Student Academic Preparation and Educational Partnerships (SAPEP)

2015–16 Program Outcomes
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SECTION 1. EXECUTIVE SUMMARY

The Student Academic Preparation and Educational Partnerships (SAPEP) portfolio administered by the University of California (UC) system comprises programs and services intended to raise overall student achievement levels and close achievement gaps among targeted groups of students throughout California’s educational pipeline.

This report provides an assessment of SAPEP program outcomes for the 2015–16 academic year using data made available to the UC Office of the President (UCOP) during the 2016–17 academic year, including highlighted program outcomes, an assessment of progress toward goals established for each program in 2005 and a status report on funding from the state of California and UC.

Most programs are meeting — or at least making steady progress toward — their goals for student achievement as defined in the SAPEP Accountability Framework (see page 15).

Goals for SAPEP program participants include

- completing college preparatory (“a-g”) courses in high school,
- graduating from high school fully prepared to directly enroll in four-year postsecondary institutions (not just UC), and
- being prepared to transfer from community colleges to four-year postsecondary institutions (not just UC).

Report: Legislative Background

Although the governor vetoed language in the 2008–09 Budget Act requiring UC to provide a comprehensive report on SAPEP programs, he gave the university discretion to submit a report if resources are available. The vetoed language is as 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.

Given the value of SAPEP programs to the state’s efforts to raise achievement, UCOP is reporting these findings.

SAPEP Program 2015–16 Highlights

A Note on Data Limitations

The SAPEP goals and objectives included in this report were established more than 10 years ago. Since then, programs have modified their goals and services, and funding has been reduced. These changes make 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 reach the schools and community colleges they are intended to serve. Collectively, SAPEP programs reached students in more than 1,100 K–12 public schools and all 113 California community colleges in 2015–16, as well as large numbers of parents, teachers and administrators. Most high schools served by SAPEP programs need assistance; more than half were among the lowest-performing schools in the state in 2015–16, with Academic Performance Index (API) decile rankings of 1 to 5 (on a scale of 1 to 10, with 1 indicating lowest performance).

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

Percentage of California public high school seniors completing the “a-g” sequence in 2015–16:

- EAOP participants: 82 percent (an increase from 78 percent in 2014–15)
- MESA participants: 76 percent (an increase from 67 percent in 2014–15)
- Puente participants: 72 percent (an increase from 71 percent in 2014–15)
- All CA public high school seniors: 43 percent (an increase from 42 percent in 2014–15)

HIGHLIGHT: SAPEP programs improve participants’ preparation for college applications and admission. Program participants take the SAT or ACT at higher rates than non-participants in the same schools.

Percentage of California public high school seniors at the lowest-performing schools (API decile rankings 1 and 2) who took the SAT or ACT in 2015–16:

- EAOP, MESA and Puente participants: 66 percent (the same as in 2014–15)
- Non-SAPEP-program participants: 47 percent (an increase from 42 percent in 2014–15)

HIGHLIGHT: SAPEP programs improve high school participants’ rates of immediate matriculation to California public two- and four-year postsecondary institutions. Program participants enroll in college immediately after graduating from high school at higher rates than non-participants.

Percentage of Class of 2016 California high school seniors matriculating to California two- and four-year postsecondary institutions in fall 2016:

- EAOP: 62 percent (an increase from 60 percent in 2014–15)
- MESA: 69 percent (an increase from 66 percent in 2014–15)
- Puente: 70 percent (an increase from 64 percent in 2014–15)
- All CA public high school seniors: 41 percent

HIGHLIGHT: SAPEP programs help community colleges and community college students reach their transfer goals. During 2015–16, an estimated 1.7 million visitors generated more than 20.8 million CCC-CSU and CCC-UC articulation reports using ASSIST, SAPEP’s online source of course articulation information. This is a slight increase from 1.6 million visitors and 20.3 million reports in 2014–15, and substantially more than ASSIST’s 700,000 visitors generating 6.7 million articulation reports in 2004–05.

HIGHLIGHT: SAPEP programs prepare undergraduates for graduate and professional schools. More than 63 percent of undergraduate participants in SAPEP’s post-baccalaureate preparation Graduate and Professional School Programs through 2015–16 have enrolled in graduate or professional programs, a slight decrease from 65 percent through 2014–15.

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1 Comparison data are for the Class of 2015, the most recent year available from the California Department of Education’s DataQuest (see http://dq.cde.ca.gov/dataquest/).

2 Comparison data are for fall 2009 enrollments by the Class of 2009, the most recent year available from the California Postsecondary Education Commission’s study of statewide college-going within California (see www.cpec.ca.gov/StudentData/CACGRCounty.asp).
HIGHLIGHT: SAPEP programs are a cost-effective, worthwhile investment. SAPEP programs use state resources efficiently. The average cost-per-participant of most SAPEP programs is substantially less than that of comparable federally funded programs.

Average cost-per-participant among SAPEP’s three primary K–12 academic preparation programs in 2015–16:

- EAOP ......................................................... $175
- MESA Schools Program .................................. $211
- Puente High School Program .......................... $159

Average cost-per-participant for comparable federal programs in 2015–16:

- Upward Bound Classic ................................. $4,293
- Talent Search .............................................. $434

HIGHLIGHT: SAPEP programs effectively leverage state and UC investment. Since their inception, SAPEP programs have built upon their state and university funding by seeking financial support from additional sources. In 2015–16, SAPEP programs collectively leveraged a combined state and university investment of $24.6 million by raising nearly $39.2 million in additional support of their K–20 efforts, an increase from $30 million raised in 2014–15.

HIGHLIGHT: SAPEP programs adopt online technologies to improve and expand service delivery. In 2013, the online learning program UC College Prep Online (UCCP) was revitalized and rebranded as Scout from the University of California. Scout provides internet-based middle school and high school classes statewide, including “a-g” and Advanced Placement courses. In 2015–16, Scout had 3,733 enrollments from 2,056 students at 317 California schools in a wide range of educational settings, including public schools, charter schools, independent study programs, juvenile justice facilities, adult education centers and community colleges. This is a significant decrease from 2,951 students in 2014–15, which is largely due to outdated courses being phased out in an effort to provide 45 new and updated courses by 2018.

SAPEP Vision, Mission, Purpose and Goals

As articulated in the SAPEP mission statement, UC’s vision is to strengthen California’s educational system, bringing forth a highly skilled and creative workforce in support of a vibrant economy.

The collective goal of SAPEP programs is to work with educational institutions, the business sector, community organizations and other organizations concerned with higher education in order to raise achievement levels for all students and to close achievement gaps between groups of students across the K–20 continuum. SAPEP programs aim to prepare a higher proportion of California’s young people — including those who are first-generation, socioeconomically disadvantaged and English-language learners — to complete postsecondary education, to seek graduate/professional school opportunities and to succeed in the workplace.

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3 Comparison data are for 2015–16 (see https://www2.ed.gov/programs/trioupbound/funding.html).
4 Comparison data are for 2015–16 (see https://www2.ed.gov/programs/triotalent/funding.html).
To achieve this mission, SAPEP programs work to increase the number of

- K–12 program participants who graduate from high school and are college-prepared (i.e., completing the “a-g” sequence and taking the SAT or ACT);
- community college program participants who complete “transfer-ready” requirements and matriculate to a four-year postsecondary institution within three years of enrollment (assisted in part through articulation agreements maintained between the CCC, CSU and UC systems); and
- program participants who matriculate into graduate and professional schools.

