



OFFICE OF THE VICE CHANCELLOR  
STUDENT AFFAIRS  
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October 10, 1997

Assistant Vice President Dennis Galligani  
Student Academic Services  
UC Office of the President  
300 Lakeside Drive, 17<sup>th</sup> Floor  
Oakland, California 94612-3550

Dear Dennis:

Re: UCLA's Academic Development Plan for Outreach

The attached document outlines UCLA's overall commitment and approach to outreach in keeping with the recommendations of the UC Outreach Task Force. More specifically, it focuses on academic development strategies for increasing the number of students from educationally-disadvantaged backgrounds who are competitive for admission to the most selective UC campuses. I am pleased to note that UCLA faculty and academic organizations have joined together with Student Affairs in addressing this challenge.

We look forward to the visit by the PACE review team. If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Winston".

Winston C. Doby  
Vice Chancellor

Attachment

# UCLA'S ACADEMIC DEVELOPMENT PLAN IN RESPONSE TO THE UC OUTREACH TASK FORCE REPORT

October, 1997

## Introduction

UCLA concurs with the general findings and recommendations outlined in the report of the UC Outreach Task Force. Since the adoption of SP-1, our campus has been working with the Office of the President on an extensive review of existing K-14 outreach and recruitment efforts as a tool for achieving and maintaining student diversity. This review has led us to the following conclusions:

- UCLA Early Academic Outreach Programs have been very effective in increasing the number of educationally-disadvantaged, K-12 students in the UC eligibility pool. Attachment A provides data on students who have participated in our Early Academic Outreach Program (EAOP). However, almost all of the educationally disadvantaged students fall in the bottom quartile of the UC eligibility pool. As a consequence, Under SP-1 guidelines, most of them will not be competitive for admission to the most selective campuses (UC Berkeley, UCLA, and UC San Diego). Furthermore, in a few short years, all campuses will face this problem to some degree.
- Raising the academic competitiveness of educationally disadvantaged students will require the use of a different paradigm for EAOP. Since the current paradigm has been in use for some time, we believe it prudent to develop and test a new approach while continuing to provide expanded services to our targeted schools and communities.
- Preparing educationally disadvantaged students for admission to UC graduate and professional schools presents an equally daunting challenge. We believe it may be possible to link programmatically our efforts to increase the academic

competitiveness of undergraduate students for graduate and professional school admissions with our goal of raising the academic achievement of students in K-12. This "pipeline" strategy will allow us to bring a host of campus resources to bear on this problem in a coordinated and integrated fashion.

### **Outreach Infrastructure**

In response to the UC Outreach Task Force recommendations and the conclusions reached through our campus review, UCLA identified OUTREACH as one of its strategic initiatives in the campus strategic planning process. To ensure that our campus wide approach was positioned to achieve maximum synergy among administrative initiatives and our schools and colleges, we have taken the following steps.

1. Assigned joint responsibility to Vice Chancellor Winston Doby of Student Affairs and Dean Ted Mitchell of the Graduate School of Education and Information Studies (GSEIS) to coordinate the planning effort.
2. Established an Outreach Steering Committee, to be co-chaired by Vice Chancellor Doby and Dean Mitchell and charged with:
  - a. Providing direction and developing strategies to address the recommendations of the UC Outreach Task Force;
  - b. Insuring that existing campus outreach activities are part of a synergistic, coordinated effort; and
  - c. Arranging Campus Forums on Outreach Efforts on a regular basis for UCLA entities interested or engaged in exchanging information and exploring collaborative opportunities with the greater Los Angeles community and with each other.

Other Steering Committee members include UARS Director Rae Lee Siporin, Associate Vice Chancellor Raymund Paredes, Education Professor Jeannie Oakes, Associate Provost Judith Smith, and one representative each from the Graduate and Undergraduate Students Associations.

3. Designed and launched three new initiatives:
  - a. *Regional Collaborative* to strengthen the long-term ability of K-14 to prepare students for admission to UC, in general, and to UCLA, in particular. In keeping with our desire to foster administrative and

academic partnerships, the co-Principal Investigators of this project are Professor Jeannie Oakes and Associate Vice Chancellor Raymund Paredes.

- b. *Career-Based Outreach Program (CBOP)* designed to raise the academic competitiveness of educationally-disadvantaged students applying for admission to graduate and professional schools as well as freshmen and transfers. This collaborative project is coordinated by Student Affairs and includes seven graduate and professional schools, University Extension, and a targeted subset of our EAOP schools. This Pilot Initiative gives new meaning to the term **Academic Development**.
  - c. *Expanded EAOP Activities* aimed at increasing the quality and quantity of information and academic support services to educationally disadvantaged students and their families.
4. In response to the need for **Research and Evaluation**, the Center for the Study of Evaluation and Center X in GSEIS will direct the evaluation of the three initiatives above. The Centers will also use the findings to help determine program changes/alternatives and other initiatives needed to maintain a diverse student body within the parameters of SP-1 and Proposition 209

### A New Paradigm for Early Academic Outreach

In the post SP-1 environment, students from educationally disadvantaged backgrounds will have to be much better prepared, academically, if they are to have any real chance of attending a UC graduate or professional school or being accepted as freshmen or transfer students at the most selective UC campuses. In a few short years, all campuses may be in a position of having to reject some UC eligible high school applicants.

