

**2001-2002
END-OF-YEAR REPORT ON
UNIVERSITY OF CALIFORNIA, SANTA BARBARA
CAMPUS OUTREACH INITIATIVES**



Submitted January 15, 2003
Dr. Kenneth Millett
Chair of Chancellor's Outreach Advisory Board (COAB)
on behalf of the UCSB Chancellor's Outreach Advisory Board

**University of California, Santa Barbara
2001-2002 Outreach Annual Report**

Table of Contents

Part I	Narrative on Program Implementation	
Section 1	K-12 Programs	
I.	Narrative Request on Program Implementation.....	1
II.	Data Submission.....	14
III.	Planning for the Future	15
Section 2	Community College Outreach	
I.	Program Implementation.....	20
Section 3	Graduate and Professional School Outreach	
I.	Context & Background of Graduate Outreach Work	28
II.	Description of Outreach Work	31
III.	Evaluation	34
Part II	Matching Requirements	
I.	K-12 Partnership Matching Requirement	40
II.	Graduate and Professional School Matching Requirement	41
Part III	Appendices	42

Section A.1 K-12 Programs

I. Update: Narrative Request on Program Implementation

Introduction

The 2001-2002 year was marked by a stronger, more focused, and better coordinated UCSB outreach effort. During the year, we achieved most of UC Santa Barbara's goals for strengthening our K-12 outreach programs along the Central Coast and in Kern County. We reorganized in order to improve cross-campus coordination and cooperation among and between our many different outreach programs. Our new organizational structure, which has strong campus-wide support, enabled us to continue meeting the educational needs of our region despite the significant budget cuts that began in 2001-2002 and became even deeper in 2002-2003.

Advances in Outreach: Highlights

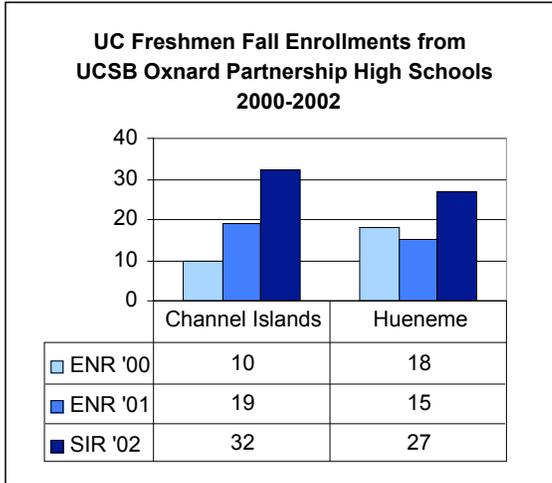
Our collective campus outreach efforts are dramatically improving educational opportunities for K-12 students throughout California, particularly those enrolled in our 32 target and six partnership high schools and their feeder schools. Some highlights follow:

- The number of underrepresented students who have applied, been admitted, and enrolled in UCSB has risen dramatically in the last five years, with a particularly significant increase in enrollments in 2002. As shown on the table below, applications from underrepresented students increased 63% from 1998, admits increased 37%, and enrollments increased 19%. Between 2001-2002, UCSB saw a 15% jump in underrepresented student enrollments, the largest single gain in the five-year period. Included in this gain are impressive increases in the number of applications, admits, and enrollments of African American and Chicano/Latino students. African American applications rose 59%, admits increased 21%, and enrollments increased 15%—reflecting the second highest enrollment of African Americans in the last ten years. Chicano/Latino applications increased 68%; admits increased 43%; and enrollments increased 23% in just one year—the highest Chicano/Latino enrollment in UCSB history.

