



September  
2007

# Public Higher Education Performance Accountability Framework Report: Goal - Access and Affordability Measure: Percentage of Racial Representation in Systems of Higher Education Compared to Racial Representation in the State

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*Despite segmental efforts to increase diversity in higher education, African American and Latino students are not achieving levels of representation in California public universities that are equivalent to their levels of representation in the overall State population.*

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The Commission advises the Governor and the Legislature on higher education policy and fiscal issues. Its primary focus is to ensure that the State's educational resources are used effectively to provide Californians with postsecondary education opportunities. More information about the Commission is available at [www.cpec.ca.gov](http://www.cpec.ca.gov).

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Commission Report 07-20

## Summary

Promoting access and diversity in California higher education was once a discussion primarily focused on the need to insure equality and fair opportunities for historically underrepresented segments of the population. If fair treatment of all Californians were not reason enough for the citizens of California to demand educational access and excellence for all ethnic groups, recent reports released by the California Postsecondary Education Commission (CPEC), the Public Policy Institute of California (PPIC), and the National Center for Higher Education Management Systems (NCHEMS) indicate another important reason: the economic and social welfare of the State depends on its ability to achieve higher levels of educational attainment among, particularly, the Latino and African American populations.

As recently as 1970, California had a 20% non-White population.<sup>1</sup> Today, the State has reached a point where no one racial-ethnic group makes up a majority of the population. The shift in the State demographics, a generational decline in educational attainment, stagnant earning rates among those who lack a college education, and the increasing need to import workers with college degrees are factors that are creating further bifurcation of the State's wealthy and poor, and jeopardizing California's position in the global economy.

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<sup>1</sup> Public Policy Institute of California. A Portrait of Race and Ethnicity in California: An Assessment of Social and Economic Well-Being. 2001  
[http://www.pplic.org/content/pubs/report/R\\_201BRR.pdf](http://www.pplic.org/content/pubs/report/R_201BRR.pdf)

## Racial and Ethnic Representation in Higher Education: Why This Measure Matters

As a performance measure designed to assess progress toward CPEC accountability goal “Access and Affordability,” this measure examines the racial and ethnic proportion of the student population at the University of California (UC), California State University (CSU), and the California Community Colleges (CCC) and compares representation within the segments to the representation of racial and ethnic groups within the California population. Using data for the years 1997 through 2006, Commission staff examined recent trends in enrollment to determine whether the student populations in the State’s public systems of higher education mirror the diversity of California’s overall population. Assuring that higher education is accessible to all Californians is critical, not only to preserve the long-standing mission of the Master Plan for Higher Education, but also for the following reasons:

1. *California no longer has a single racial-ethnic majority population. Therefore the economic well-being of the State requires that all racial and ethnic populations have increased access to and success in higher education.*

- The Latino and Asian populations in California are expected to each double by 2040, with Latinos estimated to account for nearly 50% of all Californians and Asians expected to account for 15% of all Californians. The African American population is estimated to increase by 40% by 2040, but will still account for less than 10% of the California population, while the White population in California will increase by about 4% between 1999 and 2040 but will decline in its overall representation of the total population.<sup>2</sup>
- Five-year degree completion rates vary significantly by ethnicity at California public universities, with the difference between the highest rates and the lowest rates – White student population and Black student population – being 13% at UC and 25% at CSU, respectively.<sup>3</sup>

2. *An “achievement gap” exists in California, not only across ethnicities and gender, but also by generation; the most educated generation of Californians will soon exit the workforce.*

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### Public Higher Education Accountability Framework

The public’s investment in higher education should be measured by outcomes. As California’s independent higher education planning and coordinating body, the Commission is in a unique position to assess performance without bias or conflict of interest. Under State law, the Commission is the only public agency with the data needed to assess student success across the University of California, California State University and California Community College systems. The Commission uses this data, coupled with other relevant State and national higher education data, to compile the performance assessment presented here. The Commission has put a priority on improving public confidence in the administration and delivery of public postsecondary education by increasing public knowledge of student outcomes, transparency of higher education decision making, and efficient achievement of a well educated and prepared workforce and population.

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<sup>2</sup> Public Policy Institute of California. A Portrait of Race and Ethnicity in California: An Assessment of Social and Economic Well-Being. 2001 [http://www.ppic.org/content/pubs/report/R\\_201BRR.pdf](http://www.ppic.org/content/pubs/report/R_201BRR.pdf)

<sup>3</sup> California Postsecondary Education Commission. *California Higher Education Accountability: Goal - Student Success Measure: Time-to-Degree*. [http://www.cpec.ca.gov/Agendas/Agenda0612/Tab\\_03.PDF](http://www.cpec.ca.gov/Agendas/Agenda0612/Tab_03.PDF) December 2006

- Californians aged 25 to 35 have lower levels of college attainment than the U.S. national average and lower levels than countries with comparable economies. Unfortunately, California's most educated sector of the population, ages 45 to 64, is approaching retirement or has retired.<sup>4</sup>
3. *California's economic stability depends on the educational attainment of its citizens, not only for income-based tax revenue, but also to maintain its historical standing as a generator of new and innovative ideas and technologies.*
- Per capita personal income in California has declined steadily since the 1960's and is projected to fall below the national average by 2020. However, if the education levels of Latinos, African-Americans, and Native Americans were comparable to that of Whites by 2020, California's per capita personal income would increase by \$191.6 billion (in year 2000 dollars).<sup>5</sup>
  - Salary levels for workers holding bachelors and graduate degrees have increased steadily in the last 25 years, while salary levels for workers with an associate degree or less, have remained the same.<sup>6</sup>
  - Declining educational attainment may require California to become more dependent than it already is on importing degree holders from other states and countries to satisfy market demands for qualified workers.

