

A photograph of students in a classroom. In the foreground, a student with dark hair is leaning over a desk, using a pink pencil to draw on a piece of paper. A laptop is open to the left. In the background, another student with glasses is looking towards the camera. The scene is brightly lit, suggesting a daytime classroom environment.

UNIVERSITY
OF
CALIFORNIA

Office of the Vice Provost
Education Partnerships

Student Academic Preparation and Educational Partnerships (SAPEP)

Annual Report Highlights

OVERVIEW

The University of California's Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs prepares a higher proportion of California's students — including those who are first-generation, socioeconomically disadvantaged and those for whom English is a second language — for postsecondary education, graduate and professional school opportunities, as well as success in the workplace. This summary presents highlights of program outcomes for the 2012-13 academic year.

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

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

These goals include:

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

SAPEP PROGRAMS

ArtsBridge

Community College Transfer Programs — Transfer Prep

Community College Transfer Programs — Articulation

Community College Transfer Programs — ASSIST

Early Academic Outreach Program (EAOP)

Graduate and Professional School Programs

K-20 Regional Intersegmental Alliances

Mathematics, Engineering, Science Achievement (MESA)

PUENTE Project

Student-Initiated Programs

UC Scout

University Community Links (UC Links)

University Community Engagement



STUDENT ACADEMIC PREPARATION

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

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

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

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

SCHOOL AND COMMUNITY PARTNERSHIPS

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

UNDERGRADUATE, GRADUATE AND EDUCATOR PREPARATION PROGRAMS

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

ONLINE AND TECHNOLOGY-ASSISTED SERVICES

K-12 and community college students improve their academic and transfer preparation with online and technology-assisted programs and services available through SAPEP. ASSIST serves as the state's official online repository for community college transfer articulation information. UC Scout offers middle and high school classes that meet UC's admissions requirements. UC faculty and staff developed these tools to address gaps and issues identified by UC's K-12 and community college educational partners.

75% vs. 41%

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

77,257

students served by SAPEP in K-12 institutions

960

public K-12 institutions served by SAPEP

SAPEP: Success by the Numbers

SAPEP programs collectively serve nearly 110,000 California K-20 students, as well as large numbers of parents, teachers and administrators. Research shows that SAPEP programs help their target populations achieve success.

67% vs. 41%

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

77% vs. 35%

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

2012-13 YEAR IN REVIEW

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

ACHIEVING SUCCESS: TARGETED OUTREACH, STUDENT PREPARATION

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

Collectively, the SAPEP programs serve students in 960 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 fall into the 1-5 range on the Academic Performance Index (API), which is a 1-10 scale. Of these schools, 70 percent are among the lowest-performing schools in the state. Most schools also enroll high percentages of underrepresented minorities (i.e., Latinos, African Americans and Native Americans) many of whom qualify for the National School Lunch Program, the key metric for identifying low-income students.

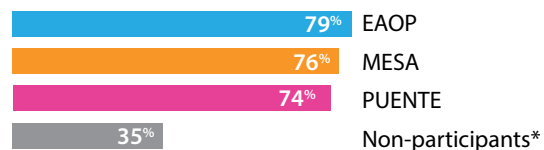
SAPEP programs have adopted online technologies to improve and expand service delivery.

In 2013, US Scout became the new brand name for a revitalized online learning program that includes internet-based high school and middle school courses, Advanced Placement courses and information about "a-g" course requirements. In 2012-13, UC Scout had 493 student enrollments. It had a broad range of users in a variety of educational settings, such as public schools, charter schools, independent study programs, juvenile justice facilities, adult education centers and community colleges.

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

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

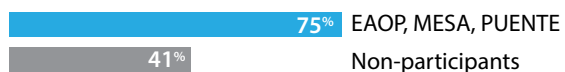
Students in California public high schools who complete "a-g" courses:



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

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

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



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

Almost three quarters (71 percent) of Graduate and Professional School Programs' undergraduate students participating in post-baccalaureate preparation programs will enroll in graduate or professional programs.