In response to this daunting challenge, UCLA is exploring a new paradigm to increase these students' prospects for admission by strategically focusing on their **academic development**--one of four areas recommended by the UC Outreach Task Force. The goal of this program is to produce candidates whose academic profiles mirror those of the total applicant pool.

Our immediate objective is to design, pilot, and evaluate a particular strategy for accomplishing that goal. Called **Career-Based Outreach**, this strategy links the academic development of candidates for admission to graduate and professional school to the development of candidates in K-12, utilizing a combination of enrichment activities sponsored by the professional schools and academic development activities delivered primarily by students who have been properly trained. If successful, we believe the approach could be adapted for use by other campuses and other institutions. Naturally

we are also interested in sustaining diversity at UCLA and to that end will be seeking to enroll as many of these students as possible on our campus. UC eligibles who are not involved in CBOP will serve as the baseline group for evaluating the Program's effectiveness. It is our intention to move our EAOP activities toward this intensive academic development model over time. The model is described more fully below.

**Career-Based Outreach Program (CBOP).** CBOP is an innovative demonstration program emerging from the intracampus collaborative efforts of the CBOP Planning Group. The Program is designed to: (1) increase the academic competitiveness of students in grades 9-11 and (2) increase the academic competitiveness of prospective applicants to UC graduate and professional schools. Relative to traditional forms of outreach, CBOP:

- Promotes optimal learning by providing participants a *comprehensive learning system*, featuring students as both participants and teachers of the system;
- articulates a clear *message of support* to educationally-disadvantaged students and their families through a coordinated campus outreach strategy and framework;
- provides a *highly intense set of interventions* during both the academic year and summer that includes both curricular and co-curricular activities. Moreover, when fully implemented, the Program will extend from elementary school through professional school;
- is *career-oriented*, integrating academic skills development enrichment activities centered on professional careers;
- links *financial support* to academic development, by providing participating college students with access to work-study funds and stipends for their participation in the service component of the project;
- involves *parents and college advisors*, educating them about college admission requirements and successful support systems;
- integrates traditional outreach programs that focus exclusively on students with *school-based systemic reform* efforts, by expanding collaboration with local schools, providing teacher training opportunities, and increasing UCLA's institutional knowledge about the curriculum and infrastructure of participating schools.

To promote mastery throughout the educational pipeline, CBOP will involve elementary and middle school, high school, college students, and recent college graduates. At the upper end of the educational pipeline, CBOP will help carefully selected college students (called Fellows) to prepare for and achieve admission to graduate and professional school. These Fellows will, in turn, help high school students (called Scholars) who, in turn, will help middle school students (called Junior Scholars). The Program takes advantage of the tremendous resources of UCLA's graduate and professional schools, enables participants to derive educational benefits from both receiving and providing community service, and builds collaboration among the various

stakeholders in educational opportunity (i.e., prospective and current students and their families, faculty, educational institutions, community organizations, industry). Furthermore, it incorporates UCLA's rich tradition of student-initiated and institutional outreach efforts, and service learning and field studies programs.

In addition to the service component, CBOP involves courses offered through the academic programs, a series of Saturday Academies, summer programs, mentoring, tutoring, and career and college counseling. An evaluation of CBOP will be conducted to assess program implementation and effectiveness.

For the demonstration phase, the Career-Based Outreach Program aims to involve approximately 200 UCLA students and recent graduates (Fellows) and 500-600 students from high schools in the Los Angeles area that serve significant numbers of educationally-disadvantaged students (Scholars). It is also expected to affect 400-500 elementary or middle school students (Junior Scholars), 1,100-1,300 families (of Fellows, Scholars, and Junior Scholars), and 150-250 school professionals (principals, teachers, and counselors). Over time, CBOP may grow to encompass more students, families, and schools. In addition, at the conclusion of the initial demonstration project, UCLA will work with a consortium of local colleges and universities to disseminate the program model to other higher-education institutions.

A chart illustrating the flow of CBOP participants through the educational pipeline as well as the specific contributions of the campus, school partners, Fellows, Scholars, and Junior Scholars is provided in **Attachment B**. The CBOP implementation plan for the 1997-98 academic year can be found in **Attachment C**.

**Personal Academic Learning System (PALS)**. In conjunction with the CBOP model described above, we at UCLA are in the process of developing an innovative approach to optimize the academic achievement of educationally-disadvantaged students. The **Personal Academic Learning System (PALS)** is a comprehensive and interrelated network of methods, procedures, strategies, and tactics that are all grounded in a set of principles whose sole purpose is to produce optimal learning. Optimal learning is defined as achieving the maximum result of which an individual is capable at a given time. The elements of this system address the three dimensions of the problems impacting African-American students (psychological, behavioral, methodological) but may be adapted to all learners. The basic elements were derived from the best practices of a variety of programs currently operating at UCLA in several of our graduate and professional schools.

