-06 baseline measure (online courses were not available in 2004-05).
- In 2010-11, of the 415 UC Scout student transcripts reviewed, 92% passed the UC Scout online AP courses, compared to 69% in the 2004-05 baseline measure.

UC LINKS

University Community Links connects community and University partners in a network of after-school programs that provide academic preparation activities for K-12 youth, and quality educational opportunities for the undergraduate students who mentor them.

AY 2011-12, by the numbers:

- **3,052 total students served**
- **142 pre-school students served**
- **2,372 K-12 students served**
- **640 undergraduate students served**
- **40 graduate students served**
- **12 K-12 schools participated as sites**

2011-12 Outcomes

To increase the number and percent of K-12 students testing at or above grade level:

- Overall, of the 2,223 UC Links K-12 participants, 73% are performing at or above grade level on the California Standard Tests for English Language Arts and Math, compared to 66% in the 2004-05 baseline measure.

To increase the UC Links undergraduate students who apply to, are admitted to or enroll in graduate and professional school:

- In 2011-12, of the 569 undergraduate seniors in UC Links classes, 76% reported they were applying to, had been admitted to or had enrolled in graduate and professional programs, compared to 76% in 2004-05 baseline measure.

UNIVERSITY-COMMUNITY ENGAGEMENT

University-Community Engagement (UCE) contributes to the SAPEP mission to raise student achievement and close achievement gaps by supporting relevant UC campus-community collaborations.

CY 2012, by the numbers:

- **6 grant-funded, two-year University-community engagement projects**
- **425 K-12 students and 171 parents served in community settings**
- **Partnerships with more than 20 community-based organizations and consortiums**

2012 Outcomes

- In 2012, UCE identified and funded six campus-community collaborations focused on the three cycle-specific goals. To gauge progress, participating students were surveyed or tested before and after program participation.

To increase community and student awareness of postsecondary opportunities:

- In 2011-12, of the 425 students participating in a community-based college awareness program, 80% reported they would consider going to college.

To improve student performance in mathematics through community-based mathematics activities, as preparation for completing of relevant “a-g” courses:

- In 2011-12, of the 425 students participating in a community-based summer mathematics academy, 69% scored at the basic, proficient, or advanced levels on the program’s post-test, compared to 43% in the 2006-07 baseline measure.

To improve basic skills proficiency through community-based academic skills development activities, as preparation for passing the California High School Exit Exam (CAHSEE):

- In 2011-12, of the 425 students participating in a community-based language skills development academy, 48% showed overall improvement on the California English Language Development Test (CELDT).

SUMMARY

The University faces many challenges in carrying out the work of SAPEP, not the least of which is the State's ongoing fiscal crisis over the last decade and the resulting instability in these programs. As this section has highlighted, while the majority of SAPEP programs continue to meet stringent goals and objectives, the University's four signature programs – EAOP, MESA, PUENTE, and Community College Transfer Programs – experienced some declines from previous years' outcomes. These programs in particular are beginning to see the results of multiple years of declines in funding and of students' reduced access to college and transfer opportunities in California. All three of the segments have instituted enrollment caps since 2008-09.