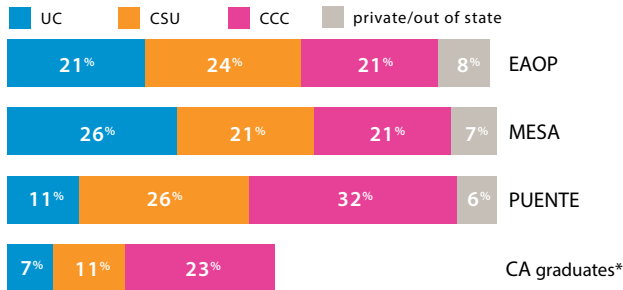
* Non-participant data are from the California Postsecondary Education Commission, Class of 2007, the last year for which data are available. The "a-g" completion rate is calculated by dividing the number of public high school students who successfully completed the "a-g" course requirements with a grade "C" or higher in a given year by the number of graduates as reported by the schools.

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2012-13 YEAR IN REVIEW

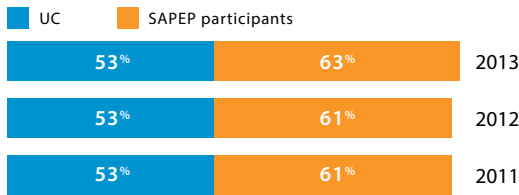
ACHIEVING SUCCESS: ENROLLMENT DATA

Participants in UC's academic preparation programs have higher rates of enrollment to the California public college segments.¹



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

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

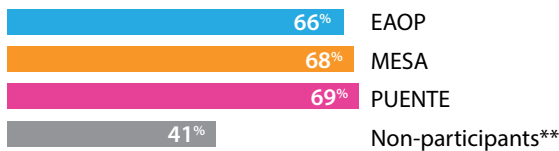


California community college students who participated in Transfer Prep transfer to 4-year institutions at high rates.

Of the California community college students who joined the Transfer Prep program in 2007-08, more than 75 percent had successfully transferred to a 4-year college or university by the end of 2012-13.

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

Class of 2012 students who enroll in California 2- and 4-year colleges:



¹Numbers shown are only the percentage of students who actually enroll.

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ACHIEVING SUCCESS: COST-EFFECTIVENESS

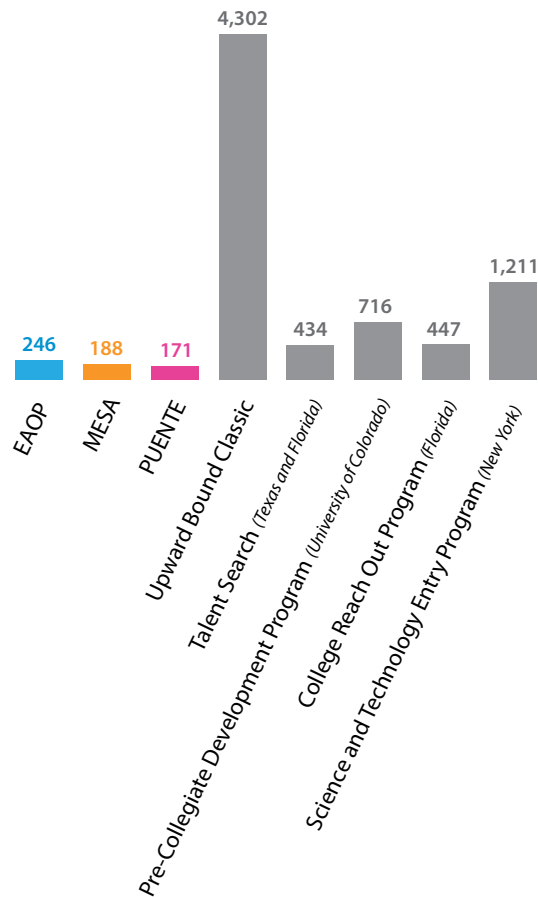
SAPEP has leveraged the state's investment in its programs.