PALS is based on the following **principles**:

- There is an interdependence between our basic values and beliefs, on the one hand, and our attitudes and behaviors, on the other. Our attitudes and behaviors are an outward manifestation of our innermost values and beliefs.

- Our basic values and beliefs can be changed by altering how we behave on a daily basis; likewise, our behaviors can be changed by altering our basic values and beliefs.
- Certain behaviors, if practiced on a consistent basis, will ensure optimal learning.
- The vast majority of what we do is a result of habit; we can develop habits of optimal learning by practicing optimal learning behaviors over and over again.
- Everything happens for a reason; for every cause there is an effect, and all causation is mental. We become what we think about most of the time.
- Mastery or perfect performance comes from painstaking preparation and hard work.
- Self-confidence comes from our ability to persist in the face of adversity and is a fundamental ingredient of optimal learning.
- The peer group exerts a great deal of influence on the daily behavior of adolescents.
- An effective way of demonstrating mastery of a concept is to teach it.

In addition to these underlying principles, a number of basic belief statements, intended to empower the learner, will be incorporated into PALS:

- a. I am my own best teacher and am responsible for my learning.
- b. Making mistakes is an effective way to learn and improve.
- c. My academic performance is a result of my learning methods, my attitude, and my effort.
- d. Ability is a variable, not a constant. The harder I try, the more able I become.
- e. Active engagement in learning makes the process more interesting and relevant.
- f. The purpose of school is to assist me in learning how to learn.
- g. The objective of formulating questions is to facilitate thinking.
- h. Grades and test scores are merely benchmarks indicating progress at a particular point in time.

To produce maximum results, PALS must be:

- Adaptable for use at multiple levels;
- Independent of the formal instructional methods currently used in the schools;
- Adaptable for use in multiple subjects;
- Designed for groups but capable of being used with individuals;
- Relatively simple and easy to learn;
- Relatively inexpensive and cost-effective; and
- Focused on the learner rather than the teacher or school.

The strategies of PALS are as follows:

1. The basic strategy is to *train Fellows to become Personal Academic Trainers*. In so doing, the Fellows will demonstrate their mastery of PALS, which will advance them towards becoming optimal learners.
2. Once trained, the *Fellows will be assigned a learning team of Scholars* to whom they will teach PALS, thereby demonstrating their mastery of the system.
3. Once trained, the *Scholars will be assigned a learning team of Junior Scholars* to whom they will teach PALS.
4. The curricular focus of PALS will be the psychology of performance and learning methods, with an emphasis on working efficiently and effectively, or "smarter" rather than harder.

The basic elements of PALS were derived from the best practices of programs currently operating in Student Affairs and several of UCLA's graduate and professional schools. They include:

**Fellows** (from the AGSM Riordan Program) - undergraduate and recent graduate students who have an expressed interest in attending graduate or professional school.

**Scholars** (from the AGSM Riordan Program) - high school students who have expressed an interest in attending a selective college or university.

**Junior Scholars** (from the EAOP program of UARS) - middle- and elementary-school students who have shown potential for doing college-level work.

**Personal Academic Trainers** (from Student Affairs) - individuals who have been trained to teach the Personal Academic Learning System.

**Academic Training Camp** (from the SEAS Smarts Program) - an intensive academic experience lasting from several days to several weeks, preferably in a

residential setting. Participants will experience, in academic terms, the equivalent of pre-season training for athletes or boot camp for military personnel. The purpose is to strengthen the bonds within the group and thoroughly ground them in the principles and methods of PALS.

**Learning Teams (from the SEAS Smarts Program)** – a cohort group consisting of approximately 12-15 students (4-5 triads) who will complete the academic training together. Each learning team will be assigned a Personal Academic Trainer.

**Learning Triads (from the SEAS Mesa Program)** - groups of 3 students who will serve as a unit within a learning team. The triad will perform all learning activities as a unit and, hopefully, will bond into an intimate support group. The goal is to create interdependencies among the individual members such that the unit assumes the synergistic characteristics of a rope.

**Methods Curriculum (from Student Affairs)** – curriculum for the Academic Training Camp that is currently being developed as a special assignment by a group of UCLA students (learning team) enrolled in Education 197, an undergraduate seminar. The students have been divided into triads, each of which has been assigned one curricular component. Students began the process by interviewing faculty to ascertain their expectations about what undergraduate students should know and be able to do when they enroll in their classes. The results of this research will help form the learning fundamentals.

**Learning Cycle (from Cognitive Science/ Psychology)** - framework depicting the relationships between the out-of-class activities of the learner and formal classroom instruction and serving as the basic paradigm which undergirds PALS. In contrast to the traditional paradigm for teaching in America which asserts that learning is teacher-centered and begins with instruction, the learning-cycle paradigm of PALS suggests that learning is student-centered and begins with the student in preparation for instruction. We believe this subtle shift in focus will have a profound impact on students' engagement in the learning process and on their ultimate achievement.