UC’s Commitment to College-Readiness for All Students

UC is committed to raising the academic achievement of educationally disadvantaged students, having offered programs and strategies for nearly 50 years to improve college opportunity for thousands of individuals. UC also continually revamps its many programs and strategies to adapt to the ever-evolving academic preparation needs of California students. Following the original recommendations of the Outreach Task Force (OTF) convened by the UC Board of Regents in 1997, the university focused its efforts on helping California’s disadvantaged students to fulfill UC eligibility requirements and compete for UC admission, thereby also 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 UC’s overall academic preparation plan in order to better address issues confronting California school children. The panel recommended that UC work with business and philanthropic partners and with California’s other educational segments, especially K–12, in order to raise academic achievement and close achievement gaps among all groups of students. As a result, the university established new programmatic goals that focus on academic achievement and college-readiness generally, rather than UC-eligibility exclusively.

As the Strategic Review Panel intended, UC’s current programs involve in-depth partnerships with California’s other education segments (K–12, the CCC system and the CSU system), as well as with organizations in the private and nonprofit sectors. These partnerships support K–12 student academic achievement and college preparation by giving targeted assistance to disadvantaged students, thereby helping them to enter four-year postsecondary institutions, either directly after graduating high school or as community-college transfer students. Although UC’s programs operate intersegmentally across California, UCOP provides rigorous and centralized accountability for all SAPEP programs.

SAPEP Strategies for Achieving UC’s Goals

SAPEP programs operate across the educational continuum, from pre-kindergarten through graduate and professional programs, in order to share and make use of information about student development and to align instructional methods, curriculum and assessment with best practices across all educational segments.

Education is a long-term process, demanding that educators have progressively more complex and interrelated skills. Students need special interventions at important transitional milestones, including entering middle schools, high schools, four-year postsecondary institutions and graduate/professional schools.
Three Primary SAPEP Student Initiatives

UC’s programs are designed to address major issues influencing K–20 educational success, and the portfolio of more focused K–12 academic preparation programs includes three primary, direct student initiatives, each advancing a key development area for educationally disadvantaged students preparing for college.

- **Early Academic Outreach Program (EAOP) advances academic preparedness for admission to college.** EAOP seeks to broaden the pool of educationally disadvantaged students who successfully complete college preparatory “a-g” coursework and gain admission to four-year postsecondary institutions.

- **Mathematics, Engineering, Science Achievement (MESA) Schools Program advances math and science skill development.** MESA seeks to raise the number of educationally disadvantaged students entering college with well-developed mathematics and science skills. (MESA also directly serves postsecondary students through its MESA Community College Program and MESA Engineering Program.)

- **Puente High School Program advances writing skill development.** The Puente Project seeks to expand opportunities for educationally disadvantaged students to enter college with well-developed English writing skills. (The Puente Project also directly serves postsecondary students through its Puente Community College Program.)

By enlisting SAPEP programs, UC is helping to ensure that California’s future labor force — including all of its diverse citizens — will gain the strong language, math and science skills necessary to become productive workers and citizens.

A. Joint Transfer Initiative for College Access and Success

UC also focuses on helping students transfer successfully from the California Community College (CCC) system 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.

The Joint Transfer Initiative was intended to identify, prepare and enroll an increased number of educationally disadvantaged CCC transfer students at UC campuses, which is achieved in part through academic advisers, guidance and support available from SAPEP’s Community College Transfer Programs.

Community College Transfer Programs services and strategies include

- the establishment and evaluation of annual transfer enrollment targets,
- advising services at community colleges with low transfer rates,
- pre-transfer preparation programs for high school and CCC students,
- a transfer-guarantee program ensuring admission to specific UC campuses for CCC students meeting course and achievement expectations,
- online transfer-preparation tools and services, and
- timely notification of UC admission for CCC transfer applicants.
B. Fostering Intersegmental and Community Collaborations

SAPEP’s K–20 Regional Intersegmental Alliances (also known as K–20 or sometimes P–20) additionally bolster students’ educational aspirations and successes by addressing factors outside of UC’s control, including school environment, quality of K–20 instruction and the level of support available from students’ families and local communities. To address these circumstances, the university established 10 regional alliances in 2003, aiming to create ties between campuses, schools, local communities and business organizations in order to raise student achievement levels and address barriers to educational equity.

C. Undergraduate, Graduate and Educator Preparation

SAPEP programs provide support and services to educationally disadvantaged students once they reach postsecondary institutions, as well as offering opportunities for UC students to engage in outreach and explore teaching-career opportunities. Examples of these efforts include

- ArtsBridge, which provides a teaching-career path for UC undergraduates through involvement in service-learning outreach to K–12 schools, focusing on the “a-g” arts requirement;
- Graduate and Professional School Programs (GPSP), which identify high-achieving undergraduate students from educationally disadvantaged backgrounds and prepare them for careers as academicians, researchers, specialists, practitioners and leaders;
- Student-Initiated Programs (SIP), which facilitate college access for K–12 and community college students labeled “at risk” by involving UC students as volunteers for academic development and individual attention; and
- UC Links, which enlists UC undergraduates as mentors and tutors for underserved students in its K–12 after-school programs.

D. Additional SAPEP Services

Finally, SAPEP provides a number of services in addition to its core programs described above. Examples of these efforts include

- ASSIST, which serves as the state’s official online repository for CCC-CSU and CCC-UC transfer articulation information, and
- Scout from the University of California (formerly known as UC College Prep Online or UCCP), which offers online “a-g” and Advanced Placement classes to middle school and high school students statewide.

UC staff and faculty developed these tools (and others) to address gaps and problems identified by UC’s K–12 and CCC educational partners.
SECTION 2. SAPEP SERVICE POPULATIONS

SAPEP programs collectively served more than 195,000 California K–20 students in 2015–16, as well as large numbers of parents, teachers and administrators.

Program participants included:

- 159,255 K–12 students;
- 25,459 community college students;
- 3,711 college/university undergraduates;
- 454 graduate students;
- 52,627 parents/guardians of K–12 students; and
- 13,451 teachers, counselors and school administrators.

Participating schools and institutions included

- more than 1,100 public K–12 institutions, of which 47 percent were high schools;
- all 113 community colleges; and
- a large number of community and business organizations.

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

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5 The SAPEP program University-Community Engagement (UCE) was phased out as a stand-alone program in 2015-16, and community-based partnerships were enhanced within the existing programs EAOP and Transfer Prep, resulting in no participant or outcomes data being collected for inclusion in this Report. In addition, no participant data were available from the California Community Colleges Chancellor's Office for MESA Community College Program for 2015–16.

6 An additional 1,230 K–20 students with unknown grade-level information were also reported as having been served.
SECTION 3. NOTABLE SAPEP OUTCOMES

Selected College-Readiness Outcomes

The next five figures present demographic and outcomes data for EAOP, MESA Schools Program and Puente High School Program, which are SAPEP’s largest K–12 academic preparation programs. Figures 1–3 illustrate the programs’ collective secondary-school environment and target population, and Figures 4–5 demonstrate outcomes for 12th-grade participants.

As shown in Figure 1, UC is committed to serving students in under-resourced schools, as evidenced by EAOP, MESA and Puente collectively partnering with 287 California public high schools in 2015–16. Seventy percent of these schools were in the five lowest Academic Performance Index (API) decile ranks, which is the same percentage as in 2014–15. Low-API rank schools need additional resources to meet or surpass academic standards set by the state; see Appendix B for a description of the API decile ranking system, which is maintained by the California Department of Education (CDE).

Figure 1. Number of High Schools Served by EAOP, MESA and Puente by API Decile Rank, 2015–16

Sources: SAPEP Annual Performance Reporting for 2015–16 and CDE Statewide Growth API Ranks for 2013–14 (the most recent year available). Note: 287 public K–12 schools designated as high schools by the CDE for API ranking purposes were reported as served by EAOP, MESA and Puente during 2015–16, and two schools were excluded due to missing API information.
As shown in Figure 2, UC works with schools located in communities where median family income is low, as evidenced by the high percentages of students at those schools eligible for free or reduced-price meals in 2015–16. More than 73 percent of the high schools served by EAOP, MESA and Puente had high poverty rates schoolwide (meaning at least 60 percent of students were eligible for free or reduced-price meals), whereas about 57 percent of all California public high schools had high poverty rates in 2015–16. This is the same percentage for EAOP, MESA, and Puente schools as in 2014–15, and a slight increase from 56 percent for all California public high schools.