UCSB Fall Applications, Admissions, and Enrollments of Underrepresented Freshmen 1998-2002					
Applications	3914	4435	5320	6231	6395
Admits	2274	2236	2401	2934	3120
Enrollments	655	625	614	680	780

- The number of high school graduates from our two partnership high schools in Oxnard—Channel Islands and Hueneme—who enrolled at any UC campus in Fall 2002 was 74% higher than in Fall 2001 (34 to 59) and 110% higher than in Fall 2000 (28 to 59) (see graph below). Approximately 68% of the students admitted to a UC campus from those schools chose to enroll in Fall 2002. We believe that this higher yield can be attributed, in part, to our aggressive follow-up efforts with the admitted students and their families in Spring 2002. Increased follow-up, including providing students with ongoing information about their admission status, keeping counselors in the admissions information loop, helping students and their families negotiate the financial aid and housing application processes, sponsoring follow-up visits to the UCSB campus for admitted students, and acknowledging student admission through special events such as UC Success Nights, appears to have favorably influenced students' enrollment rates. Preliminary data

indicate this trend will continue as the number of partnership school students applying for admission to UCSB in Fall 2003 already shows increases of approximately 15%.



- With the support of our teacher professional development programming, the percentage of partnership high school students who enrolled in and successfully completed 9th grade algebra increased dramatically in 2001-2002. For example, the rates at which students received grades of B- or better in 9th grade algebra at Channel Islands, Fillmore, Hueneme, and Santa Maria High Schools (the only schools in which we have comparative data across two years) increased by 9–17%. These increases were seen across student demographics including gender, ethnicity, and students with limited English Proficiency (LEP), as shown in the table below. The rates of increase have the potential to translate into hundreds of additional students enrolled in our partnership high schools who are now on track to be UC eligible and competitively eligible.

Rates and Rate Changes in 9th Grade Algebra Completion with B- or Higher 2000-2001 vs. 2001-2002 High School Freshmen Cohorts				
UCSB Partner School	All Students	Female	Underrep	LEP
Channel Islands	22% (+13%)	27% (+18%)	16% (+9%)	20% (+15%)
Fillmore	31% (+17%)	31% (+13%)	27% (+13%)	14% (+3%)
Hueneme	19% (+9%)	23% (+10%)	17% (+9%)	14% (+8%)
Santa Maria	26% (+14%)	30% (+15%)	23% (+14%)	14% (+10%)

- We hosted or co-sponsored summer academic enrichment programming for about 400 middle and high school students in 2001-2002, which was 100% more students than we served in past years. The students were served at multiple sites, including at UCSB, Oxnard College and the UC Center in Bakersfield. This new model, designed by the Early Academic Outreach (EAO) Program, enabled us to serve additional students at a lower cost.
- In 2001-2002, UCSB Campus Outreach Initiatives inaugurated "Inside Outreach," a biennial newsletter featuring information about our services and supports to the outreach community. We produced and disseminated two issues (March 2002 and October 2002). The purpose of this new publication is to keep educators, families, and elected officials informed about UCSB's exciting and successful outreach programs. These programs illustrate the campus' strong commitment to working with communities in the region to increase the number of underrepresented students who are prepared for higher education, particularly at UCSB. Thousands of copies of the newsletter are distributed to schools, community-based organizations, elected and appointed public officials,

other UC campuses, and the UCSB campus community. It also is featured on the UCSB main Web site (at <http://www.ucsb.edu/campus-topics/index.shtml>) and on our Campus Outreach Initiatives Web site (in development). **Appendix A** includes the first two issues.