**Learning Fundamentals (from GSEIS Community Service Learning)** - the basic tools of learning that define the methods employed by the learner in each phase of the learning cycle; the “how to” of learning. The learning fundamentals, taught in the context of the learning cycle, form the basic methods component of the PALS curriculum.

**Hidden Curriculum (from GSEIS Community Service Learning)** - learning fundamentals which faculty expect students to know but do not share with them.

**Psychology of Performance (from the AGSM Efficacy Institute)** – exploration of psychological or mental factors which may impact (positively and negatively)

student achievement. This portion of the curriculum will utilize the methods and procedures developed by the Efficacy Institute.

UCLA is adopting the “pipeline” approach to optimal learning for a variety of reasons. The PALS principles, strategies and methods integrate the best practices of our campus and are grounded in research on learning and group dynamics. We also believe that any effort designed to produce optimal learners must consider the attitudes and beliefs of the learners, as impacted by the group. PALS utilizes the peer group as a target of change in student attitudes, beliefs, and behaviors as well as an instrument of change in those attitudes and behaviors. Only through the peer group can we expect to truly understand the principles upon which the system is based, and thus accept and fully implement PALS among the individuals in the group.

More than 40 years ago, Dorwin Cartwright wrote an article appearing in Human Relations entitled “Achieving Change in People: Some Applications of Group Dynamics Theory.” He stated, “The behavior, attitudes, beliefs, and values of the individual are all firmly grounded in the groups to which he belongs. Any attempts to change them must be concerned with the dynamics of the group. Any attempt to understand how to change individuals must understand the group as a medium of change and the group as a target of change.” He offered the following eight principles derived from his research on group dynamics:

#### The Group as a Medium of Change

1. If the group is to be used effectively as a medium of change, those people who are to be changed and those who are to exert influence for change must have a strong sense of belonging to the same group.
2. The more attractive the group is to its members, the greater is the influence that the group can exert on its members.
3. In attempts to change attitudes, values, or behavior, the more relevant they are to the basis of attraction to the group, the greater will be the influence that the group can exert upon them.
4. The greater the prestige of a group member in the eyes of the other members, the greater the influence he can exert.
5. Efforts to change individuals or subparts of a group which, if successful, would have the result of making them deviate from the norms of the group, will encounter strong resistance.

The Group as a Target of Change

6. Strong pressure for changes in the group can be established by creating a shared perception by members of the need for change, thus making the source of pressure for change lie within the group.
7. Information relating to the need for change, plans for change, and consequences of change must be shared by all relevant people in the group.
8. Changes in one part of a group produce strain in other related parts which can be reduced only by eliminating the change or by bringing about readjustments in the related parts.

**Expanded EAOP Activities.** In addition to CBOP and the PALS approach described above, UCLA is committed to providing expanded informational and outreach services to educationally disadvantaged students in our service area. Our current program has proven to be extremely successful in helping more students become UC eligible. We are well positioned to expand our current services to additional schools. In addition, we are proposing two new approaches: **An Extension of the Transfer Alliance Program (TAP)** and a **Personalized Information Dissemination Program**, coupled with role-modeling and mentoring.

The **Extension of TAP** is designed to increase the number of educationally-disadvantaged students from community colleges in the Los Angeles area who are eligible to transfer to UCLA. The focus is on students who traditionally were not UC-eligible upon graduation from high school and do not consider UC in general, and UCLA in particular, as a viable option. The **Personalized Information Dissemination Program** involves a more personalized approach to students in grades 9-12, utilizing UCLA undergraduates as the primary disseminators of information. Concurrently, these UCLA students can serve as role-models and mentors to the high school students. Our students have shown a tremendous interest in becoming more heavily involved in EAOP activities. We believe, with the proper training, these students will become our best ambassadors to educationally disadvantaged communities.

The **Extension of TAP** extends the Community College Transfer Program (CCTP), administered by UARS, and the Transfer Alliance Program (TAP), administered through UARS and the College of Letters & Science. It operates in community colleges already being served by these two programs.

CCTP provides services to over 25 community colleges, either on a weekly, bi-monthly, or monthly basis. The services provided range from individual and small-group advising sessions to workshops and campus tours. TAP is a successful interinstitutional program that has supported the introduction of honors programs on 21 community-college campuses and provided an opportunity for students to be given priority consideration at UCLA. The targeted groups served by TAP had been students who already achieved UC eligibility. The Extension reaches out to help students who were

not UC eligible upon high school graduation to become competitive through community college and transfer to UCLA.

To assist this new group of community college students, the proposal calls for teaching faculty in the UCLA Honors Program to make motivational presentations to these community colleges about our campus and its broad spectrum of programs, faculty, and students. At the same time, an effort will be made to increase the pool of honors students in the community colleges by explicitly recruiting those with strong grade point averages and completed, transferable coursework for their majors.