## Data and Analysis

Data were collected for the years 1997 through 2006 from the CPEC On-line Database and Department of Finance (DOF) population figures for analysis of racial and ethnic representation. The populations included in the study were all undergraduates, ages 18-24, enrolled at the University of California, the California State University, and the California Community Colleges. For comparison of the college population with the overall state population, the DOF data included persons between 18 and 24 years old. The analysis disaggregates representation by race-ethnicity (African American, White, Latino, Asian, and Native American) and/or gender.

For the purpose of this study, the term "percent representation" refers to the ratio of students in a given racial-ethnic group to that same racial-ethnic group within the California population. For example, this figure is calculated by dividing the number of Asian students at UC to the number of Asians of the same age group within the overall California population. In the data and graphs presenting percent representation by gender, racial-ethnic groups are compared to other racial-ethnic groups of the same gender.

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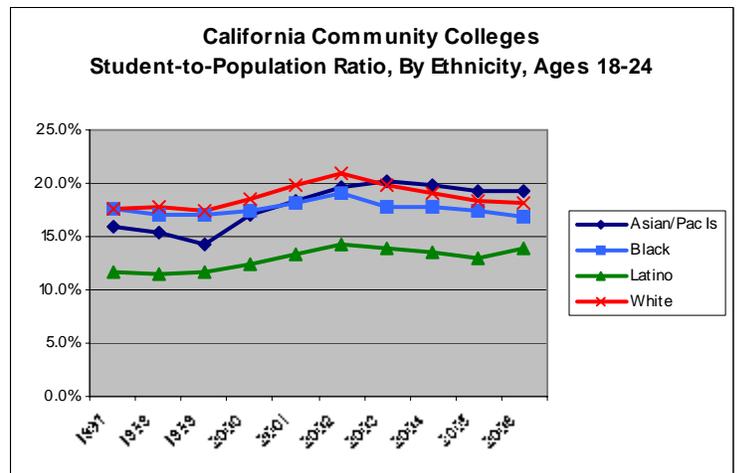
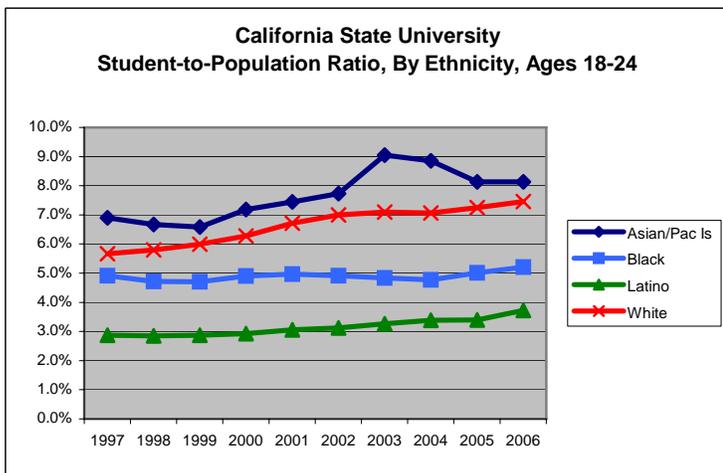
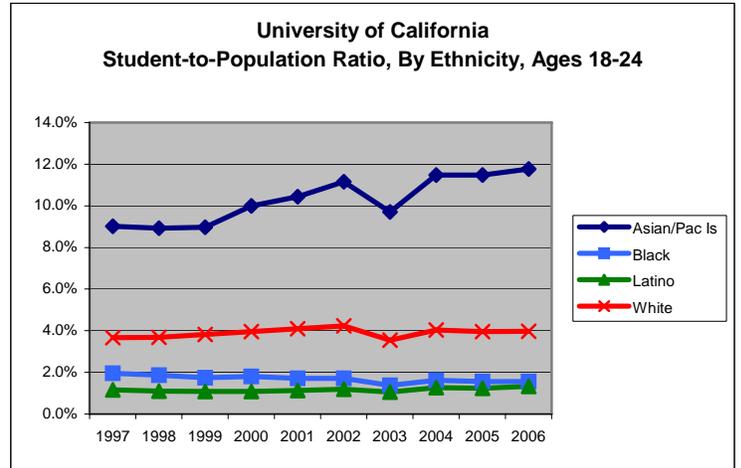
<sup>4</sup> National Center for Higher Education Management Systems. *Remaining Competitive in a Global Economy: An Outsider's Perspective on the Higher Education Issues Facing California*. Presented by Dennis Jones to the California Postsecondary Education Commission on December 13, 2006. <http://www.cpec.ca.gov/Agendas/Agenda0612/pptDennisJones.pdf>

<sup>5</sup> National Center for Higher Education Management Systems. *As America Becomes More Diverse: The Impact of State Higher Education Inequality*. *California State Profile*. <http://higheredinfo.org/raceethnicity/> November 2005

<sup>6</sup> National Center for Higher Education Management Systems. *As America Becomes More Diverse: The Impact of State Higher Education Inequality*. <http://higheredinfo.org/raceethnicity/> November 2005

**Segmental Trends by Ethnicity**

- African Americans and Native Americans are the two ethnic populations that declined in representation from 1997 to 2006; African Americans declined at the UC and community college segments. Native Americans declined at all segments.<sup>7</sup>
- The percent representation of Asian/Pacific Island students substantially increased between 1997 and 2006 at all three public segments of higher education.
- Latino students had steady increases in percent representation at CSU and the community colleges but increased only a tenth of a percent at UC.
- White students increased in percent representation at all segments, most notably at CSU.