- Each of our four subject matter projects – Math, Science, History-Social Science, and Writing – expanded further their involvement in the partnership schools during 2001-2002. In total, approximately 3,228 teachers were served by these projects during the academic year alone. (The South Coast Writing Project/Academic Writing Partnership served 2,788; History/Social Science Project served 204; South Coast Science Project served 54; and the Tri-Counties Math Project served 182 teachers). The success of the Academic Writing Partnership, a component of the South Coast Writing Project that serves students and teachers in Ventura County partnership schools, has resulted in a \$65,000 contribution from the Ventura County Superintendent of Education enabling us to continue this work despite state funding cuts. This project served approximately 63 teachers and their students within Ventura County during 2001-2002. Over 550 additional teachers participated in the professional development activities, programs, and conferences specifically designed and sponsored by the Office of School/University Partnerships, and our Faculty Outreach Grants have impacted an estimated 300 teachers.
- We have enhanced our faculty's commitment to and collaborative engagement with the partnership schools through the Faculty Outreach Grant Program. Nine new faculty outreach grants totaling about \$400,000 and focused primarily on partnership school students and teachers were funded in 2001-2002 (see **Appendix B**). In addition, the Academic Senate Center for Faculty Outreach sponsored a major national conference in November 2001, titled "*Rethinking the SAT in University Admissions*," which received widespread press coverage. The conference provided a valuable forum for the faculty and others to thoughtfully consider issues related to the SAT and UC admissions.
- The Student Initiated Outreach Program (SIOP) expanded significantly during 2001-2002, enabling our talented students to design innovative outreach programs in our partnership and other schools. In 2001-2002, about \$141,000 was allocated to 19 student groups (see **Appendix C** for a description of funded projects). Projects ranged from the 10th Annual Raza College Day, which was sponsored by El Congreso and brought 700 local high school students to UCSB, to the First Saturday Program, which provides support for tutoring and after school programming for 17 economically disadvantaged high school students at the Isla Vista Teen Center.
- The *ENLACE y Avance* Program, funded in part by the W.K. Kellogg Foundation, hired its core program staff in 2001-02. *ENLACE* is working collaboratively with other campus outreach programs to serve the needs of students, teachers and families along the Central Coast. The program, which is the only one of its kind led by a UC campus, seeks to increase the number of Latino students who enroll in higher education institutions. Students and teachers in four of our partnership schools will benefit from this program (see **Appendix D** for a description of *ENLACE* and list of school partners).
- UCSB initiated a partnership with Isla Vista School and other local organizations to write a \$400,000 Before and After School Grant funded by the California Department of Education. The grant, which was the only one funded in Santa Barbara County, will enable hundreds of Isla Vista students to participate free of charge in before and after-school programming that includes academic enrichment and recreational activities as well as homework assistance. In addition, UCSB continued its successful UC Links/Club Proteo Program, which provides after-school programming for 250 students in Goleta. Club Proteo promotes writing as a central activity because of the view that strong writing skills are important as students prepare for college.

Schools, Students and Teachers Served

During 2001-2002, UCSB continued to serve six partner high schools and their feeder elementary, middle and junior high schools (see **Appendix E** for a listing of UCSB Partnership Schools). The high schools were Santa Maria, Lompoc, Hueneme, Channel Islands, Fillmore, and Santa Paula. All of the schools have a large minority or near majority of Chicano/Latino students. Many of these students are from low-income families with limited English proficiency; and most come from Spanish-speaking homes with low levels of parental education. In Lompoc, we serve a relatively large proportion of African American students, where approximately 7% of the district's student body is African American. We also are active in Kern County serving ten high schools (six intensive early outreach sites and four immediate/general outreach sites) and several of their feeder middle schools. We continue to work closely with UC Merced to ensure that Kern County schools are served efficiently and effectively. Despite the elimination of permanent funding for the School/University Partnership Program, UCSB has taken a series of bold and creative steps to continue serving our partner schools through 2002-2003. However, our ability to do so beyond that time depends on our ability to secure additional resources.

The EAO Program served about 11,000 students in 32 high and 36 middle and junior high schools in Santa Barbara, Ventura, and Kern Counties in 2001-2002. This is slightly lower than in 2000-2001 because of a partnership with UC Merced, which serves some schools and students that were formerly served by UCSB. The EAO Program serves each of the six partnership high schools and most of the feeder middle schools. **Appendix F** includes a complete list of the high schools and middle schools served by the EAO Program.