Fifteen community colleges have been selected as partners of this effort. The rationale for focusing on these colleges is: (1) to recruit students who were not UC-eligible upon graduation from high school; (2) to recruit students from colleges which traditionally did not consider UCLA to be an option for their students and, consequently, had very few transfers; and (3) to encourage greater communication among the counselors, faculty, and administrators in these community colleges and at UCLA.

Due to individual differences in the 15 community colleges participating in this effort, the level and types of services provided will vary. Eight will receive tutorial assistance in mathematics and the sciences, and all 15 will be assigned transfer advisors who advise individual students, conduct presentations and workshops, and organize UCLA campus tours. This proposal calls for expanded activities in these areas as well as new efforts to coordinate program information, provide a summer intensive residential program, and organize open forums and a community college advisory council.

The second component of the expanded EAOP activities is **Personalized Information Dissemination Program**, designed to increase the rate of UCLA-admissible students who plan to enroll at UCLA. The enrollment rate for this group has been 38.9% for 1996. We would like to raise it to 75%. The new feature of this program is the use of UCLA undergraduates as the primary disseminators of information. They will be trained to disseminate information while serving as role-models and mentors to the high schools students. Additional activities proposed for this effort include the following:

*Pre-Application Phase* (increased outreach to UCLA-admissible students)

- Purchase top academic high school grads from College Board
- Mailing to top academic applicants
- Individual phone recruitment by trained UCLA undergraduates to California students identified as probably admissible
- Personalized letter in English/Spanish to parents
- Follow-up phone calls by UARS staff in early December
- Follow-up calls by UCLA students

*Post-Application Phase* (personal exposure of applicants to UCLA through campus visits, hosted by UCLA undergraduates in collaboration with UARS)

- Receptions and programs for interested students and parents
- Receptions for potential admits out of area (include UCLA students and Admissions and Financial Aid Directors)

*Post Admission Phase* (engagement of admitted students and their parents in on-campus activities)

- Overnight campus visits in the spring
- Expanded, all-day Scholars' Day programs in April for students and parents
- Coordinated programs with CBOP participants, where appropriate

### Administrative Realignment

Our administrative goal is to use existing resources and to develop collaborative partnerships for meeting these new challenges to the greatest extent possible. Consequently, a UCLA Outreach Steering Committee consisting of administrators and faculty will oversee and coordinate these expanded efforts to maintain a diverse student body. Faculty involvement is also critical to insuring that research continues to help inform our policies and practices in the area of outreach and diversity. Staff support for the Steering Committee will be provided by Center X in the Graduate School of Education and Information Studies—the research and staff development vehicle for K-14 education. Center X also addresses K-14 management issues in collaboration with the Anderson Graduate School of Management.

We envision that CBOP and the expanded EAOP activities will be refined over the next two to three years and placed under the administrative wing of Undergraduate Admissions and Relations with Schools. During the phase-in period, our more traditional EAOP practices will be refocused until we achieve our goal of increasing the number of UCLA-admissible from among educationally disadvantaged students.

The resource needs outlined in **Attachment D** are primarily for development and expansion in program activities and number of students reached. We anticipate a minimal increase in administrative costs in our projected budget for fiscal year 1997-98. Most resources are directed to programs, activities and services to schools and participants. Additional resources will be needed in fiscal year 1998-99 to support evaluation and an increase in the number of participants. In subsequent years, additional costs related to increasing numbers of participants may be offset by decreases in program development costs.

### Evaluation of Academic Development Efforts

Our ultimate goal is to increase the pool of educationally-disadvantaged, UC-admissible students who enroll at UCLA. The effects of CBOP and expanded EAOP activities will not be evident for three to four years following its initial implementation.

The first-year evaluation plan is to collect the same type of data on CBOP participants that is currently compiled for our traditional EAOP participants as well as to track participation in the various components of CBOP. Our immediate objectives are:

- To ascertain whether we are reaching the intended target groups for academic development in order to refine our recruitment and selection process for CBOP participation; and
- To determine the appropriate pattern of participation in CBOP in order to refine the programmatic content and the logistics involved in order to maximize its success.

For the expanded EAOP activities, a similar first year evaluation approach will be used, namely tracking both basic demographic and academic data along with tracking participation in expanded activities.

Professor Eva Baker, Director of the Center for the Study of Evaluation in GSEIS, will lead a small team in the development of a comprehensive, multi-year evaluation plan for CBOP, expanded EAOP activities, and other coordinated outreach efforts. The goal is to guide us in the development of an efficient, effective, and comprehensive outreach program that will enable UCLA to maintain a diverse student body at both the undergraduate and graduate levels. We plan to develop the comprehensive evaluation plan for implementation next fiscal year.

## DATA COLLECTION/ANALYSIS

This report covers the following areas: EAOP population for 1996-97; total number of students who received EAOP services 1996-97; Junior Assessments from 1990 - 1997; and Senior Survey Assessment (UC eligibility and College Enrollment Plans) from 1991 through 1996.