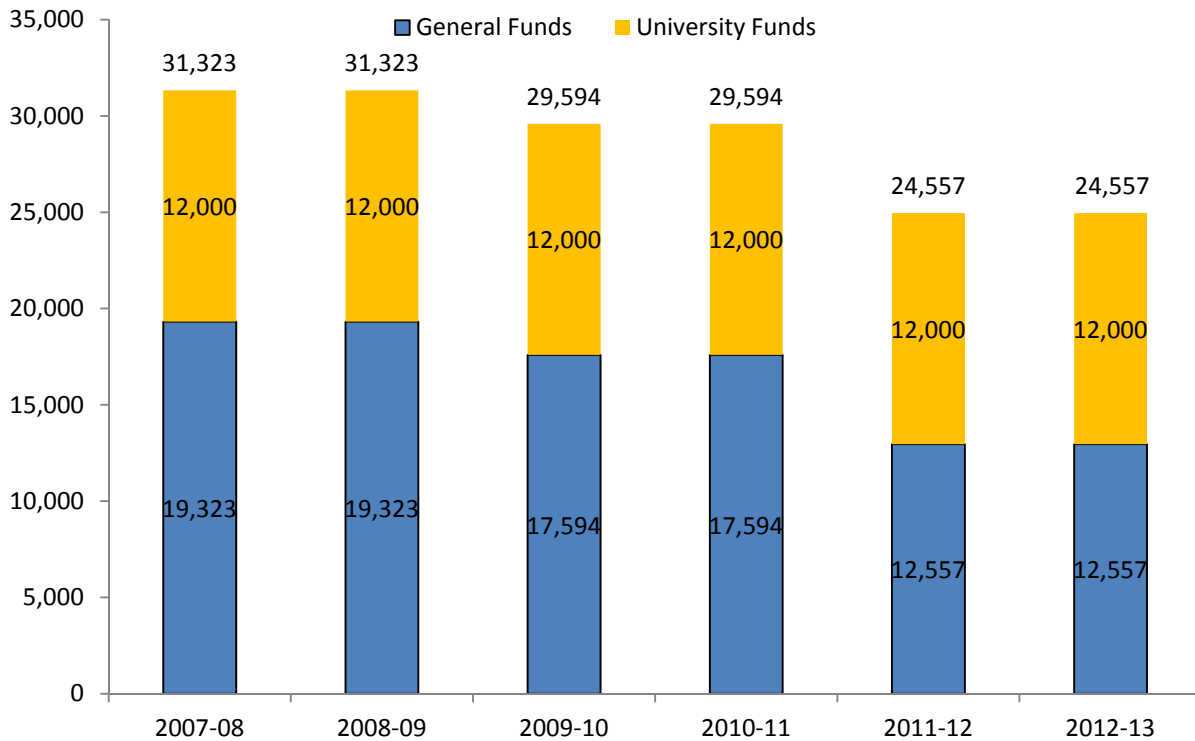
The next section of this report highlights the history of SAPEP funding, which is closely correlated to student outcomes as reported in this section. The outcomes in this report must be considered against this funding backdrop.

5. BUDGET AND COSTS

In 1997-98, after the adoption of SP-1 and Proposition 209, the Legislature considered the University’s academic preparation programs to be an effective means by which to increase access to college for educationally disadvantaged students and promote diversity at UC. The University’s budget for student academic preparation programs grew from \$18.1 million in State and University funds in 1997-98 to a high of \$85 million in 2000-01. Due to the State’s fiscal crisis in the early part of the last decade, the SAPEP budget was subsequently reduced by \$55.7 million over the next several years, bringing the total budget to \$29.3 million in 2005-06. In 2006-07, a \$2 million augmentation to expand community college transfer programs brought SAPEP’s budget to \$31.3 million, consisting of \$19.3 million in State General Funds and \$12 million in University funds. The total budget remained at \$31.3 million through 2008-09. Further cuts in 2009-10 and 2011-12 lowered the budget to \$24.6 million in 2011-12 and 2012-13.

From 2004-05 to 2007-08 (and again for 2009-10 and 2011-12, as noted below) state funding for SAPEP was the subject of debate and negotiations during each budget cycle, contributing to uncertainty as to whether programs would be able to continue from year to year. Figure 13 shows a \$6.8 million (21.6%) decrease from 2007-08 to 2012-13.

Figure 13: SAPEP Program Budgets, 2007-08 to 2012-13 (Dollars in Thousands)



Source: UC Office of the President, Budget and Capital Resources.

For 2010-11, the Budget Act called for the University to maintain funding for SAPEP programs at 2009-10 levels. In 2011-12, the University experienced a 21.3% reduction in State funding. Budget Act language authorized reductions of no more than that percentage in SAPEP programs; however, the SAPEP portfolio experienced an overall budget reduction of only 17%. The \$5 million decrease from 2009-10 to 2011-12 is reflected in Figure 13. Consistent with Budget Act language and pursuant to the passage of the Governor's revenue-enhancing initiative in November 2012, the programs in the SAPEP portfolio are not eligible for budget reductions in 2012-13. Consequently, 2012-13 funding levels for the SAPEP portfolio remain the same as 2011-12 funding levels, with an overall budget of \$24.6 million.