Figure 2. Distribution of High Schools Served by EAOP, MESA and Puente by Schoolwide Eligibility Rate for Free or Reduced-Price Meals (FRPMs), 2015–16

<table>
<thead>
<tr>
<th>Percentage of Schools</th>
<th>0-30% FRPMs</th>
<th>31-60% FRPMs</th>
<th>61-100% FRPMs</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Schools Served by EAOP, MESA, and Puente</td>
<td>2.8</td>
<td>24.1</td>
<td>73.1</td>
</tr>
<tr>
<td>All CA High Schools</td>
<td>15.1</td>
<td>27.9</td>
<td>57.0</td>
</tr>
</tbody>
</table>

Sources: SAPEP Annual Performance Reporting for 2015–16 and CDE Student Poverty Data for 2015–16. Note: Of the 2,268 CA public K–12 schools designated as high schools by the CDE for API ranking purposes, 13 were missing student poverty information and have been excluded. Also, of the 287 public K–12 schools designated as high schools by the CDE for API ranking purposes and reported as served by EAOP, MESA and Puente during 2015–16, one school was excluded due to missing student poverty information.
As shown in Figure 3, UC is committed to fostering college-readiness amongst all California high school students, including those from historically disadvantaged groups such as underrepresented minorities (URMs) with African American, American Indian, and/or Chicano/Latino heritage. More than 77 percent of high school students served by EAOP, MESA and Puente in 2015–16 were from URM groups. This is a slight increase from 76 percent in 2014–15.

Figure 3. Distribution of EAOP, MESA and Puente High School Participants by Ethnicity, 2015–16

Source: SAPEP Annual Performance Reporting for 2015–16. Note: Other/More Than One includes multiethnic students.
As shown in Figure 4, 12th-grade participants in EAOP, MESA and Puente are more likely to take the SAT or ACT, with nearly 68 percent of participants being test-takers in 2015–16 versus 52 percent of non-participants at the same schools. This is a slight decrease from 70 percent for EAOP, MESA and Puente participants in 2014–15 and a slight increase from 47 percent of non-participants at the same schools in 2014–15.

Figure 4. Percentage of EAOP, MESA and Puente 12th-Grade SAT/ACT Test-Takers by API Decile Rank, 2015–16

Sources: SAPEP Annual Performance Reporting for 2015–16, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2015–16, and test-taking records of all 2015–16 California high school graduates from ACT and the College Board. Note: Of the 539 K–12 schools reported as being served by EAOP, MESA and Puente during 2015–16, only the 227 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 76 of the included schools have API ranks 1–2, 62 have API ranks 3–4, 52 have API ranks 5–6, 20 have API Ranks 7–8, and 17 have API ranks 9–10.
As shown in Figure 5, 12th-grade participants in EAOP, MESA and Puente matriculated to college at high rates immediately after finishing high school, with 69 percent of 2015–16 EAOP seniors, 76 percent of 2015–16 MESA seniors, and 76 percent of 2015–16 Puente seniors enrolling at a higher education institution in fall 2016. This is an increase from 66 percent for EAOP, 73 percent in MESA and 69 percent for Puente in 2014–15.

**Figure 5. Fall 2016 College-Going Rates for 2015–16 EAOP, MESA and Puente 12th-Graders**

<table>
<thead>
<tr>
<th>Program</th>
<th>UC</th>
<th>CSU</th>
<th>CCC</th>
<th>Private/Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAOP</td>
<td>16.0</td>
<td>17.3</td>
<td>28.9</td>
<td>6.4</td>
</tr>
<tr>
<td>MESA</td>
<td>27.3</td>
<td>20.7</td>
<td>20.8</td>
<td>7.1</td>
</tr>
<tr>
<td>Puente</td>
<td>17.1</td>
<td>21.2</td>
<td>31.3</td>
<td>6.6</td>
</tr>
<tr>
<td>All CA HS Graduates</td>
<td>7.2</td>
<td>10.5</td>
<td>22.9</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Sources: SAPEP Annual Performance Reporting for 2015–16, National Student Clearinghouse and UC Corporate Student System. Note: Of the 14,205 12th-graders reported as being served by EAOP, MESA or Puente during 2015–16, 9,957 were found to have college enrollment during fall 2016; in addition, six students were missing grade-level information and were excluded from this analysis. Comparison data are for fall 2009 enrollments by the Class of 2009, the most recent year available from the California Postsecondary Education Commission’s study of statewide college-going within California (see www.cpec.ca.gov/StudentData/CACGRCounty.asp).

**Progress Toward Framework Goals and Objectives**

SAPEP programs operate in accordance with the SAPEP Accountability Framework, which established common goals and assessment expectations for each program. Consistent with the evolution of UC’s programs, the SAPEP goals established in 2004–05 focus on student achievement across a broad range of academic preparation and college-readiness indicators — not on UC-eligibility alone. The university has made assessment and evaluation integral to all SAPEP programs, with significant investments in data collection, storage and analysis, as well as external evaluations. All SAPEP programs are required to submit annual performance reports (APRs) describing progress toward specific 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 either continue to meet — or are in the process of meeting — their Accountability Framework goals as determined by the specific measurable objectives detailed below. When possible, programs directly compare outcomes for both participants and non-participants; otherwise, programs compare their participants’ achievements to whatever statewide (or schoolwide) outcomes might be available for comparable demographic groups (e.g., educationally disadvantaged students).
All programs in existence in 2004–05 established baseline measures, with the exception of Transfer Prep, which established baseline measures in 2005–06. In some cases, the baseline measure exceeds the measurable objective because the measurable objective was established prior to assessment of the baseline measure.

2015–16 measures are presented in more detail within the individual program descriptions in Section 4 of this report.

Meeting objective means the program is meeting the measurable objective, even if the 2015–16 measure is below the 2004–05 baseline measure. Improving from baseline means the program has exceeded its 2004–05 baseline measure but not its measurable objective. Decline noted; program to review means that the 2015–16 measure is below both the measurable objective and the 2004–05 baseline measure and that the program is currently undertaking review of factors contributing to the decline.

Data reported are for 2012–13; data provided for 2013–14 through 2015–16 were missing sufficient transfer-readiness information to determine transfer rates.

### Table 1. Progress Toward Framework Goals and Objectives by Program

<table>
<thead>
<tr>
<th>Program and Framework Goal</th>
<th>Measurable Objective(s)</th>
<th>2004–05(^7) Baseline Measure</th>
<th>2015–16(^8) Measure</th>
<th>Status(^9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArtsBridge</td>
<td>50% of undergraduates will consider teaching and education professions</td>
<td>80%</td>
<td>100%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td>Community College Transfer Programs — Articulation</td>
<td>Maintain articulation agreements between the California Community College (CCC) system and the CSU and UC systems</td>
<td>100%</td>
<td>100%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td>Community College Transfer Programs — ASSIST</td>
<td>Increase ASSIST website users and articulation reports generated</td>
<td>700,000 users and 6.7 million reports</td>
<td>1.7 million users and 20.8 million reports</td>
<td>Meeting objective</td>
</tr>
<tr>
<td>Community College Transfer Programs — Transfer Prep</td>
<td>10% increase in transfers to four-year institutions</td>
<td>52%</td>
<td>35%(^10) (2012–13)</td>
<td>Decline noted; program to review</td>
</tr>
<tr>
<td>Early Academic Outreach Program (EAOP)</td>
<td>70% of 12th-grade participants will complete “a-g” sequence</td>
<td>74%</td>
<td>82%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>80% of participants will complete Algebra I by 10th grade</td>
<td>91%</td>
<td>87%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-grade participants who complete “a-g” sequence will also complete the SAT/ACT</td>
<td>56%</td>
<td>83%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-grade participants will enroll in postsecondary institutions</td>
<td>67%</td>
<td>69%</td>
<td>Improving from baseline</td>
</tr>
</tbody>
</table>

\(^7\) All programs in existence in 2004–05 established baseline measures, with the exception of Transfer Prep, which established baseline measures in 2005–06. In some cases, the baseline measure exceeds the measurable objective because the measurable objective was established prior to assessment of the baseline measure.