The following data is taken from Form 1 of the UC Systemwide Report. It is an inventory of 1996-97 students at each school that includes grade level, ethnicity, gender, school type, and level of service. All participating EAOP schools receive college preparatory services from an assigned program assistant to that school. The Program Assistant will visit the school once a week or every other week, and provide EAOP services during the entire operating hours of the school.

### EAOP POPULATION FOR 1996-97

Students are officially selected into EAOP at the 10th grade level. At this point, demographic and academic information are monitored and updated until high school graduation. Currently, there are 9,543 students entered into EAOP, grades 10-12. This year 170 presentations were given to over 7,900 sixth, seventh, and eighth graders in 24 middle schools and approximately 8,457 ninth graders at EAOP high schools received an EAOP College Prep presentation. For grade levels 6-9 aggregate numbers are reported only, no demographic or academic information is required by the Office of the President. In our 16 Limited Service Schools 6,447 students in grades 9-12 were given college informational workshops at the school site. The significant drop between tenth and eleventh grade reflects the fact that EAOP staff identify students early in the Summer and Fall in order to meet the set deadlines for Systemwide. Therefore many students are dropped once we know their official grades for the tenth grade year.

#### GRADE DISTRIBUTION FOR 1996-97

Grade	10	11	12	TOTAL
Students	4368	2658	2516	9543
	46%	28%	26%	100%

#### TOTAL NUMBER STUDENTS SERVED FOR 1996-97

High School (9 - 12)	18,000
Middle School (grades 6,7,8)	7,900
Total	25,900

#### ETHNICITY/GENDER DISTRIBUTION (GRADES 10-12)

Ethnicity	Gender		Total	Total%
	Female	Male		
Amer. Indian	17	7	24	0.3
Black	853	362	1,215	12.7
Mexican-American	3,603	2,400	6,003	63.0
Latino	932	630	1562	16.4
Others*	420	319	739	7.7
Gender Totals	5,825	3,718	9,543	
	(61%)	(39%)		100%

\* Others refers to low income non-underrepresented students that meet the criteria for EAOP.

## JUNIOR ASSESSMENT COMPARISON—1990-1997

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The EAOP Junior Assessment report is submitted to the UC Office of the President annually. This report summarizes the A - F course pattern and GPA data at the end of the first semester of the junior year for EAOP 11th grade participants. The report is then made available to each UC's Immediate Outreach Unit for recruitment purposes. The Assessment data, which appears below, covers the years of 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, 1995-96 and 1996-97.

### JUNIOR ASSESSMENT

Year	#Schools	#Staff	#Students	Average GPA
1990 - 91	36	6.8	907	3.14
1991 - 92	36	6.8	1,365	2.97
1992 - 93	38	7.8	2,059	3.05
1993 - 94	43	7.8	2,476	3.12
1994 - 95	56	10	3,558	3.00
1995 - 96	56	12	2,203	3.00
1996 - 97	39	8	2,657	3.02

### Observations

There are 55 participating high schools in EAOP. The 39 schools in 1996-97 represent full service high schools only where data is collected and reported to the Office of the President. The remaining 16 high schools are serviced via classroom presentations to the total school population. Individual data is no longer collected as of 1996-97, aggregate numbers are collected.

## SENIOR SURVEY/ ASSESSMENT

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The Senior Survey summarizes (A - F) course pattern completion, UC eligibility, and post-secondary enrollment plans for program graduates. The following data reflects these areas.

### UC ELIGIBILITY

Year	# Students	# of UC A-F Elig	% UC Elig
1991	1008	700	69.4%
1992	1251	854	68.3%
1993	1444	819	56.7%
1994	1655	929	56.1%
1995	3118	1424	46.0%
1996	3013	1600	53.0%

### Observations

Over the six year period, the total number of students has tripled. The number of UC eligible students has doubled over the same time period. The percentage of UC eligibility has remained stable during time frames that do not involve large increases in the total number of students being added to the program. After a sudden dip in UC eligibility in 1995, the UC eligibility increased 7% for the class of 1996. We hope to continue the increase for 1997.

## POST-SECONDARY ENROLLMENT PLANS

Differences in financial aid packaging, changes and enforcement of UC and CSU (A-F) admission requirements, and limits placed on access to higher education due to negative publicity from the UC Regents' decision and Proposition 209, increase in the drop-out rate for LAUSD, and lack of college counselors at many schools are some challenges faced by EAOP staff. What is becoming more and more evident is that the top performing-UC competitive students at many EAOP schools are in the undocumented population. This group is principally reflected in the data under CSU & Community Colleges.

Year	#Stud.	#UC	%	#CSU	%	#CC	%	#CA	
								Private	%
1991	1008	266	26.4	298	29.6	135	13.4	115	11.4
1992	1251	307	24.5	360	28.8	250	20.0	122	9.8
1993	1244	279	22.4	304	24.4	316	25.4	140	11.3
1994	1655	382	23.0	448	27.1	244	14.7	136	8.2
1995	3118	663	21.3	1029	33.0	695	22.3	262	8.4
1996	3013	470	15.6	1066	35.4	725	24.1	247	8.2

### Observations

The college plans of EAOP students remained constant in all categories, except for UC in 1996. There is 30% drop, 193 fewer students enrolled in UC schools.