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 SAPEP budgets in Figure 13 reflect the continuing contribution of \$12 million of existing University resources. SAPEP programs leveraged the state's and the University's \$24.6 investment in 2011-12 by securing an additional \$37.2 million. 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 that 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.

Table 2: SAPEP Program Budgets, 1997-98, through 2012-13
(Selected years, dollars in thousands)

UNIVERSITY OF CALIFORNIA						
STUDENT ACADEMIC PREPARATION AND EDUCATIONAL PARTNERSHIPS						
1997-98, 2000-01, 2008-09, 2009-10, 2011-12, and 2012-13 Budgets						
(DOLLARS IN THOUSANDS)						
This table shows the budget for each SAPEP program in 1997-98, prior to significant funding augmentations; in 2000-01, when SAPEP funding reached its peak; in 2008-09, representative of a few years of stable funding for SAPEP programs; and in 2009-11 and 2011-12, when SAPEP programs were subject to budget reductions. 2010-11 and 2012-13 budgets were identical to 2009-11 and 2011-12 budgets, respectively.						
	1997-98	2000-01	2008-09	2009-10	2011-12	2012-13
	State &	State &	State &	State &	State &	State &
	UC Funds	UC Funds	UC Funds	UC Funds	UC Funds ²	UC Funds
Direct Student Services Programs						
Community College Transfer Programs ¹	\$ 1,718	\$ 5,295	\$ 3,279	\$ 3,058	\$ 2,413	\$ 2,413
EAOP	4,794	16,094	8,914	8,416	7,356	7,356
Graduate and Professional School Programs	1,893	8,575	2,661	2,623	2,408	2,408
MESA K-12 Programs	4,169	9,355	4,861	4,394	3,806	3,806
MESA Community College Programs	22	1,309	327	327	327	327
Puente High School	-	1,800	1,051	980	793	793
Puente Community College Programs	162	757	450	419	340	340
Student-Initiated Programs	-	-	440	440	388	388
UC Links	-	1,656	694	622	622	622
Statewide Infrastructure Programs						
ASSIST	360	360	429	389	377	377
Community College Articulation	-	-	600	600	600	600
Longer-Term Strategies						
K-20 Regional Intersegmental Alliances (formerly School-University Partnerships)	-	15,591	1,395	1,361	1,209	1,209
Direct Instructional Programs						
Preuss Charter School	-	1,000	1,000	1,000	-	-
UC Scout (online courses, formerly UC College Preparation)	-	8,400	3,106	3,059	2,411	2,411
Other Programs						
Evaluation	-	1,386	1,180	1,077	855	855
Other Programs (currently includes University-Community Engagement, ArtsBridge, Other)	203	3,887	936	829	652	652
Programs that have been eliminated or consolidated into others, including Test Preparation, Dual Admissions, Gateways, Informational Outreach and Recruitment, Central Valley Programs, UC ACCORD	4,750	9,717	-	-	-	-
Total	\$ 18,071	\$ 85,182	\$ 31,323	\$ 29,594	\$ 24,557	\$ 24,557
General Funds	\$ 16,996	\$ 82,243	\$ 19,323	\$ 17,594	\$ 12,557	\$ 12,557
University Funds	\$ 1,075	\$ 2,939	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
¹ Includes an additional \$2 million beginning in 2006-07 for the UC/Community College Transfer Initiative for Access and Success.						
² 2012-13 amounts are identical to 2011-12 amounts, as no budget reductions were made in 2012-13. Please note that 2011-12 budgets for some programs have been revised since spring 2012 to reflect late-reported cuts from that year that were made consistent with the provisional language of the 2011-12 Budget Act.						