<sup>7</sup> Overall California population figures for Native Americans demonstrate a dramatic drop in the year 2000 and steady increases thereafter. One possible explanation is the addition of a “Multi-Racial” category in 2000. Due to the unpredictability of the data, analysts should exercise caution in reviewing the data. The effect of the change in state population on the Native American percent representation is located in Appendix A.

## Segmental Trends by Gender

### University of California

- The percent representation of Asian males and females increased between 1997 and 2006 in comparison to other ethnic groups within the same gender.
- Latino males and females also made modest gains in percent representation.
- Both male and female representation declined for African Americans, Whites, and Native Americans.

### California State University

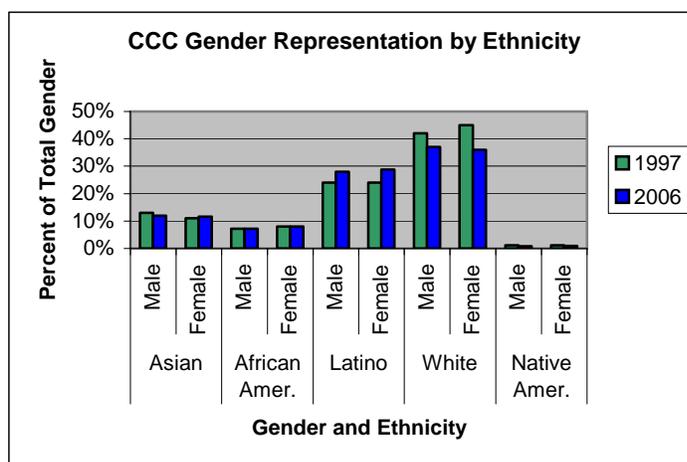
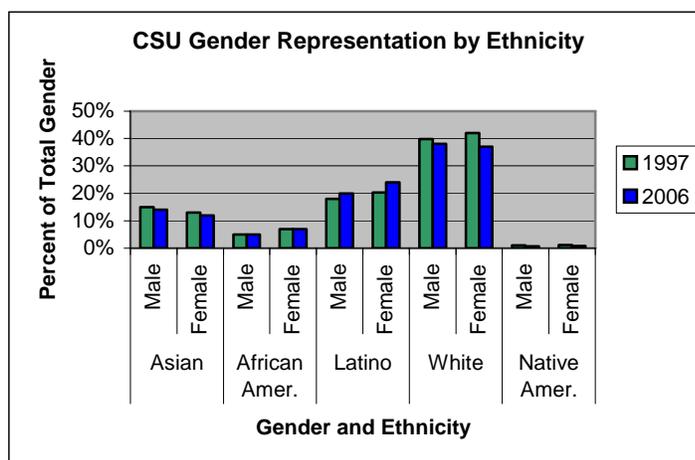
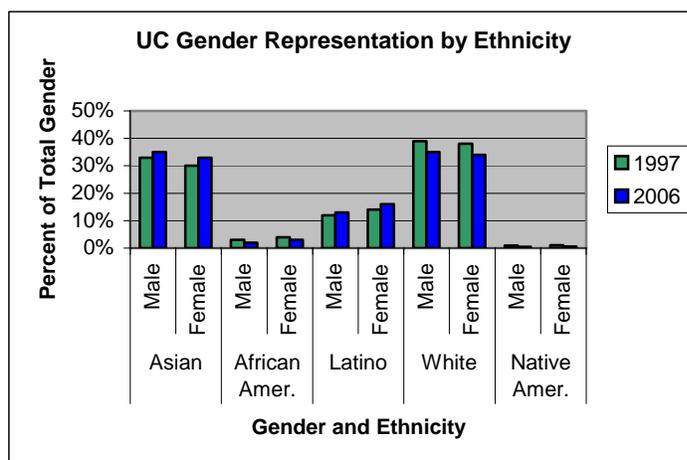
- Among Asian and White students, both male and female representation declined between 1997 and 2006.
- Male and female representation of African American and Native American students remained constant.
- Latino representation by males and females increased.

### California Community Colleges

- Asian females increased in gender representation while Asian males had a small decline between 1997 and 2006.
- Both male and female African American and Native American students maintained constant levels of representation.
- Latino students, both male and female had substantial jumps in representation.
- White males and females experienced a decline in representation, most acutely among females.

Ethnicity and gender trends show that the largest increases and decreases in representation occurred with Latino and White students.

Latinos are making steady gains in representation at CSU and the California Community Colleges, with Latina women achieving slightly more gender representation than Latino males. Unfortunately, both male and female Latinos have not increased substantially in percent representation at UC when comparing the undergraduate population for 1997 to 2006. White students, both male and female, at all three segments declined in representation. White women, particularly at the California Community Colleges, show the most significant decline.