Overall, 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.

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

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

Average cost per student among SAPEP's K-12 academic preparation programs comparable to federal and out-of-state programs (shown in whole dollars):



SAPEP BUDGET

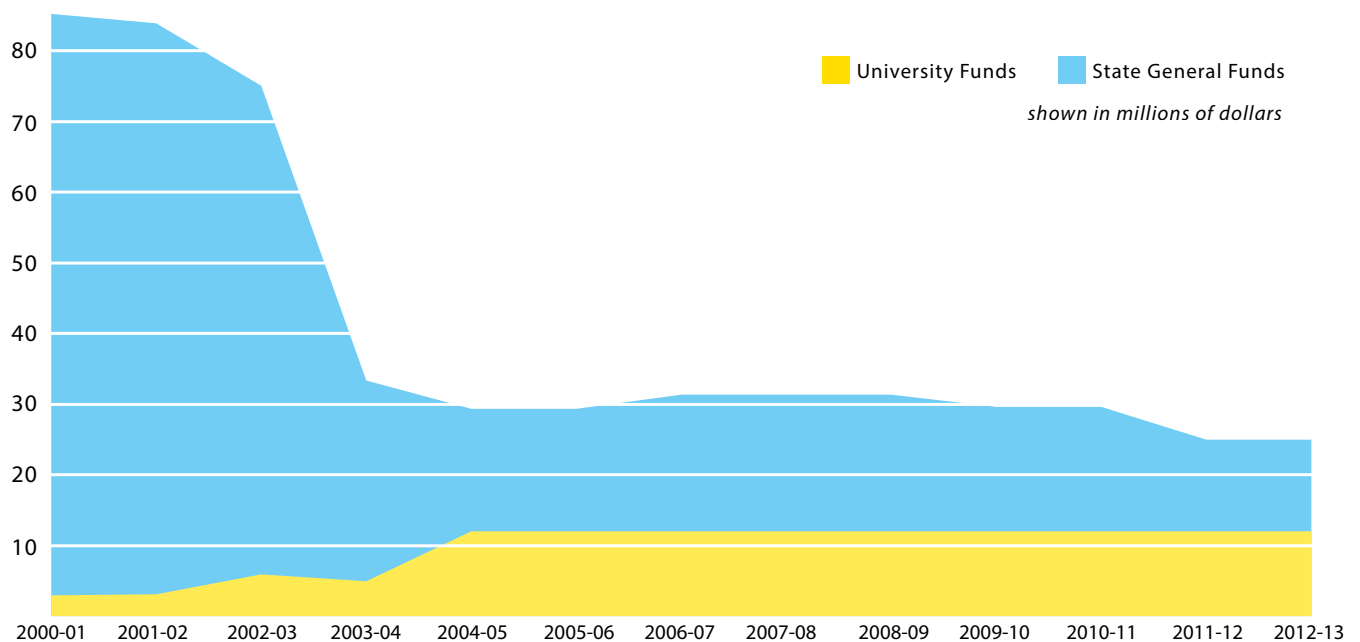
The university faces many challenges in carrying out the work of SAPEP programs, such as the impact of the state's ongoing fiscal crisis over the last decade, and the resulting instability of state funding for SAPEP.

As a result of California's fiscal crisis in early 2000, the SAPEP budget was reduced by \$55.7 million over the next several years, bringing the total budget to \$29.3 million in 2005-06. In 2006-07, a \$2 million augmentation 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 lowered the budget to \$24.9 million in 2011-12 and 2012-13.

The overall budget for 2012-13 remained \$25 million. Despite its ongoing budget constraints, the university continues to value and give priority to continuing the effective work of these programs and their important role in improving the diversity of the university's student population. UC has maintained its level of funding for SAPEP at \$12 million since 2004-05.

Despite ongoing budget constraints, UC continues to place high value on the effective work of SAPEP programs and their role in improving student diversity.

SAPEP BUDGETS 2000 TO 2013



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