## ENROLLMENT PLANS WITHIN UC

Overall, since 1993 there has been a steady but slow climb in the number of EAOP students enrolling at UCLA.

Campus	1993		1994		1995		1996	
	#Plan Enroll	%	#Plan Enroll	%	#Plan Enroll	%	#Plan Enroll	%
UCB	37	13.3	53	13.8	76	11.5	57	12.1
UCD	12	4.3	16	.04	44	.06	22	4.7
UCI	27	9.7	45	11.8	89	13.4	54	11.5
UCLA	126	45.2	142	37.2	218	32.9	183	38.9
UCR	25	9.0	43	11.2	85	12.8	46	9.8
UCSD	11	3.9	46	12.0	23	.03	5	1.1
UCSB	30	10.8	27	.07	65	10.0	61	13.0
UCSC	11	3.9	10	.03	63	10.0	42	8.9
<b>Total</b> Students	279		382		663		470	

### Observations

UCLA consistently reaps the highest gain in the number of EAOP students who indicate that they will register at our campus. It is significant to point out that with increasing selectivity at the UCLA campus the number of students admitted and choosing to attend a competitive UC campus continues to increase. It is also noteworthy that the UCLA campus continues to capture the interest of EAOP

students despite increased exposure to Southern California representation from UCD,UCSC,UCB, and for 1997 UCSD. It is also interesting that all other UC campuses are on a downward trend except UCLA. It can be proposed that our specialized services and recruitment within EAOP has allowed our campus not to drop as significantly as others. As Proposition 209 is fully implemented it is important that we maintain our familial approach to service and recruitment.