Moderate changes occurred with the Asian, African American, and Native American populations. Asian males and females increased in representation at UC, decreased at CSU, and only female Asian representation increased at the California Community Colleges. Decline in ethnic and gender representation at UC occurred for African American and Native American males and females and remained unchanged at CSU and the community colleges.

## Strategies for Achieving Diversity

Discussion surrounding the topic of correcting racial inequalities in universities has caused vigorous debate. On one side of the debate is the argument supporting race-preferential policies to correct imbalances in educational attainment. The Supreme Court ruled in 2003, in a case involving the University of Michigan, that race may be considered as one of several factors in determining student admissions.<sup>8</sup> Critics of race-preferential admissions for underrepresented groups argue that implementing policies that allow for “reverse discrimination” will result in exclusion of the highest quality applicants traditionally admitted strictly on merit. Still, there are several race-neutral policy options, many already implemented in California, which could have an impact on increasing diversity in higher education.

### Examples of Race-Neutral Approaches To Achieving Diversity in Higher Education<sup>9</sup>

- Admission preferences on the basis of socioeconomic status;
- Expanding recruitment and outreach efforts by targeting students from schools who traditionally have not been “feeder schools” to postsecondary institutions;
- “Skills development programs” – projects designed to improve educational achievement among students who attend traditionally low-performing schools;
- University partnerships with low-performing public schools to strengthen their students' ability to succeed in college; and
- Admissions plans for students who finish at the top of their high school classes. For example, UC’s “Eligibility in the Local Context” admissions policy.

## Current Efforts in California to Increase Educational Attainment of Underrepresented Populations

Bridging achievement gaps in higher education must begin with efforts at the K-12 level to ensure that all students are provided the opportunity to succeed at the college level. There are a number of K-12 initiatives to increase college-going among underrepresented groups and students from lower socioeconomic backgrounds. Programs like AVID (Advancement Via Individual Determination) and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which are state and federally funded, respectively, provide support to low-income and underserved middle schools and high schools by way of offering academic support and instructional strategies to help students access and achieve success in college. Other programs, such as the State Superintendent's California P-16 Council and the

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<sup>8</sup> United States Supreme Court. *Grutter v. Bollinger*, 539 U.S. 306 (2003)

<sup>9</sup> Department of Education, Office of Civil Rights, [Race-Neutral Alternatives in Postsecondary Education: Innovative Approaches to Diversity](#) March 2003

A-G/CTE Integration Project, work to bridge the gap between K-12 and college by improving the rigor and quality of coursework offered at the elementary and secondary levels. These programs are a partnership between K-12 education, postsecondary educators and members of the business community to improve college preparatory and career technical education in elementary and secondary schools.<sup>10</sup> Without the existence of a K-16 student tracking system based on unique student identification, it is difficult to monitor the extent to which these various programs are having an impact on college-going and completion among underrepresented students.

In the past couple of years, the California State University system launched initiatives to increase enrollments of Latino, African American, Native American and underrepresented Asian populations. Several of these efforts include community outreach designed to strengthen parental involvement in college preparation. For example, the CSU has developed partnerships with the Parent Institute for Quality Education (PIQE), Alliance for Better Communities (ABC), and HOPE, Hispanas Organized for Political Equality. Each of these efforts are focused on increasing college-going rates of Latino students. Further, the CSU is working with 29 African American churches throughout the State to promote community and family involvement in the college preparation of Black students. The aforementioned initiatives may have contributed to an increase in Latino and African American freshmen applicants for the fall of 2007<sup>11</sup>. For a complete description of K-12 and CSU diversity initiatives, please refer to the Appendix.

With regard to student participation in academic preparation programs, Commission staff reiterates the recommendations put forth in the June 2006 Commission report “The Road Ahead: Enhancing the Evaluation of University Academic Preparation Programs.” In addition to the recommendation to implement a longitudinal database for tracking student progress following participation in academic preparation programs, the report also suggests that University systems strengthen the evaluation process of the programs by incorporating statistical analysis that separates program impact on student performance from other external factors. Lastly, the report recommends establishing precise definitions of evaluative terms like “return on investment” and “cost effectiveness” in order to offer public officials a concrete analysis of progress toward achieving equal access to higher education.

### **Organizational Change to Impact Diversity**

The Association of American Colleges and Universities (AACU) produced a three-part report entitled “Making Excellence Inclusive,” under the guiding principle that diversity is a key component to achieving high educational quality in the university setting, due to the learning environment that is created by combining students of differing races, ethnicities, religions, and socio-economic backgrounds. The report explores organizational, campus-based strategies for achieving a diverse student body that go beyond admission practices. In the three-part report, suggestions for improving diversity on campus include conducting inter-group dialogues and encouraging interracial contact, creating heterogeneous resident environments, frequent surveying to gauge student perception of race on campus, and ensuring that a diverse faculty and curriculum are part of the learning environment. Unique campus policies, such as not allowing students to enter a sorority or fraternity (which are often racially homogenous) until their sophomore year to encourage diverse social networking in their freshman year, or by providing more on-campus jobs so that students become invested in the campus and have opportunities to work alongside

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<sup>10</sup> California Department of Education. Paraphrased from e-mail description of K-12 initiatives for improving diversity in higher education, sent by Education Programs Consultant, Joe Radding. August 9, 2007.

