

**University of California
Report to the Legislature on Student Academic Preparation and Educational Partnerships,
2004-05 Academic Year**

EXECUTIVE SUMMARY

The University of California's Student Academic Preparation and Educational Partnerships (SAPEP) programs seek to raise student achievement levels generally and to close achievement gaps between groups of students throughout the K-20 pipeline so that more educationally disadvantaged students are prepared for postsecondary education, to pursue graduate and professional school opportunities, and to achieve success in the workplace.

Report Contents

This annual report provides an assessment of SAPEP program outcomes for the 2004-05 academic year. This report contains:

- A statement of the SAPEP mission, along with a description of SAPEP programs and the populations they serve.
- An assessment of progress toward achieving SAPEP's goals.
- A status report on state and University funding of SAPEP programs and, as requested by the Department of Finance, an estimate of cost per student, by program.

2004-05 Highlights

In April 2005, the University of California adopted a new Accountability Framework for the SAPEP programs. This framework, which establishes goals for three and five year periods (2004-05 to 2009-10), focuses on broad improvement of academic achievement among disadvantaged students and goes beyond the previous goals of UC eligibility and competitive eligibility. The new goals are broader and include outcomes such as:

- completion of college preparatory ('a-g') courses;
- readiness for 4-year colleges, not just UC;
- high school graduation and high school exit exam (CAHSEE) completion;
- community college transfer readiness; and
- establishment and maintenance of K-20 partnerships.

Programs have made significant gains toward meeting the goals outlined in the accountability framework. Among the highlights for the 2004-05 academic year:

- **Collectively, the SAPEP programs reach more than 116,000 students at 746 K-12 public schools and 109 community colleges. Most high schools served by SAPEP programs need assistance;** the majority are among the lowest performing in the state, with 66% in the lowest half of Academic Performance Index rankings (API deciles 1-5)
- **Data on the Class of 2005 show high college-going rates.** Two out of three (66%) EAOP- MESA- Puente graduates and nine out of ten (90.3%) Preuss Charter School graduates enroll in a 2- or 4-year college in the fall semester following high school graduation. By comparison, 46% of California high school graduates enroll in the state's postsecondary institutions as first-time freshmen.

- **Program participants graduate from high school better prepared for college.** A higher proportion of EAOP-MESA-Puente students take the SAT-I or ACT than do non-participants in the same schools. For example, three out of five (61%) EAOP-MESA-Puente students at API 1 and 2 schools take the SAT-I or ACT compared to a little more than one out of four (29%) non-participants at those same API 1 and 2 schools.
- **Program participants – in both cohort and school-wide programs – are prepared for and succeed in college preparatory (‘a-g’) courses.** The ‘a-g’ completion rates of program participants range from 53% in Puente to 73% in EAOP. These rates exceed the statewide UC/CSU course completion rate of 34% as reported to the California Department of Education.

Moreover, a comparison group study of high school graduates from 13 high schools found that 94% of EAOP students were on-track or nearly on-track for completing 15 ‘a-g’ courses (the minimum necessary for students to be college- or career-ready) compared to 62% of non-EAOP students.

- **More students are passing the California High School Exit Exam (CAHSEE).** For example, at three Los Angeles-area partner high schools, the CAHSEE-English passage rates of 10th graders more than doubled in two years. Moreover, Puente 10th graders passed the California High School Exit Exam at a significantly higher rate than all economically disadvantaged students statewide: 96% versus 63% for the English section, and 92% versus 61% for the math section.
- **Programs have leveraged the State’s investment in SAPEP.** In the aggregate, the K-20 Regional Intersegmental Alliances have leveraged the State and University investment of \$29.3 million in SAPEP by raising an additional \$40 million in support of K-14 efforts from the National Institutes of Health, the National Science Foundation, the US Department of Education, private and corporate foundations, and business and industry.
- **UC has established academic major course articulation agreements with all community colleges.** All nine UC undergraduate campuses have established major preparation articulation agreements with all 109 community college campuses for their top 20 majors, as specified by the State/University “compact” with the Governor. Moreover, 99% of majors at all UC campuses are articulated with every community college in the state.
- **SAPEP programs prepare undergraduates for graduate and professional school work.** More than three out of four (78%) of the participants in graduate and professional school academic preparation programs have enrolled in a graduate/professional school. By comparison, a UC San Diego study found that only 39% of its seniors enrolled within two years of graduation in graduate or professional school.
- **Research on and evaluation of SAPEP programs exceeds the level of assessment of even large federal programs, and the findings for SAPEP programs are empirically based and statistically significant.** In addition, innovative and powerful new tools developed by the University, such as the Transcript Evaluation Service, will in the future allow for even more comprehensive evaluations of student academic progress and performance.
- **SAPEP programs use State resources efficiently.** The cost per student of most of the SAPEP programs is substantially less than the cost per student of comparable federally funded programs.