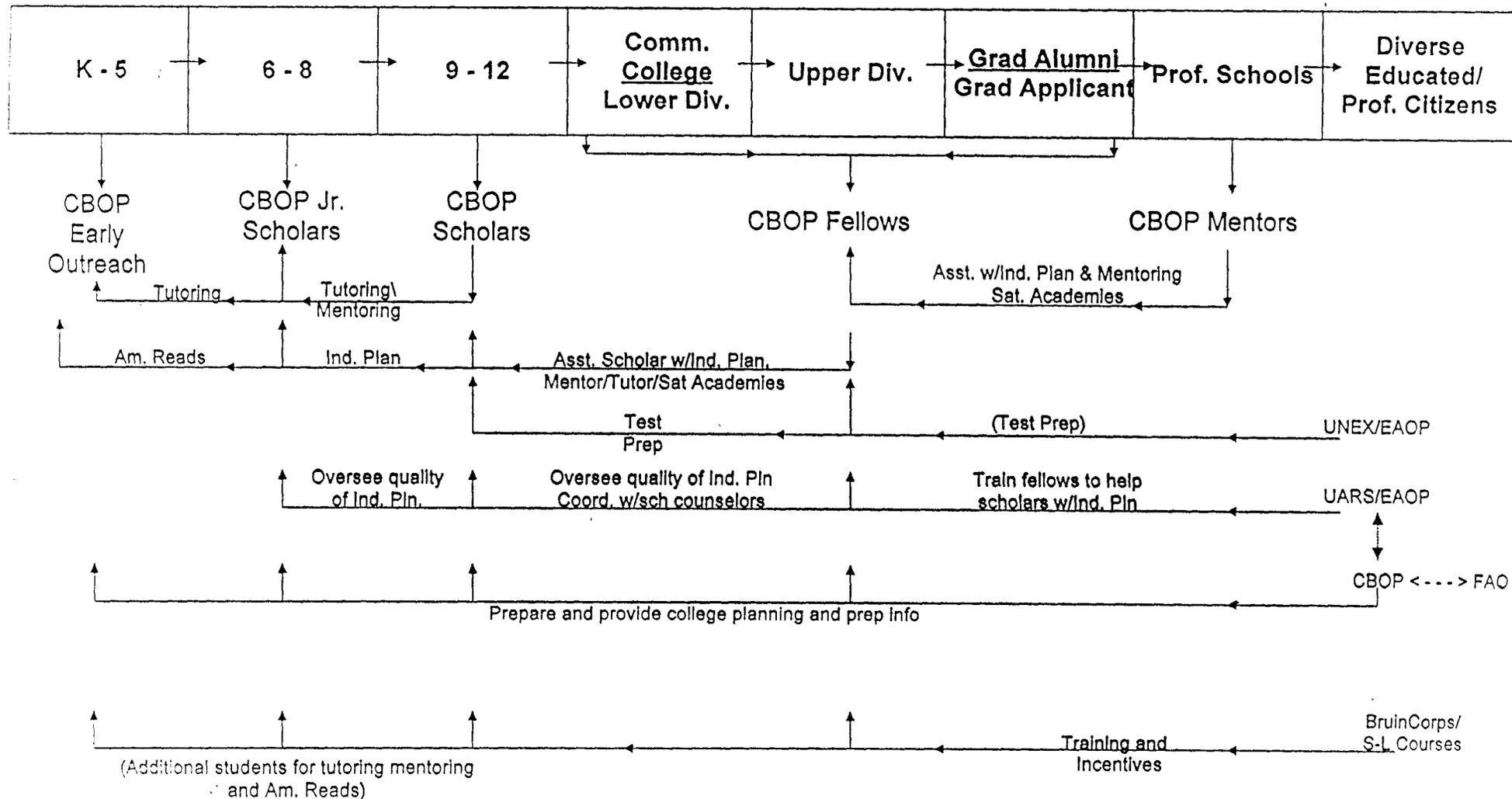
## RECOMMENDATIONS

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1. Continue to encourage the Program Assistants to maintain accurate and timely data for Systemwide reports.
2. Continue to monitor percentage of time spent on admissions, recruitment, and yield activities to non- EAOP schools.
3. Continue to advise students, parents, and counselors of the competitive nature of the UCLA campus while still promoting and encouraging a UC education.
4. Maintain effective communication with the Office of the President.
5. Continue to maintain effective communication with Systems.
6. Develop methods to involve parents in the application process and make sure they have an understanding of the UCLA admission and selection process for their children.
7. Use tenth grade Profile Form to track and collect social security numbers for students.
8. Identify new tenth graders in August for the upcoming year.
9. Continue to work cooperatively with other UCLA programs and other Precollege programs to assist in providing services to EAOP students.
10. Work on earlier tracking of EAOP students at the Middle School service level to feed into the High School component.
11. Continue to provide Parent informational workshops developed this year for Middle School and 11<sup>th</sup> grade levels.
12. Develop a mechanism to service EAOP students who indicate Community College as a school of choice to be incorporated into CCTP.

Submitted by: Hugo Cristales, Debra Pounds, & Rosa M. Pimentel

# CBOP PIPELINE



# Time-Line for Implementation of Initial CBOP

	1997						1998										
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov
<b>Fellows:</b>																	
Recruitment for 97-98	█	█															
Application			█	█													
Invitation/Acceptance				█													
Recruitment for 98-99										█							
Application/Invitation											█						
Acceptance												█	█				
Saturday Academies					█	█	█	█	█	█	█	█	█				
Service Learning Course				█	█	█	█	█	█	█	█	█	█				
Community Service w/Scholars							█	█	█	█	█	█	█				
Match w/Prof Sch Mentors					█	█	█	█	█	█	█	█	█				
<b>Scholars:</b>																	
ID of School Clusters			█	█	█	█											
ID of Scholars				█	█	█	█										
Scholars work with Fellows							█	█	█	█	█	█	█				
Saturday Academies							█	█	█	█	█	█	█				
Community Service w/Fellows									█	█	█	█	█				
<b>Evaluation:</b>																	
Collection of demographic Academic Data on Scholars & Fellows					█	█	█	█	█	█	█	█	█				
Development of Comprehensive Evaluation Multi-Year Plan							█	█	█	█	█	█	█				
Implementation of Comp Evaluation														█	█	█	█

Mentorship to continue indefinitely

Follow-thru activities to be determined

# Proposed Requests Individualized

	UCLA DIRECT CONTRIBUTIONS	CBOP	EXTENSION OF TAP	PERSONALIZED INFO/ROLE MODEL	REQUESTS TOTAL
<b>CBOP</b>					
General Coordination and Administration	\$40,000	\$40,000	\$2,700	\$12,200	\$54,900
Mentor and Saturday Academies	\$140,000	\$140,000			\$140,000
Service-Learning Course Support <sup>(1)</sup>	\$8,000	\$12,000			\$12,000
Individualized Plan Development & Tracking	\$25,000	\$25,000			\$25,000
Test Preparation Training	\$16,000	\$16,000			\$16,000
Program Support for Schools	\$16,000	\$16,000			\$16,000
Evaluation (FY '97-'98)	\$10,000	\$10,000			\$10,000
<b>Personalized Info/Role Model <sup>(2)</sup></b>					
Community/School Coord				\$13,300	\$13,300
Personalized Activities				\$47,000	\$47,000
On-Campus Activities for Participants and Parents				\$39,500	\$39,500
<b>Extension of TAP <sup>(2)</sup></b>					
Tutorials			\$23,500		\$23,500
Transfer Advisement			\$35,000		\$35,000
Information Dissemination			\$2,000		\$2,000
Forum and On-Campus Activities			\$9,500		\$9,500
Summer Residential Program			\$22,000		\$22,000
<b>Totals</b>	<b>\$255,000</b>	<b>\$259,000</b>	<b>\$94,700</b>	<b>\$112,000</b>	<b>\$465,700</b>

<sup>(1)</sup> Not including instructors salary provided by Department of Education, GSEIS.

<sup>(2)</sup> Requested resources are marginal costs to UARS-EAOP operation.