<sup>11</sup> California State University. Paraphrased from e-mail description of initiatives for improving diversity in the California State University system, sent by Karen Yelverton-Zamarripa. August 10, 2007.

other students, can also contribute to a broader student appreciation of other ethnicities and cultures.<sup>12</sup> The AACU reports offer tools for campus leaders to set goals and evaluate progress toward “Inclusive Excellence” in the form of a scorecard to assist in measuring Access and Equity, Diversity in the Formal and Informal Curriculum, Campus Climate, and Student Learning and Development.<sup>13</sup> For links to these reports and diagrams of the “Inclusive Excellence” scorecard and organizational model, see Appendices B-D.

### Concluding Comments

Racial-Ethnic enrollment proportions at the California Community Colleges most closely mirror that of 18 to 24 year olds in the State population and, as admissions criteria are more selective with CSU and UC, inequities within those segments continue to be apparent. These findings are not meant to suggest that segmental efforts are not achieving success. Success, for the following reasons, is difficult to measure.

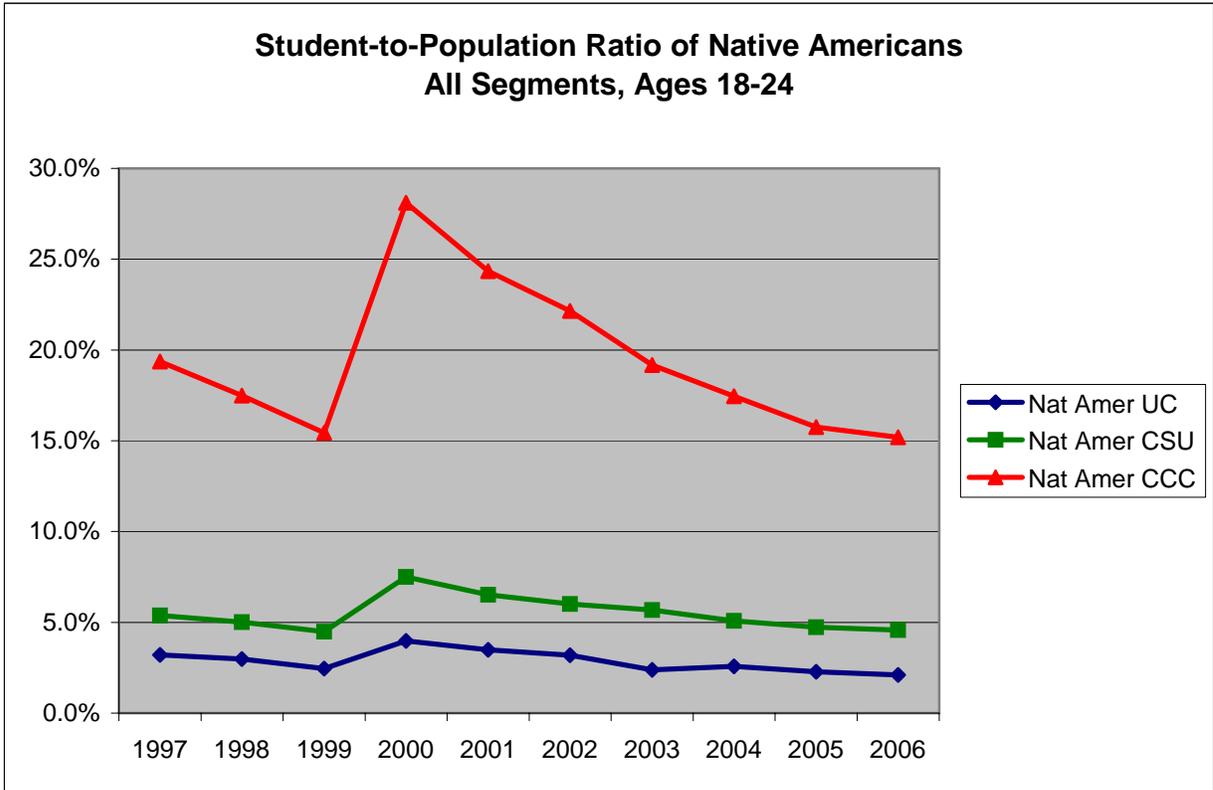
1. The impact of voter initiatives, governmental policies, and institutional policies and practices may have created an environment in which achieving equity and diversity among high school graduates and college enrollment has become difficult to achieve.
2. Without a K-16 student identification system, it is not possible to track success of students who participate in one or more of the various outreach programs the state offers. Implementing a statewide student identifying system that monitors student progress from elementary to postsecondary education is the single most important step policymakers can make toward identifying and offering continued support for successful diversity initiatives.
3. The absence of consensus on why there is such disparity in high school completion and college-going rates among students, particularly by gender, makes it extremely difficult to design appropriate policy interventions and measures that will result in more equitable racial-ethnic and gender representation at all of California’s public colleges and universities.