UCSB K-12 Programs have also provided high-quality professional development programs for thousands of K-12 teachers within our partnership, EAO target, and other schools throughout the Central Coast and in Kern County. The campus has four subject matter projects, including the following:

South Coast Writing Project (SCWriP): SCWriP conducts an extensive array of professional development and outreach programs for teachers and students in the UCSB service region. These programs include summer invitational institutes for writing/literacy/reading teachers, pre-service summer institutes for UCSB student-teachers in the masters and credential programs, summer and academic year professional development institutes for elementary and secondary school teachers, tutor training programs, and teacher study and research groups. An annual audit of the 2001-2002 year shows that SCWriP served 2,725 teacher participants, many of whom teach in the partnership and EAO target schools. An independent evaluator of SCWriP's IIMPaC project (*Professional Development through Inquiry, Inservice Workshops, Models, Practice, and Coaching*), expanded this year through a Faculty Outreach Grant, found that the project readily engaged teachers in professional activities, including collaboration, reflection, critique, and analysis. Through classroom demonstrations by master teachers of "tried-and-true" methods to engage low performing students better, case study exercises highlighting their own students' work, and discussions and sharing of techniques and challenges, teachers had opportunities to reflect on their practice, change their attitudes and expectations regarding their students, and introduce new methods in the classrooms.

History-Social Science Project (CH-SSP): CH-SSP provides year-round professional development activities for K-12 history-social science teachers in six counties of the Central Coast and San Joaquin Valley (including Santa Barbara, Ventura, San Luis Obispo, Kern, Kings, and Tulare). The program sponsors residential summer institutes, technology academies (targeted especially towards UC partnership schools), conferences, and vertical articulation/partnership meetings where teachers share research, lessons, and pedagogy. CH-SSP served approximately 204 teachers in 2001-2002.

South Coast Science Project (SCSP): SCSP provides intense, standards-based content experiences (including readily-useable classroom lessons) for its participating teachers in numerous activities and events, including: a summer institute, week-long district institutes, intensive work and contact with high school science department faculty, science teacher in-services, support for ELL summer academies, and multiple presentations across the region. About 54 teachers were served by SCSP in 2001-2002, with 21 teachers attending the summer institute.

Tri Counties Math Project (TCMP): TCMP focuses on professional development to help teachers and schools change mathematics content, reform assessment, and improve pedagogy. The project supports leadership growth, educational equity, and progress in effective teaching policies and strategies. TCMP sponsors professional development institutes (co-sponsored by the Santa Barbara Education Office, the Ventura County Education Office, and the Oxnard Union High School District) and also participates in Project RENEW, a National Science Foundation-funded project to support new mathematics teachers. Throughout 2001-2002, TCMP served approximately 182 teachers.

UCSB's School/University Partnership (SUP), many times in collaboration with these subject matter projects, also provided numerous professional development opportunities for teachers, counselors, and administrators in UCSB partnership schools. In fact, by establishing and supporting professional development teacher liaisons in the partner schools, SUP assisted the subject matter projects to gain entree into schools that previously were somewhat impenetrable to professional development. Over 550 additional teachers have participated in multiple SUP-sponsored activities during 2001-2002, including: (a) interdepartmental meetings and subject matter articulation meetings; (b) specialized professional development opportunities including full- or partial-day in-service trainings, principal meetings at UCSB, departmental presentations, and faculty/staff retreats; and (c) guest presentations and sponsored conferences such as AVID training, "Teaching in the Heterogeneous Classroom" by Jeannie Oakes, "Tools for Teaching" by Fred Jones, "Effective Schools" by Pat Davenport, "Building Communities for Equitable Schools" sponsored by the National Coalition for Equity in Education, and "Framework for Understanding Poverty" with Freta Parkes. In addition, SUP designed a new model of whole school professional development unveiled first at Hueneme High School, which—due to its overwhelmingly positive response by teacher participants—was subsequently replicated in three other schools in 2002-2003. The model has served 90-130 teachers at each school during a pupil-free day, and it is designed in a mini-conference format with six to eight concurrent sessions. The sessions are largely discipline based, though specific sessions focus on the effective use of technology, National Board Teacher certification, and "Teachers as Writers." Our partnership with Fillmore High School has been particularly strong in the area of teacher professional development. During 2001-2002, the school dedicated a substantial portion of II/USP funds to cover release time for teachers to participate in regular meetings focused on creating coordinated and routine formative assessments, realigning curriculum, and updating literature choices in English. In addition, the Santa Maria high school and elementary school districts support monthly administrative and content-focused articulation meetings. Administrators and teachers highly praised these articulation efforts—and others sponsored in additional partnership districts, declaring that UCSB was instrumental in encouraging and formalizing discussions about curriculum articulation, revitalizing relationships between the high school and middle schools. The impacts of these efforts include increased teacher expectations, improved instructional strategies, and increased student academic preparation.