\(^8\) 2015–16 measures are presented in more detail within the individual program descriptions in Section 4 of this report.

\(^9\) Meeting objective means the program is meeting the measurable objective, even if the 2015–16 measure is below the 2004–05 baseline measure. Improving from baseline means the program has exceeded its 2004–05 baseline measure but not its measureable objective. Decline noted; program to review means that the 2015–16 measure is below both the measurable objective and the 2004–05 baseline measure and that the program is currently undertaking review of factors contributing to the decline.

\(^10\) Data reported are for 2012–13; data provided for 2013–14 through 2015–16 were missing sufficient transfer-readiness information to determine transfer rates.
### Table 1. Progress Toward Framework Goals and Objectives by Program (continued)

<table>
<thead>
<tr>
<th>Program and Framework Goal</th>
<th>Measurable Objective(s)</th>
<th>2004–05 Baseline Measure</th>
<th>2015–16 Measure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate and Professional School Programs (GPSP)</strong>&lt;br&gt;Goal: Increase graduate/professional school enrollment</td>
<td>50% of program participants will enroll in graduate or professional school.</td>
<td>78%</td>
<td>63%&lt;sup&gt;11&lt;/sup&gt;</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>K–20 Regional Intersegmental Alliances (aka P–20)</strong>&lt;br&gt;Goal: Increase “a-g” course completion and college-going rates by increasing school capacity</td>
<td>Increase “a-g” sequence completion by 10%</td>
<td>30%</td>
<td>57%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>Increase college-going by 10%</td>
<td>27%</td>
<td>38%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>MESA Community College</strong>&lt;sup&gt;12&lt;/sup&gt;&lt;br&gt;Goal: Focusing on math/science-based disciplines, increase transfer-readiness for four-year postsecondary institutions</td>
<td>500 transfers/year</td>
<td>572 transfers</td>
<td>726 transfers (2011–12)</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>100% of those who transfer will major in math/science</td>
<td>100%</td>
<td>100%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>MESA Schools Program</strong>&lt;br&gt;Goal: Focusing on math/science-based disciplines, increase “a-g” course completion, college-readiness and college-going rates</td>
<td>75% of 12th-grade participants will complete “a-g” sequence</td>
<td>54%</td>
<td>76%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>67% of participants will complete Algebra I by 10th grade</td>
<td>77%</td>
<td>93%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-grade participants who complete “a-g” sequence will also complete SAT/ACT</td>
<td>42%</td>
<td>63%</td>
<td>Improving from baseline</td>
</tr>
<tr>
<td></td>
<td>75% of 12th-grade participants will enroll in postsecondary institutions</td>
<td>62%</td>
<td>76%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>Puente Community College Program</strong>&lt;br&gt;Goal: Focusing on English and language arts, increase transfer-readiness for four-year postsecondary institutions</td>
<td>Increase transfer-readiness by 10%</td>
<td>796 participants are transfer-ready</td>
<td>1,042 participants</td>
<td>Meeting objective</td>
</tr>
</tbody>
</table>

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<sup>11</sup> This percentage only counts post-graduate enrollment for which longitudinal information is available.

<sup>12</sup> Data reported are for 2011–12. No data were available from the California Community Colleges Chancellor’s Office for 2012–13 through 2015–16.
Table 1. Progress Toward Framework Goals and Objectives by Program (continued)

<table>
<thead>
<tr>
<th>Program and Framework Goal</th>
<th>Measurable Objective(s)</th>
<th>2004–05&lt;sup&gt;7&lt;/sup&gt; Baseline Measure</th>
<th>2015–16&lt;sup&gt;8&lt;/sup&gt; Measure</th>
<th>Status&lt;sup&gt;9&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puente High School Program</td>
<td>65% of 12th-grade participants will complete “a-g” sequence</td>
<td>53%</td>
<td>72%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>80% of participants will complete Algebra I by 10th grade</td>
<td>72%</td>
<td>89%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>65% of 12th-grade participants who complete “a-g” sequence will also complete the SAT/ACT</td>
<td>46%</td>
<td>61%</td>
<td>Improving from baseline</td>
</tr>
<tr>
<td></td>
<td>75% of 12th-grade participants will enroll in postsecondary institutions</td>
<td>67%</td>
<td>76%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>95% of 12th-grade participants will graduate from high school</td>
<td>95%</td>
<td>96%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td>Scout from the University of California (formerly known as UC College Prep Online or UCCP)&lt;sup&gt;13&lt;/sup&gt;</td>
<td>75% AP/Honors pass rate</td>
<td>69%</td>
<td>92% (2011–12)</td>
<td>Meeting objective</td>
</tr>
<tr>
<td>Student-Initiated Programs (SIP)</td>
<td>50% of 12th-grade participants will enroll in postsecondary institutions</td>
<td>69%</td>
<td>82%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>55% of graduating undergraduate volunteers will enroll in graduate school</td>
<td>45%</td>
<td>37%</td>
<td>Decline noted; program to review</td>
</tr>
<tr>
<td>University Community Links (UC Links)</td>
<td>15% gain in literacy knowledge and skills from pre- to post-assessments during each academic year for PreK-8 participants.</td>
<td>15% (2013–14)&lt;sup&gt;14&lt;/sup&gt;</td>
<td>38%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>70% of undergraduate volunteers apply, are admitted or enroll in graduate school</td>
<td>76%</td>
<td>75%</td>
<td>Meeting objective</td>
</tr>
</tbody>
</table>

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<sup>7</sup> Data are reported for 2011–12, the most recent year available. Scout has changed its delivery model and is in the process of developing new objectives.

<sup>8</sup> UC Links switched to a new assessment model in 2013–14, so no 2004–05 baseline measure exists for this objective.

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SECTION 4. SAPEP PROGRAMS: DESCRIPTIONS AND OUTCOMES

ArtsBridge

ArtsBridge provides K–12 arts instruction and professional support for arts teachers through service-learning opportunities for UC arts students, with an emphasis on preparing K–8 students for “a-g” arts requirements and providing UC students with a teaching-career pathway. For many K–8 participants, ArtsBridge is the only arts instruction they receive during the academic year.

2015–16 Service Population:

- 394 students in grades 7–8 served, 26 percent of whom were English-language learners
- Four middle schools served/participated

2015–16 Outcomes

In 2015–16, all ArtsBridge undergraduate volunteers surveyed indicated their intent to pursue careers in teaching, education or community service in the arts, compared to 80 percent in the 2004–05 baseline measure.

Community College Transfer Programs — Articulation

Articulation establishes and maintains UC’s many major articulation agreements, which are formal agreements between California Community College (CCC) campuses and CSU and UC campuses defining how specific CCC courses can satisfy CSU and UC subject requirements.

2015–16 Service Population:

- 101,632 current CCC-to-UC articulation agreements by major
- 177,950 current CCC-to-CSU articulation agreements by major
- 49,609 current CCC courses that can be transferred for general credit to any UC campus
- 21,721 current Intersegmental General Education Transfer Curriculum-approved CCC courses

2015–16 Outcomes

All nine undergraduate UC campuses and all 23 CSU campuses successfully articulated majors with all 113 community colleges.