SECTION 6. Conclusion

UC's commitment to delivering college preparation, access and support to SAPEP's target population of underserved California K-12 students is more important than ever in the wake of the recent recession. These students have been hit hard by increases in the cost of higher education, by massive education budget cuts, and by fewer spaces for first-time students at California Community Colleges, an all-important avenue to secondary education for high school graduates.

SAPEP programs address the whole spectrum of what it takes to get students from under-resourced K-12 schools into college. Advising students on course selection and planning, improving practical living skills and financial literacy, assisting with transfer planning and how to choose and prepare for a subject major, and helping administrators and teachers enhance curricular relevance and rigor are only a few of the ways these programs facilitate students enrolling in and completing college, whether at a UC campus or elsewhere.

APPENDIX A. DATA SOURCES AND DATA LIMITATIONS

SAPEP Report Data Sources

In this report the University draws on three types of information: (1) SAPEP program data, (2) data on program participants' outcomes, and (3) comparison data. Below are brief descriptions of the principal sources for each of these three types of data.

SAPEP Program data – UC compiles program data from three primary sources: the “23-element file,” the SAPEP Schools Report, and the Annual Performance Report. All SAPEP programs submit an Annual Performance Report (APR) and the SAPEP Schools Report. These data sources include the following information:

- The “23-element file” is an annual file of program participants submitted by the four largest SAPEP programs—EAOP, MESA, PUENTE and Community College Transfer Program (CCTP). This file of student-level data includes demographic, grade level, academic course and graduation information. In particular, students' ethnicities, and their completion of “a-g” courses, Algebra 1 completion and transfer readiness, are drawn from this source.
- The SAPEP Schools Report is an annual file of all schools served by the 15 SAPEP programs. All SAPEP programs are required to submit a list of school names and County-District-School (CDS) codes. Data from this file are used to report Academic Performance Index (API) rankings of SAPEP schools and to provide an accurate count of schools served by each program.
- The Annual Performance Report (APR) aggregates data submitted by each of the 15 SAPEP programs. This report includes a detailed program description, demographic data on participants, and summary data on outcome indicators.

Participant outcomes data – UC compiles participant outcomes data for this report from three main sources: the National Student Clearinghouse file tracking students' postsecondary enrollment, the College Board data on SAT test scores, and American College Testing, Inc. for ACT test scores.

- The National Student Clearinghouse file provides postsecondary enrollment information for all high school seniors and transfer-ready community college students enrolled in the four SAPEP programs that submit student-level data (EAOP, MESA, PUENTE and CCTP). UC submits student names and dates of birth to the clearinghouse and the clearinghouse returns a file of all postsecondary enrollments that are analyzed to determine the college-going rates included in this report.
- The College Board and American College Testing files provide SAT and ACT test-taking rates and test scores for all California students taking these exams. UC

matches SAPEP program participants with these files and extracts their SAT and/or ACT test scores. In this report, these data are used to determine the rates at which SAPEP students take these exams.

Comparison data – UC compiles comparison data for this report from the California Department of Education’s California Basic Educational Data System (CBEDS) and the California Postsecondary Education Commission’s data reports.

- The California Basic Educational Data System (CBEDS) files provide comprehensive aggregated school, district, county and state level data. These files include demographic variables such as grade level, ethnicity and gender. These files also provide API rankings for public schools, rates for students passing the California High School Exit Exam (CAHSEE), rates for students completing “a-g” courses, and other performance indicators.
- The California Postsecondary Education Commission’s (CPEC) data reports compile data from more than 20 public and private, state and national databases. Data in these custom reports include degrees awarded, socioeconomic data, postsecondary enrollment, high school graduation rates, “a-g” course completion rates, and community college transfer rates.

Data Limitations

Despite UC’s attempts to collect comprehensive, uniform, and accurate data for all SAPEP programs and their participants, several important limitations exist.

First, the data in this report come from many sources: UC systemwide and campus-based SAPEP program databases, national and state educational data centers that collect and issue statistics as their principal activities, government agencies, and private organizations (such as the College Board). Consequently, the data can vary considerably as to definitions of terms, the time periods for which data are collected, and the frequency with which data are reported.