Campus Coordination and Management Structures

The Chancellor's Outreach Advisory Board functions as the central locus for outreach leadership, initiative, and oversight. COAB, which has campus-wide representation, has served as a clearinghouse for information, as support for new initiatives, and as the source of evaluation criteria for all existing programs. It meets monthly and was chaired during 2001-2002 by Professor Sarah Fenstermaker.

Professor Fenstermaker's deep commitment to outreach and her strong leadership made COAB a visible and accessible part of the UCSB outreach landscape. At the end of 2001-2002, upon Professor Fenstermaker's decision to resign her position as Chair, COAB made a unanimous recommendation to Chancellor Yang (which he accepted) that Professor Kenneth Millett be appointed Chair beginning in September 2002. Professor Millett brings to the position an unparalleled level of experience in designing and leading student development and teacher professional development programs, particularly in math and science. In addition, several new members and consultants were invited to join COAB at the beginning of 2002-2003 to help broaden the representation of the group. Prominent among the new consultants is the Dean of Extension. We believe that his presence will provide a stronger linkage between campus outreach efforts and Extension programs serving K-12 schools. Lists of COAB members in 2001-2002 and 2002-2003 are included in **Appendix G**.

The Chair of COAB plays a critically important role in the leadership of UCSB Outreach. He sets the agenda for and presides over COAB meetings; and he works closely with faculty throughout the campus, including the Academic Senate leadership, to keep them informed of major issues and to involve them in outreach initiatives as appropriate. In addition, he has taken on as a high priority the goal of diversifying outreach funding by leading the development of a National Science Foundation grant to support math and science educational programming in the Lompoc and Santa Maria partnership schools. The COAB Chair represents a major annual in-kind contribution (approximately \$100,000) that UCSB makes to its outreach programs.

With leadership from COAB, the Office of Campus Outreach Initiatives was established in June 2001. Joseph I. Castro was appointed Executive Director of Campus Outreach Initiatives in June 2001 to help strengthen and enhance coordination of outreach programs across the campus and stimulate and facilitate new initiatives through the Faculty Outreach Grant (FOG) program. Veronica Carlos was appointed as Program Assistant in September 2001, and Michelle Woodbridge was appointed as Evaluation Coordinator in October 2001.

The Campus Outreach Working Group (COWG) is the primary planning and coordinating body for outreach. It is chaired by the Executive Director of Campus Outreach Initiatives because of his campus-wide responsibility for coordinating outreach and his role in supporting COAB. The membership has been expanded to include the Education Director of the Material Research Laboratory in the College of Engineering and the Director of Education in the Division of Extension. These individuals were added to ensure that important programs sponsored by these two units that relate to K-12 schools and community colleges are linked with other campus outreach programs. The group meets monthly to share information about programs, coordinate efforts, plan new initiatives, identify issues to bring to COAB, and celebrate accomplishments. A list of the members of COWG in 2001-2002 is in **Appendix H**.