Community College Transfer Programs — ASSIST

ASSIST provides online access to California’s vast official repository of course articulation and transfer information, both current and historical, as established by the companion program Articulation. Used by millions of individuals, ASSIST is especially important to California Community College (CCC) students planning for transfer to UC and/or CSU campuses.
2015–16 Service Population:
- 1.7 million estimated website visitors

2015–16 Outcomes
To increase use of ASSIST:
- In 2015–16, an estimated 1.7 million different individuals used ASSIST to view more than 20.8 million articulation reports, compared to 700,000 website visitors and 6.7 million reports in the 2004–05 baseline measure.

To maintain complete and accurate data in the ASSIST database:
- In 2015–16, all articulation agreements maintained by Articulation were available in ASSIST and were verified to be accurate. These include all 101,632 major-specific CCC-to-UC agreements among the 113 CCC campuses and the nine undergraduate UC campuses, as well as all 177,950 major-specific CCC-to-CSU agreements among the 113 CCC campuses and the 23 CSU campuses.

Community College Transfer Programs — Transfer Prep
Transfer Prep increases opportunities for community college students to transfer to four-year postsecondary institutions. Academic advisers provide guidance and support to prospective transfer students.  

2015–16 Service Population:
- 17,857 total participants served
- 970 K–12 students served
- 16,229\textsuperscript{16} community college students served
- 109 California Community Colleges served/participated

2015–16 Outcomes
In 2015–16, of 4,024 Transfer Prep participants reviewed, 71 percent completed all necessary CSU/UC-transferable mathematics concepts/quantitative reasoning coursework with a grade of C or better, compared to 52 percent in the 2005–06 baseline measure. Similarly, of 4,056 participants reviewed, 62 percent completed all necessary CSU/UC-transferable English composition coursework with a grade of C or better, compared to 52 percent in the 2005–06 baseline measure.

\textsuperscript{15} Because a review of all participants' academic records would be cost-prohibitive, Transfer Prep sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.

\textsuperscript{16} An additional 655 participants with unknown grade level information were also reported, presumably all community college students.
Early Academic Outreach Program (EAOP)

EAOP is one of UC’s signature academic preparation programs for middle school and high school students. EAOP designs and provides academic development services delivered in partnership with schools to provide educationally disadvantaged California students the skills and knowledge needed to succeed at UC and elsewhere.17

2015–16 Service Population:

- 41,933 total K–12 participants served
- 212 schools served/participated under both cohort and partner models
- 14,864 parents/guardians served in workshops, college visits and family events

2015–16 Outcomes
To increase the proportion of K–12 program participants who complete the “a-g” sequence:

- In 2015–16, of 7,461 12th-grade transcripts reviewed, 82 percent completed the “a-g” sequence with a grade of C or better in each course, compared to 74 percent in the 2004–05 baseline measure.
- In 2015–16, of 21,008 EAOP participants reviewed, 87 percent completed Algebra I (a key academic milestone) by the beginning of 10th grade, compared to 91 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the "a-g" sequence and taking the SAT or ACT):

- In 2015–16, of 6,113 EAOP 12th-grade transcripts reviewed, 83 percent of participants who had completed the “a-g” sequence with a grade of C or better in each course also took the SAT or the ACT, compared to 56 percent in the 2004–05 baseline measure.
- In 2015–16, EAOP participants also had much higher SAT/ACT test-taking rates overall than non-participants at the same schools, with 64 percent of EAOP participants taking either the SAT or the ACT, compared to 51 percent of non-participants. See Figure 6.

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

- In 2015–16, of 11,196 EAOP 12th-graders served, 69 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2015, compared to 67 percent in the 2004–05 baseline measure. See Figure 7.

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17 Because a review of all participants’ academic transcripts would be cost-prohibitive, EAOP sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.
Figure 6. Percentage of EAOP 12th-Grade SAT/ACT Test-Takers by API Rank Decile, 2015–16

Sources: SAPEP Annual Performance Reporting for 2015–16, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2015–16, and test-taking records of all 2015–16 California high school graduates from ACT and the College Board. Note: Of the 212 K–12 schools reported as being served by EAOP during 2015–16, only the 147 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 58 of the included schools have API ranks 1–2, 44 have API ranks 3–4, 31 have API ranks 5–6, 9 have API ranks 7–8, and 5 have API ranks 9–10.
As shown in Figure 7, EAOP college-going rates for UC and CSU have remained relatively stable during the intervening years since the 2004–05 baseline, with an overall upward trend since 2006–07. However, the rate of enrollment in the California Community College (CCC) system has fluctuated from a low of 16 percent in 2006–07 to the current 10-year high rate of 29 percent.

Figure 7. Immediate Postsecondary Enrollment Rates for EAOP 12th-Grade Participants, 2004–05 to 2015–16

Sources: SAPEP Annual Performance Reporting through 2015–16, National Student Clearinghouse and UC Corporate Student System. Note: All data represent postsecondary enrollment in the fall following program participants’ 12th-grade year; e.g., 16 percent of 2015–16 12th-grade EAOP participants enrolled at UC in fall 2016.
Graduate and Professional School Programs (GPSP)

GPSP identifies high-achieving economically and educationally disadvantaged undergraduate students and prepares them for careers as academicians, researchers, specialists, practitioners and leaders. The programs offer structured, mentored research experience and professional development to students in the arts, humanities, social science, STEM, medical and law fields.

2015–16 Service Population:

- 319 total undergraduate participants served across four programs, with 61 percent from first-generation backgrounds and 71 percent from underrepresented minority (URM) groups
- 145 participants in academic pre-graduate programs
- 174 participants in pre-professional programs

2015–16 Outcomes

Of the 4,607 GPSP participants tracked over multiple years, 1,747 (38 percent) were reportedly applying to, had applied to, were admitted to, enrolled in and/or had completed graduate and professional school in 2016–17. Factoring in an additional 1,159 who had already completed graduate/professional programs, a total of 2,906 program participants through 2015–16 (63 percent) have sought graduate and professional school enrollment, compared to 78 percent in the 2004–05 baseline measure.

K–20 Regional Intersegmental Alliances

K–20 Regional Intersegmental Alliances (also known as P–20) align campus SAPEP programs and their local and regional K–20, community and business partners to increase “a-g” course-completion and college-going rates.

2015–16 Service Population:

- 86,035 total K–20 participants served, including 14,506 K–12 English-language learners
- 8,895 teachers, counselors and administrators served
- 459 K–12 schools served/participated

2015–16 Outcomes

Some K–20 Regional Intersegmental Alliances work with entire school districts, and comparison group data are not available or applicable in many instances; however, when available, outcomes are notable.

To increase “a-g” sequence completion rates by 10 percent:

- In 2015–16, of 9,695 participants’ transcripts reviewed, 57 percent completed the “a-g” sequence with a grade of C or better in each course, compared to 30 percent in the 2004–05 baseline measure.

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18 Participants who identify as African American, American Indian and/or Chicano/Latino
19 Because a review of all participants’ transcripts and college-going outcomes would be cost prohibitive, K–20 Regional Intersegmental Alliance sites employ differing sampling techniques to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.
To increase college-going rates by 10 percent:

- In 2015–16, of 10,156 participants sampled, 38 percent enrolled in postsecondary institutions (including UC, CSU CCC and private/out-of-state institutions), compared to 27 percent in the 2004–05 baseline measure.

**MESA Community College Program**

Mathematics, Engineering, Science Achievement (MESA) Community College Program assists community college students academically in preparing to transfer to four-year postsecondary institutions with majors in STEM (Science, Technology, Engineering and Mathematics) fields.