In the same vein, statistics obtained from these sources are calculated by various methods. Some statistics are based on complete participant counts or census data; other data are drawn from samples. Some information is extracted from records kept for administrative purposes (school enrollments, graduation rates and API rankings), while other information is obtained from surveys or self-reported data.

The most serious problem is incomplete data. Even in the best of times, it is impossible to collect 100 percent of the data sought. With successive budget cuts, many of the SAPEP programs have fewer resources to devote to careful data collection and storage. Data systems are old; some data systems have been discontinued to save money. Reductions in program staff affect the quality of data collection and data entry. For the purposes of this report, when

confronted with incomplete data, analysts used sample data and employed established methods for handling missing records, such as complete-case analysis, available-case analysis and imputation.

Finally, please note that the SAPEP goals and objectives included in this report were established over five years ago. During this time, some programs have modified their goals and services and funding has shifted downward, making it difficult to compare findings over time and across programs.

APPENDIX B. COMMON TERMS AND ABBREVIATIONS

A-G – The “a-g” courses comprise 15 classes students must take in a specific order in high school to be eligible for admission to the University of California and California State University.

ACT – American College Testing is a standardized test for high school achievement and college admissions in the United States.

API – The Academic Performance Index, the cornerstone of CA’s *Public School’s Accountability Act of 1995*, measures the academic performance and growth of schools on a variety of academic measures. The API is calculated by converting a student’s performance on statewide assessments (listed below) into points on the API scale. These points are then averaged across all students and all tests.

- California standard tests
- California modified assessment
- California alternate performance assessment
- California high school exit examination (CAHSEE)

The API ranges from 1-10, with 1 indicating lowest performing schools and 10 indicating highest performing schools.

Articulation – Articulation is the means by which the University of California and CSU define the content of community college courses that can be used to satisfy subject matter requirements at UC campuses. This process enables community college students to transfer from community colleges to the University without experiencing delays or having to repeat coursework.

AY (Academic Year) – The academic year generally begins July 1 and ends June 30.

CAHSEE – The California High School Exit Exam is a requirement for high school graduation in the State of California, and was created by the California Department of Education.

CCC – California Community Colleges comprise the largest higher educational system in the nation. For the period covered by this report the CCC system included 72 districts and 112 colleges serving over 2.6 million students per year. (In 2011-12, the number of community colleges grew from 111 to 112.)

CDE – The California Department of Education oversees K-12 public education in the State of California.

CDS – The CDS (County-District-School) code system provides the California Department of Education, the Department of Finance, and postsecondary institutions with a basis for tracking

schools. This 14-digit code is the official, unique identification of a school within California. The first two digits identify the county, the next five digits identify the school district and the last seven digits identify the school.

CSU – California State University is a public university system with 23 campuses serving over 400,000 students.

CY (Calendar Year) – The calendar year begins January 1 and ends December 31.

Intersegmental – Intersegmental refers to the multiple segments of California’s public education system, which includes K-12 schools and districts, the California Community College system, the California State University system, and the University of California. Private and not-for-profit sector entities periodically partner with these public education systems.

K-12 – Kindergarten through 12th grade refers to kindergarten, primary (elementary) and secondary (middle and high) schools.

K-20 – Kindergarten through graduate and professional education refers to the entire education continuum, beginning with kindergarten and ending with post-baccalaureate graduate and/or professional education.

SAPEP – Student Academic Preparation and Educational Partnerships is a portfolio of academic preparation programs and intersegmental partnerships administered by the University of California. SAPEP programs are designed to improve education outcomes for all California students, particularly those who are educationally disadvantaged. Among the key programs are EAOP (Early Academic Outreach Program), MESA (Mathematics, Engineering, Science Achievement) and PUENTE.

SAT – A standardized test for college admissions in the United States. The SAT is developed by the College Board, a not-for-profit organization.

Transfer-ready – Transfer-ready refers to community college students who have met the academic requirements to transfer to a four-year college or university. This includes completing 60 transferable college units with a grade of “C” or better, along with transferable math and English.

UC – The University of California is a public university system with ten campuses serving over 220,000 students, including nine undergraduate campuses.

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