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<sup>12</sup> Milem, J. Chang, M. Antonio, A. *Making Diversity Work on Campus: A Research-Based Perspective*. Association of American Colleges and Universities. 2005

<sup>13</sup> Williams, D. Berger, J., McClendon, S. *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Association of American Colleges and Universities. 2005

**APPENDIX A**



## **APPENDIX B**

### **Segmental Efforts to Increase Diversity in Higher Education**

Submission by California Department of Education:

The K-12 education system administers and supports a number of initiatives to improve the diversity of students who are prepared for and ultimately enroll in a California college or university. In the interests of the limited time in which you have requested this information, the following are brief summaries of several of these initiatives:

- The State Superintendent's California P-16 Council: A statewide assembly of education, business, and community leaders charged with developing strategies to increase academic rigor in preschool through grade twelve to better prepare students for college or the workplace, and to help ease students' transition between preschool, elementary, middle, high school, and college.
- AVID (Advancement Via Individual Determination): State-funded program that targets disadvantaged and underserved middle school and high school students and provides an in-school elective course (as well as schoolwide approaches) that uses a variety of academic support instructional strategies to help students access and achieve success in college.
- GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs): Federally-funded program that targets low-income middle grades students and helps to prepare them to enter and succeed in high school and postsecondary education through partnerships between schools, colleges and universities, the private sector, and community organizations; the state's grant is administered through a collaborative effort of the California Education Roundtable of which the California Department of Education (CDE), representing K-12 education, is a member.
- Advanced Placement (AP) Fee Reimbursement Program: This state-funded effort reimburses districts for specified costs of AP test fees paid to the College Board on behalf of eligible (low-income) students.
- A-G/CTE Integration Project: An initiative of the CDE and the University of California to promote the development and approval of new courses to be offered in secondary schools that integrate core academic and career technical approaches, resulting in the increased availability of rigorous and relevant courses that meet the subject requirements for admission to California (four-year) public colleges and universities.
- Multiple pathways approach: The CDE administers funding for and actively supports a variety of high school programs that provide both the academic and the career foundations students need for advanced learning, training, and responsible public participation, including (but not limited to): the International Baccalaureate (IB) Diploma Program, a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma (there are also Primary Year and Middle Year IB Programs); the California Partnership Academies, which focus on the establishment of smaller learning communities that emphasize rigorous academics with a career focus, a team of teachers, and active business involvement; Specialized Secondary Programs that provide grant funds for the development of innovative programs that provide students with advanced learning opportunities in a variety of subjects; Service-Learning, an instructional strategy whereby students learn academic content standards by participating in organized service that addresses community needs and fosters civic responsibility; and the establishment and maintenance of alternative schools and programs of choice, including various online learning programs.

Submitted by Joe Radding, Education Programs Consultant, via e-mail on August 9, 2007

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## APPENDIX C

Submission by California State University:

### **The California State University's Outreach and Recruitment Efforts with Latino, African American and Asian Communities**

#### **(Responses to CPEC communication of August 8)**

Beginning two years ago, the Chancellor, Presidents and Trustees have held town hall meetings with leaders of the African American, Hispanic and Vietnamese communities to discuss how the university system can better reach out to and serve students in those communities. The initial focus has been to pay attention to communities underrepresented in higher education. Some of the initiatives include:

#### **Latino Community:**

- The CSU has partnered with the Tomas Rivera Policy Institute and Sallie Mae on a grant to support Kids to College aimed at helping 6<sup>th</sup> graders in underserved communities learn what it takes to go to college.
- In January, 2006 the CSU established a partnership with the Parent Institute for Quality Education (PIQE) to strengthen parent involvement in the education of elementary and middle school students to improve children's preparation for higher education. Each CSU campus received \$25,000. About 8,000 Latino families are participating in PIQE, thus reaching nearly 25,000 prospective students. The mission of the project is to bring schools, parents and community together as equal partners in the college preparation of under-served California students.
- The CSU's very popular poster on the topic of college preparation, "How to Get to College" (HTGTC) is available in Spanish and has been widely distributed.
- Another partnership has been established with the Alliance for Better Communities (ABC) to promote improvements in public schools, in particular, the availability of rigorous college preparatory classes, including advance placement courses, to increase the pool of students who are eligible for the CSU or the UC. The Chancellor's office offered testimony at the Los Angeles Unified School District Board meeting where community advocates successfully promoted the adoption of the A-G curriculum as the default high school graduation requirements.
- Similar efforts regarding "a-g" are now underway with the Long Beach Unified School District.
- The CSU is in its third year of a partnership with HOPE, Hispanas Organized for Political Equality. For the next two years, the primary issue for HOPE is the pursuit of a "college-ready" curriculum by all Latinas.

#### **African American Community:**

- Over the last two years, Chancellor Reed, several CSU presidents, Trustee Herbert Carter and CSU Board of Governors Matthew Jenkins worked with 29 African American churches in the Los Angeles Basin, Sacramento, San Bernardino, San Diego and Bay Area to bring to the congregations a message about the benefits and accessibility of an university education. The goal of

this initiative is increasing the pool of African American students, particularly males, that is college ready and motivated to pursue higher education.

- After each service, CSU outreach counselors held sessions to inform parents and students about the classes they need to take to be eligible for college, the application process, and financial aid.
- As a “follow-up” to the LA Basin Super Sundays, a CSU Super Saturday events was recently held at CSU Dominguez Hills. Eleven congregations, twenty-two CSU campuses and over 500 guests participated in workshops, presentations and a college fair.