**2014–15 Service Population**:

- 4,172 community college students served
- 35 California Community Colleges served/participated

**2011–12 Outcomes**

There were 726 transfer-ready MESA Community College Program participants in 2011–12, compared to 572 in the 2004–05 baseline measure, all of whom transferred to four-year institutions with a STEM major; 46 percent matriculated to the California State University (CSU) system, 45 percent to the UC system and 9 percent to private/out-of-state institutions.

**MESA Schools Program**

Mathematics, Engineering, Science Achievement (MESA) Schools Program enables K–12 students throughout the state to excel in STEM (Science, Technology, Engineering, and Mathematics) fields and to pursue higher education.

**2015–16 Service Population**:

- 18,065 K–12 participants served
- 373 K–12 schools served/participated

**2015–16 Outcomes**

To increase the proportion of K–12 program participants who complete the “a-g” sequence:

- In 2015–16, of 1,562 MESA 12th-grade transcripts reviewed, 76 percent completed the “a-g” sequence with a grade of C or better in each course, compared to 54 percent in the 2004–05 baseline measure.

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20 Data reported are for 2014–15, the most recent available. No participant data were available from the California Community Colleges Chancellor’s Office for 2015–16.

21 Data reported are for 2011–12, the most recent available. No outcomes data were available from the California Community Colleges Chancellor’s Office for 2012–13 through 2015–16.

22 Because of logistical issues, not all MESA participant transcripts can be reviewed, but the transcripts reviewed should be considered representative of the entire population. See the Data Limitations section in Appendix A for more details.
• In 2015–16, of 1,562 MESA 12th-grade transcripts reviewed, 93 percent completed Algebra I (a key academic milestone) by the beginning of 10th grade, compared to 77 percent in the 2004–05 baseline measure.

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

• In 2015–16, of 371 MESA 12th-graders transcripts reviewed, 63 percent of participants who had completed the “a-g” sequence with a grade of C or better in each course also took the SAT or the ACT, compared to 42 percent in the 2004–05 baseline measure.

• In 2015–16, MESA participants also had much higher SAT/ACT test-taking rates than non-participants at the same schools, with 81 percent of MESA participants taking either the SAT or the ACT, compared to 56 percent of non-participants. See Figure 8.

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

• In 2015–16, of 2,001 MESA 12th-graders served, 76 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2015, compared to 62 percent in the 2004–05 baseline measure. See Figure 9.

Figure 8. Percentage of MESA 12th-Grade SAT/ACT Test-Takers by API Decile Rank, 2015–16

Sources: SAPEP Annual Performance Reporting for 2015–16, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2015–16, and test-taking records of all 2015–16 California high school graduates from ACT and the College Board. Note: Of the 373 K–12 schools reported as being served by MESA during 2015–16, only the 107 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 33 of the included schools have API ranks 1–2, 26 have API ranks 3–4, 25 have API ranks 5–6, 12 have API ranks 7–8, and 11 have API ranks 9–10.
As shown in Figure 9, MESA college-going rates for all three segments of California’s public higher education system have remained relatively stable during the intervening years since the 2004–05 baseline, despite an overall drop in 2009–10 and slow recovery to 2008–09 levels of postsecondary enrollment in 2015–16.

Figure 9. Immediate Postsecondary Enrollment Rates for MESA 12th-Grade Participants, 2004–05 to 2015–16

Puente Community College Program

Puente Community College Program is designed to improve the ability of community college students to transfer to four-year postsecondary institutions, earn college degrees and return to their communities as mentors and leaders of future generations.

2015–16 Service Population:

- 8,459 community college participants served
- 62 community college teachers participated
- 70 community college counselors received professional development
- 60 California Community Colleges served/participated

2015–16 Outcomes

There were 1,042 transfer-ready Puente Community College Program participants in 2015–16, compared to 795 in the 2004–05 baseline measure. Also, between 1999 and 2015, the annual number of participants transferring to four-year institutions nearly doubled, from 295 to 588.

Sources: SAPEP Annual Performance Reporting through 2015–16, National Student Clearinghouse and UC Corporate Student System. Note: All data represent postsecondary enrollment in the fall following program participants’ 12th-grade year, e.g., 27.3 percent of 2015–16 12th-grade MESA Schools Program participants enrolled at UC in fall 2016.
Puente High School Program

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 postsecondary institutions and earn college degrees.

2015–16 Service Population:

- 4,992 high school participants served
- 37 high schools served/participated

2015–16 Outcomes

To increase the proportion of program participants who graduate from high school:

- In 2015–16, of 1,050 12th-grade Puente participants, 96 percent graduated from high school, compared to 95 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 program participants who complete the “a-g” sequence:

- In 2015–16, of 1,008 12th-grade Puente participants graduating from high school, 72 percent completed the “a-g” sequence with a grade of C or better in each course, compared to 53 percent in the 2004–05 baseline measure.
- In 2015–16, of 1,008 12th-grade Puente participants graduating from high school, 89 percent completed Algebra I (a key academic milestone) by the beginning of 10th grade, compared to 72 percent in the 2004–05 baseline measure.

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

- In 2015–16, of 1,008 12th-grade Puente participants graduating from high school, 61 percent of participants who had completed the “a-g” sequence with a grade of C or better in each course also took the SAT or the ACT, compared to 46 percent in the 2004–05 baseline measure.
- In 2015–16, Puente participants also had much higher SAT/ACT test-taking rates than non-participants at the same schools, with 79 percent of Puente participants taking either the SAT or the ACT, compared to 51 percent of non-participants. See Figure 10.

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

- In 2015–16, of 1,008 Puente 12th-graders served, 76 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2015, compared to 67 percent in the 2004–05 baseline measure. See Figure 11.
Figure 10. Percentage of Puente 12th-Grade SAT/ACT Test-Takers by API Decile Rank, 2015–16

Sources: SAPEP Annual Performance Reporting for 2015–16, CDE Statewide Growth API Ranks for 2013–14 (the most recent year available), CDE Statewide School Enrollment Data for 2015–16 and test-taking records of all 2015–16 California high school graduates from ACT and the College Board. Note: Of the 37 K–12 schools reported as being served by Puente during 2015–16, only the 25 public schools that are designated as high schools by the CDE for API ranking purposes, that have API data available, and that reported more than five 12th-grade program participants during the academic year are included in this analysis; 6 of the included schools have API ranks 1–2, 8 have API ranks 3–4, 8 have API ranks 5–6, 2 have API ranks 7–8 and 1 has API rank 9.
As shown in Figure 11, Puente college-going rates for all three segments of the California public higher-education system have remained relatively stable during the intervening years since the 2004–05 baseline, despite an overall drop in 2008–09 and slow recovery to 2007–08 levels of postsecondary enrollment in 2015–16.

Figure 11. Immediate Postsecondary Enrollment Rates for Puente 12th-Grade Participants, 2004–05 to 2015–16

Sources: SAPEP Annual Performance Reporting through 2015–16, National Student Clearinghouse and UC Corporate Student System. Note: All data represent postsecondary enrollment in the fall following program participants’ 12th-grade year, e.g., 17.1 percent of 2015–16 12th-grade Puente High School Program participants enrolled at UC in fall 2016.
Scout from the University of California

Scout from the University of California (formerly known as UC College Prep Online or UCCP) facilitates college preparation through Internet-based middle school and high school courses, including Advanced Placement and “a-g” classes.

2015–16 Service Population:

- 2,056 total participants served at 317 California K–12 schools, with 3,733 online enrollments
- 176 teachers participated

2011–12 Outcomes

Of 415 UCCP participants reviewed, 92 percent successfully completed AP and honors classes, compared to 69 percent in the 2004–05 baseline measure.

Student-Initiated Programs (SIP)

SIP facilitates college access for K–12 and community college students labeled “at risk,” meaning that they might not otherwise enroll at four-year postsecondary institutions, through academic development and individual attention from volunteer UC students.

2015–16 Service Population:

- 13,061 total participants served
- 12,419 K–12 students served
- 255 community college students served
- 245 undergraduate students served
- 20 graduate students served
- 122 students with unknown grade level served

2015–16 Outcomes

To improve data collection:

- Several UC campus programs continue to revamp their data collection procedures and are collaborating with researchers to develop comprehensive data systems for better tracking of program participants and outcomes.

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 2015–16, of 514 SIP 12th-grade participants surveyed, 82 percent were either attending or planning to attend a postsecondary institution, compared to 69 percent in the 2004–05 baseline measure.

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Data are reported for 2011–12, the most recent year available; UC Scout has changed its delivery model and is in the process of developing new objectives.
• In 2015–16, of 160 SIP undergraduates surveyed, 37 percent either matriculated or planned to matriculate into graduate and professional schools, compared to 45 percent in the 2004–05 baseline measure.

**University Community Links (UC Links)**

UC Links brings UC faculty and students with school and community partners in a sustainable network of after-school programs that connect K-12 students and UC undergraduates in activities providing academic preparation for K–12 youth, while offering quality educational opportunities linking academic content with real-world practicum experience to the undergraduates who mentor them.

**2015–16 Service Population:**

• 3,783 total participants served
• 149 pre-kindergarten students served
• 2,533 K–12 students served
• 656 undergraduate students served
• 79 graduate students served
• 42 K–12 schools participated as sites serving 10 or more UC Links PreK–12 participants

**2015–16 Outcomes**

To increase the literacy knowledge and skills of PreK–8 students:

• In 2015–16, of 1,177 UC Links K–12 participants who were evaluated, the proportion of participants whose literacy knowledge and skills were assessed as grade-level proficient increased from 24 percent before program participation to 62 percent after program participation, a 38 percentage-point gain, compared to a 15 percentage-point gain in the 2013–14 baseline measure.

To increase the number of UC Links undergraduate students who apply to graduate and professional schools:

• In 2015–16, of 496 UC Links undergraduate participants surveyed, 75 percent reported that they were applying to, had been admitted to, or had enrolled in graduate and professional programs, compared to 76 percent in the 2004–05 baseline measure. The percent of UC Links undergraduates planning to pursue graduate and professional programs also compares favorably to the percent of all UC undergraduates (approximately 25%) planning to pursue graduate and professional programs.

**Summary**

UC faces many challenges in carrying out the work of SAPEP programs, not the least of which are ongoing fiscal instability, as discussed in Section 5 below. Nonetheless, as Sections 3 and 4 have highlighted, the majority of SAPEP programs continue to meet ambitious goals and objectives.
SECTION 5. BUDGET AND COSTS

In 1997–98, after the adoption of SP-1 and Proposition 209, the California Legislature intended for UC's academic preparation programs to be a primary means of not only promoting diversity at UC but also increasing access to college for educationally disadvantaged students statewide. Consequently, UC's budget for student academic preparation programs grew from $18.1 million in state and university funds in 1997–98 to $85.2 million in 2000–01, an increase of more than 350 percent.

However, due to the state’s ensuing fiscal crisis, there were two key changes to SAPEP funding. As part of the Higher Education Compact with then-governor Arnold Schwarzenegger in 2004, UC agreed to annually redirect $12 million of its own funds to support SAPEP programs. In addition, from 2004–05 to 2007–08 (and again from 2009–10 to 2011–12), state funding for SAPEP was the subject of significant debate and negotiations during budget cycles, with the SAPEP budget reduced significantly each time. Following a $2 million augmentation intended to expand community college transfer programs, SAPEP funding became $31.3 million in 2006–07 ($19.3 million in state general funds and $12 million in UC funds), and subsequent cuts in 2011–12 reduced the total SAPEP budget to $24.6 million ($12.6 million in state general funds and $12 million in UC funds).

As shown in Figure 12 and Table 2, the overall decrease in SAPEP funding from 2007–08 to 2015–16 was $6.8 million (or 21.6 percent of 2007–08 funding). However, these cuts could have been even more dramatic. While the 2010–11 Budget Act called for SAPEP funding to remain fixed at 2009–10 levels, UC was authorized during the following two years to reduce SAPEP funding in proportion with reductions in state general funds for other programs. Consequently, while state funding for SAPEP could have been reduced by as much as 21.3 percent in 2011–12, the SAPEP portfolio only experienced an overall budget reduction of 17 percent. Since then, state funding for SAPEP programs has remained constant.

Figure 12. SAPEP Budget by Funding Source, 2007–08 to 2015–16 (in thousands of U.S. dollars)

Source: UC Office of the President, Budget Analysis and Planning

Because of their reduced funding, SAPEP programs have leveraged state and UC investment by securing additional funding from the governmental organizations like the National Science Foundation and the U.S. Department of Education, as well as numerous private foundations, corporate foundations and donors from many different businesses and industries. These funds, which are earmarked for direct
investment in California’s K–12 schools and colleges, help raise achievement and outcomes for students and families. Without the state’s investment, a dollar figure often used to seek matching funds from private and federal sources, UC campuses would be far less successful in generating additional resources in support of UC’s partner K–20 institutions.

Table 2. SAPEP Program Budgets, 1997–98 to 2015–16 (selected years; in thousands of U.S. dollars)

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<tr>
<td><strong>Direct Student Services Programs</strong></td>
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<tr>
<td>Community College Transfer Programs¹</td>
<td>$1,718</td>
<td>$5,205</td>
<td>$3,279</td>
<td>$3,068</td>
<td>$2,413</td>
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<td>EAOP</td>
<td>4,794</td>
<td>8,094</td>
<td>8,514</td>
<td>8,416</td>
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<td>Graduate and Professional School Programs</td>
<td>1,893</td>
<td>8,575</td>
<td>2,061</td>
<td>2,623</td>
<td>2,408</td>
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<tr>
<td>MESA K-12 Programs</td>
<td>4,169</td>
<td>9,355</td>
<td>4,861</td>
<td>4,394</td>
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<td>MESA Community College Programs</td>
<td>22</td>
<td>1,309</td>
<td>327</td>
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<tr>
<td>Puente High School</td>
<td>-</td>
<td>1,800</td>
<td>1,051</td>
<td>960</td>
<td>753</td>
<td>753</td>
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<td>Puente Community College Programs</td>
<td>162</td>
<td>757</td>
<td>450</td>
<td>419</td>
<td>340</td>
<td>340</td>
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<tr>
<td>Student-Initiated Programs</td>
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<td>-</td>
<td>440</td>
<td>440</td>
<td>388</td>
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<td>UC Links</td>
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<td>1,656</td>
<td>994</td>
<td>622</td>
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<tr>
<td><strong>Statewide Infrastructure Programs</strong></td>
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<tr>
<td>ASSIST</td>
<td>360</td>
<td>360</td>
<td>429</td>
<td>369</td>
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<tr>
<td>Community College Articulation</td>
<td>-</td>
<td>-</td>
<td>600</td>
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<td><strong>Longer-Term Strategies</strong></td>
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<td>K-20 Regional Intersegmental Alliances (formerly School-University Partnerships)</td>
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<td>15,591</td>
<td>1,395</td>
<td>1,361</td>
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<td><strong>Direct Instructional Programs</strong></td>
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<td>Preuss Charter School</td>
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<td>1,000</td>
<td>1,000</td>
<td>-</td>
<td>-</td>
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<tr>
<td>(formerly UC College Prep Online)</td>
<td>-</td>
<td>8,400</td>
<td>3,106</td>
<td>3,059</td>
<td>2,411</td>
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<td><strong>Other Programs</strong></td>
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<tr>
<td>Evaluation</td>
<td>-</td>
<td>1,386</td>
<td>1,180</td>
<td>1,077</td>
<td>855</td>
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<td>Other Programs (currently includes University-Community Engagement, ArtsBridge, Other)</td>
<td>203</td>
<td>3,887</td>
<td>936</td>
<td>829</td>
<td>652</td>
<td>652</td>
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<tr>
<td>Programs that have been eliminated or consolidated into others, including Test Preparation, Dual Admissions, Gateways, Informational Outreach and Recruitment, Central Valley Programs, UC ACCORD</td>
<td>4,750</td>
<td>9,717</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total</strong></td>
<td>$18,071</td>
<td>$85,182</td>
<td>$31,323</td>
<td>$29,594</td>
<td>$24,557</td>
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<td><strong>General Funds</strong></td>
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<td>$19,323</td>
<td>$17,594</td>
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<td><strong>University Funds</strong></td>
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<td>$2,939</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
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</table>

¹ Includes an additional $2 million beginning in 2006-07 for the UC/Community College Transfer Initiative for Access and
² Budget levels for 2012-13, 2013-14, 2014-15, and 2015-16 are identical to 2011-12 budget levels, as no budget reductions were made in those years.