### **Asian- Pacific Islander Communities:**

- In 2006, the CSU gathered nearly 200 leaders of the Vietnamese community in Garden Grove to discuss new avenues to reach out to the community and to better service the needs of this growing population. As a follow up, to that meeting, Cal State Fullerton President Milton Gordon held meetings with CSU alumni in Hanoi and Ho Chi Minh City. The gathering was symbolic of the strong connection between CSU graduates living in Vietnam and their *alma mater* in California.
- Chancellor Reed addressed nearly 300 Chinese Americans at the 2005 National Chinese American Studies Conference in San Francisco. The address focused on the impact and contributions of Chinese Americans to the United States and the California State University.
- High level contacts between the CSU and Southeast Asian universities and ministries of education are expected to continue
- The CSU’s brochure regarding preparation for college, “How to Get to College” (HTGTC) is available in three Asian languages (Chinese, Vietnamese and Korean), and funding is being sought for a version in Tagalog.

### **Native American Communities**

- At least four CSU campuses have on-going educational and/or philanthropic relationships with tribes and bands of California’s Native American communities. These include: Humboldt State University, San Diego State University and the CSU campuses located at San Marcos and San Bernardino.

### **College Preparation and a “Primary Demand” Campaign**

- The CSU has produced and distributed 1.2 million copies of the “Steps to College” or “How to Get to College” (HTGTC) brochure. This document is in its second recent edition and is available in English, Spanish, Chinese, Vietnamese and Korean. In a colorful and graphically attractive way this popular poster explains the actions needed to prepare academically and financially for college. The message begins with the steps that need to be taken in middle school and guides the student and her/his family all the way through to college matriculation.
- Private industry, e.g. Boeing and Cathay Bank, have helped to support the HTGTC poster, and support is being sought to produce this poster in additional languages for benefit of even more families.
- As with other CSU “diversity-based “ initiatives”, **the goal of these efforts is to encourage preparation for college regardless of whether those served plan to enroll at a CSU campus.**

### **Other Diversity -Based CSU Initiatives Specifically Related to the CPEC Queries of August 8**

- Geographical “service areas” are established for each CSU campus, thus making certain that every high school and community college in California is served regardless of whether an individual school or college has “sent” students that CSU campus of any other CSU campus.
- The CSU’s Early Assessment Program (EAP) is one America’s university-based program for the assessment of college readiness. In During 2006, 134,000 California 11<sup>th</sup> grade students were assessed by way of EAP, nearly 220,000 high school juniors were assessed in English Language Arts.
- A network of nearly two dozen CSU staff and faculty worked with school districts to use the EAP results to provide guidance to high school students about ways to maximize the educational benefits of their senior year in school.
- In addition, the university and its campuses provide professional development to teachers in efforts to maximize 12<sup>th</sup> grade skills acquisition for success in college. During academic year 2006-2007 the CSU provided, nearly 5,500 secondary school teachers with professional development relative to using EAP results to enrich the 12<sup>th</sup> grade experiences of their students.
- In that the CSU is easily accessible to any Californian, who ranks in the upper third of high school graduates, there is no apparent need for a “UC-like” program for “Eligibility in the Local Context”.
- Via the CSU’s implementation of Section 40901 of Title 5, the university’s low cost and the annual awarding of about 1.8 billion dollars of financial aid, admissions and financial support is made available to prospective students, who are socio-economically and/or educationally disadvantaged. “First generation college attendance” is also a criterion for exceptional admissions consideration and compensatory support programming, e.g. the Educational Opportunity Program (EOP).
- Additional access to the CSU is provided by way of very proactive outreach to and enrollment of transfer students from the California community colleges. Each year, the CSU enrolls more than 50,000 new transfer students. In that many under-represented college students are enrolled in CCCs, the CSU recruitment and enrollment of transfer students is a major source of the university’s enrollment diversity.
- In facilitate the transfer of CCC students to the CSU, the Lower Division Transfer Patterns have been developed for the CSU’s 44 most popular majors. These serve as “curricular roadmaps” for community college students planning to transfer to the CSU.

### **Preliminary Results of the CSU’s Recent and On-going Initiatives to Increase Diversity**

- The California State University is already the most ethnically diverse university system in the nation with seventeen of its 23 campuses having no “majority race”.
- For Fall 2007 applications for freshman admissions are 10% more numerous than for Fall 2006. But, applications submitted by African- Americans are “up” 13%, and applications from Latino/a students have increased 16%.

Submitted by Karen Yelverton-Zamarripa, CSU Governmental Relations, on August 10, 2007.

## APPENDIX D

### Admissions

#### *Comprehensive Review:*

The comprehensive review admissions process was adopted by The Regents and implemented for the first time for the freshman class applying to enter the University of California in Fall 2002. The policy allowed campuses to move away from admissions processes focused on quantitative formulas and instead adopt evaluative procedures that look at the applicants in a comprehensive, holistic way.

The proportions of admitted students from groups that have historically had less access to selective campuses at UC (students from low-income families, families with no previous experience with college, low performing schools, rural areas, and other groups underrepresented in UC's eligibility pool) remain higher than they were prior to the implementation of comprehensive review.

#### *Eligibility in Context (ELC):*

ELC allows for freshman eligibility among the top 4 percent of students from all California public high schools. This criterion ensures access to academically accomplished students from every public high school in California, including those in rural or inner city locations.

#### *Admission by Exception:*

Students who do not meet the regular admission requirements, may be eligible for Admission by Exception. Students will have to demonstrate their ability and potential to succeed at the University.

### Student Academic Preparation and Educational Partnerships

The economic and social future of California will be shaped by the extent to which children from all sectors of society are educated to compete in a global, knowledge-based economy. These programs are designed to decrease the disparity in educational opportunity in California schools.

*The Preuss School* on the San Diego campus is a charter school which prepares students from low-income and educationally disadvantaged backgrounds to be competitively eligible for UC and other selective four-year institutions.

*UC College Preparatory Initiative* (online courses) provides online Advanced Placement, honors, and other college preparatory courses to students attending high schools that offer few or no such courses. The program also provides test preparation courses and online tutorial services.

The *Articulation System Stimulating Inter-Institutional Student Transfer* (ASSIST) is California's official statewide repository for course articulation and transfer information which provides counselors and students with detailed course transfer and articulation information to help facilitate a seamless transfer process.

*Community College Articulation* agreements are formal understandings between individual community colleges and individual UC campuses that define how specific college courses can be used to satisfy a subject matter requirement at a UC campus.

*EAOP* provides tutoring, skills building, mentoring, test preparation, and other services to individual disadvantaged students so that they may complete a rigorous college preparatory curriculum in high school and enroll in college. The University is also working in close collaboration with other higher education segments to implement college and student academic preparation initiatives in rural and remote counties of California, including the Summer Algebra Academies in Imperial County and 9 other rural counties, and College Options in Shasta and Siskiyou Counties.

**Graduate and Professional School Programs** help enhance the academic preparation of undergraduates from educationally disadvantaged communities to encourage them to pursue graduate and professional level training. UC LEADS (Leadership Excellence through Advanced Degrees Program) places educationally disadvantaged juniors and seniors in two-year intensive research experiences with faculty mentors. Summer research internship programs provide similar preparation. UC Law Fellows introduces educationally disadvantaged undergraduates to the study of law through case study and workshops conducted by law faculty, academic preparation, skills building, test preparation in Saturday academies, and through mentorships with practicing attorneys. Medical schools conduct a variety of successful programs, including post-baccalaureate reapplicant and applicant programs that support students who need to improve their competitiveness as applicants, undergraduate medical school preparation programs, and liaisons with local community colleges that focus on academic preparation for medical school.

The **Mathematics, Engineering, Science Achievement** (MESA) program helps prepare middle school, high school, and community college students to obtain four-year college degrees in engineering, the sciences, computer science, business, or mathematics.

**Puente** helps to prepare high school and community college students for four-year colleges and universities through rigorous academic instruction in writing and literature, intensive college-preparatory counseling, and mentoring from successful members of the community.

**Student-Initiated Programs** focus on mentorships aimed at high school juniors and seniors including: college information days, campus tours, conferences, workshops, and cultural activities for students and their parents.

**UC Links** is a multi-campus, intersegmental faculty-based initiative linking community and university partners in a network of after-school programs that provide academic preparation activities for K-12 youth in an effort to enable them to enroll in and complete the “a-g” high school course pattern to prepare for college.

### **Regents’ Study Group on Diversity**

In July 2006 the Regents appointed a Study Group on University Diversity charged with:

- Reviewing and reporting on recent trends with respect to diversity within the University’s undergraduate, graduate, and faculty populations.
- Examining campus climate with respect to diversity and inclusion.
- Study the interactions among undergraduate, graduate, and faculty diversity and campus climate.
- Identify “best practices” in student preparation, recruitment, and admissions.
- Recommend actions that the University and its individual campuses can take, respecting federal and state laws, to increase diversity and inclusiveness at UC.

A progress report on the Study Group’s work was presented in March, focusing on initial findings across a number of different areas and identifying common themes likely to inform the Study Group’s recommendations.

Preliminary findings relating to undergraduate students include:

- The gap continues to widen between the proportion of underrepresented students graduating from high school and those enrolling as new freshman.
- Students from underrepresented groups are less likely to be admitted to each of the UC campuses.
- UC academic preparation programs are successful, but less effective than they could be, due to funding problems.

Some signs of progress include:

- UCLA increased African-American admissions by nearly 60 percent and freshman enrollments doubled this year, which may serve as a model or incentive for other campuses.
- UC leads efforts in preparing and recruiting underrepresented graduate and professional school students.
- UC's academic personnel policies have been amended to recognize contributions to diversity and equal opportunity in faculty advancement.
- UC Riverside has developed a campus climate widely viewed as welcoming and healthy for students of all backgrounds, which again may be used as a model or incentive for other campuses.

At the September Regents meeting the following statement on diversity was adopted:

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

## **APPENDIX E**

### **Association of American Colleges and Universities Briefing Papers Making Excellence Inclusive: Diversity, Inclusion, and Institutional Renewal**

The “Inclusive Excellence” Scorecard, Framework, and Change Model provide tools to help campuses set goals for creating greater diversity and offers tools to put into motion strategies for change. These tools can be found, with explanation for campus implementation, in report “Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions.”

[http://www.aacu.org/inclusive\\_excellence/documents/Williams\\_et\\_al.pdf](http://www.aacu.org/inclusive_excellence/documents/Williams_et_al.pdf)