Source: UC Office of the President, Budget Analysis and Planning
SECTION 6. CONCLUSION

UC’s commitment to delivering college preparation, access and support to SAPEP’s target population of underserved California K–20 students is critical to the state. SAPEP programs address the whole spectrum of needs of under-resourced schools and students, including advising students on course selection and planning, improving practical living skills and financial literacy, assisting with transfer planning and major choice/preparation and helping administrators and teachers enhance curricular relevance and rigor, whether at a UC or elsewhere. Once students are assisted with college-readiness, they are more prepared to enter the working world and become high-earning members of California’s labor force.
APPENDIX A. DATA SOURCES AND LIMITATIONS

Data Sources
For this report, UC has primarily drawn from the following three information sources:

(1) SAPEP Annual Performance Reporting
- Four of the largest SAPEP Programs (EAOP, MESA, Puente and Transfer Prep) annually submit participant-level demographic and academic data to UCOP, including ethnicity, completion of “a-g” coursework, Algebra I completion and transfer-readiness.
- Each SAPEP program annually submits school-level data to UCOP, including the number of participants served.
- Each SAPEP program also submits an aggregate Annual Performance Reporting (APR) to UCOP, summarizing key demographic and outcomes data.

(2) Participant outcomes data
- UC primarily determined SAT/ACT test-taking rates by matching program-participant data to student-level data for all California test-takers provided by the College Board and ACT, Inc. Because of the lack of a universally used unique identifier, participants are matched to both data sources using factors like name, date of birth and school enrollment.
- UC primarily determined college-going outcomes by matching program-participant data to student-level data from the UC Corporate Student System and the National Student Clearinghouse. Because of the lack of a universally used unique identifier, participants are matched to both data sources using factors like name, date of birth and school enrollment.

(3) Comparison data
- The CDE provides numerous files of downloadable data files for California public schools, including demographic and outcomes data like grade level, ethnicity, gender, API decile rankings and “a-g” sequence completion rates (see www.cde.ca.gov/ds/sd/sd/).
- The California Postsecondary Education Commission (CPEC) provides numerous reports on statewide educational outcomes, including postsecondary enrollment 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.

The most serious problem is incomplete data. As a result of successive budget cuts, SAPEP programs have few resources to devote to carefully collecting, storing and analyzing data, with data systems that are often antiquated or have been discontinued in order to redirect funding. For the purposes of this report, missing data have been addressed using a combination of complete-case analysis, available-case analysis and imputation methods.
In addition, because numerous independent data sources have been used, there is variation in data-field definitions, data-collection frequency and statistical methodology, e.g., while some statistics are based upon complete participant counts or census data, others rely on sampling methods. In addition, some data were collected from secondary sources intended for administrative purposes (e.g., school enrollments, graduation rates and API decile rankings), while other data were directly collected using techniques like surveying.

Finally, please note that the SAPEP goals and objectives included in this report were established more than a decade ago. During this time, some programs have modified their goals and services, and funding has shifted downward, which complicates the comparison of findings over time and across programs.
APPENDIX B. COMMON TERMS AND ABBREVIATIONS

A-G — The "a-g" coursework sequence comprises 15 high school classes that students must take in order to be eligible for freshman admission to both the UC and CSU systems.

ACT — The ACT is one of two standardized tests (the other being the SAT) used to assess high school achievement for college admissions in the United States. The ACT test is administered by ACT, Inc., a nonprofit organization.

Advanced Placement (AP) Courses — Advanced Placement courses are advanced high school classes satisfying curriculum requirements administered by the College Board, a nonprofit organization, with the goal of replicating college-level rigor within select subjects.

API — The Academic Performance Index (API) has provided the cornerstone of California’s Public School’s Accountability Act of 1995 by measuring the academic performance and growth of schools using a variety of metrics. An API decile rank is calculated for each California public school by converting students’ performance on statewide assessments to an overall API for each school and then ranking schools on a decile scale within school type (elementary schools, middle schools and high schools) based upon which range of corresponding grade levels contributes the most test scores to the API calculation process. The statewide assessments used have included:

- California standard tests,
- California modified assessment,
- California alternate performance assessment and
- the California High School Exit Examination (CAHSEE).

The API decile rank ranges from 1 to 10; an API decile rank of 1 is assigned to the lowest-performing schools, and an API decile rank of 10 is assigned to the highest-performing schools.

Note: As of this writing, the CDE is in the process of revising the API ranking system, as well as the statewide assessments it’s based upon; the most recent API rankings available are from the 2013–14 academic year (see www.cde.ca.gov/ta/ac/ap/).

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

CCC — The California Community College (CCC) system is one of the three segments of California’s public postsecondary system, the other two being the CSU and UC systems. The CCC system is the largest higher educational system in the United States and, for the period covered by this report, included 113 colleges in 72 districts that collectively served more than 2.3 million students.

CDE — The California Department of Education (CDE) oversees K–12 public education throughout California.

CDS — The County/District/School (CDS) of each California public school is a unique 14-digit identifier provided by the CDE; the first two digits identify a county, the next five a school district, and the last seven a specific school.

CSU — The California State University (CSU) system is one of the three segments of California’s public postsecondary system, the other two being the CCC and UC systems. For the period covered by this report, the CSU system included 23 campuses serving more than 400,000 undergraduate and graduate students.
Intersegmental — Intersegmental refers to multiple segments of California's public education system, which includes K–12 schools/districts, the CCC system, the CSU system and the UC system. Private and not-for-profit sector entities periodically partner with these public education systems on intersegmental projects and initiatives.

K–8 — Kindergarten through 8th-grade refers to kindergarten, primary (elementary) school and middle school.

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.

PreK — Pre-Kindergarten refers to any type of education preceding kindergarten, such as preschool, e.g., PreK–8 means preschool in addition to kindergarten through 8th grade, and PreK–12 means preschool in addition to kindergarten through 12th grade.

SAPEP — Student Academic Preparation and Educational Partnerships (SAPEP) is a portfolio of academic preparation programs and intersegmental partnerships administered by the UC system. SAPEP programs are designed to improve education outcomes for all California students, particularly those who are educationally disadvantaged.

SAT — The SAT is one of two standardized tests (the other being the ACT) used to assess high school achievement for college admissions in the United States. The SAT test is administered by the College Board, a nonprofit organization.

Transfer ready — Transfer ready refers to community college students who have met all academic requirements necessary to transfer to the CSU or UC system, meaning 60 transferable semester-system college units completed with a grade of C or better, including transferable English composition and mathematics concepts/quantitative reasoning courses.

UC — The University of California (UC) system is one of the three segments of California's public postsecondary system, the other two being the CCC and CSU systems. For the period covered by this report, the UC system included 10 campuses serving more than 250,000 undergraduate and graduate students.