The UCSB K-12 Outreach Programs have also sought to coordinate better our outreach efforts with those sponsored by other entities such as CSU, regional community colleges, and other educational agencies (e.g., Cal-SOAP, AVID). The Pre-College Coordinating Consortium, established in 2000, promotes more efficient coordination, communication, and collaboration among pre-college service providers throughout the Santa Barbara/Ventura/Kern county region. Coordinating pre-college services attempts to address a concern of school administrators that programs of the various service providers were overwhelming their schools. During 2000-2001, the Consortium co-sponsored a number of collaborative events, including test preparation workshops, a "College Making It Happen" conference, Migrant Education Conferences, and a variety of outreach presentations and programs for students and families. The Consortium meets six times annually at UC Santa Barbara and is chaired by Britt Ortiz, Director of the EAO Program.

The organizational chart for campus outreach initiatives is illustrated in **Appendix I**.

Strategies

In 2001-2002, we initiated six new outreach strategies. We have continued to implement and refine these strategies in 2002-2003:

- **Implement a new academic service model for EAO Program.** EAO designed a new delivery model for academic services at its target schools. This new model is having significant impact on the partner schools, as evidenced by increases in students' test scores, increases in the number of students electing to take college admission examinations, teachers' reports that students are better prepared for and more actively engaged in coursework, teachers' reports that more students are submitting homework on time, and students' reports of increased satisfaction in and motivation around their academic performance. The new model provides students with more individualized services and personal attention and tailors support to meet school and student needs while making best use of schools' and students' strengths. The new model, when implemented with our other strategies, has helped us to increase UC eligibility rates of students in partner schools (see **Appendix J** for EAO organizational chart).
- **Expand and improve coordination of teacher professional development activities in partnership schools.** The offerings of professional development programs for partnership teachers were expanded and coordinated this year, sometimes with financial support from the districts themselves and involving collaboration across disciplines and schools. These activities have led to a more coordinated curriculum between middle and high schools and more cohesive high school programs that better prepare students for post-secondary education. For example, English language arts curriculum in many of our partnership schools has been redesigned to meet the changing demands of the university and to establish uniform strategies to help students perform better on the standardized entrance examinations such as the Subject A exam and the SATs. Teachers from Hueneme and Channel Islands High Schools even created a collaborative proposal for providing additional support and advocacy for underrepresented students on campus.
- **Make the partnership schools the primary focus of the Faculty Outreach Grant (FOG) Program.** The FOG Program completed its third year of competitive grant funding for faculty-initiated outreach grants in 2001-2002. Nine projects were funded for a total of about \$400,000. (The list of new projects funded in 2001-2002 is in **Appendix B**). The dual purpose of the FOG Program is to enrich the creativity and quality of the K-12 outreach efforts offered from the UCSB campus and to enhance our faculty's commitment to and collaborative engagement with our partnership schools. COAB specifically requests proposals for FOG funding that address these goals directly and target our six partner high schools and their "feeder" elementary and middle schools. Proposals are competitively evaluated as to whether they take into account existing outreach programs with an emphasis on cohesion and sustainability of these programs in partnership schools. The FOG Program is continuing in 2002-2003, in large part due to temporary bridge funding provided by the campus. These funds are one example of the campus' strong commitment to faculty-led outreach initiatives in the partnership schools.
- **Stimulate more faculty involvement in outreach through the Academic Senate Center for Faculty Outreach.** With pilot funding from the Chancellor's Outreach Advisory Board, this Center was created in 2000 to facilitate more involvement by the UCSB faculty in K-12 outreach efforts, regardless of locale or plans for long-term transformation. The Center launched two new science education efforts that involve Santa Barbara County schools, one that focuses on 6th grade students and their teachers, and the other that focuses on 5th grade students and their teachers. In addition, the Center sponsored the highly successful conference, *Rethinking the SAT in University*

Admissions, in November 2001. The Faculty Director of this Center is Professor (and current Academic Senate Chair) Walter Yuen, and the Director of Special Projects is Marisela Marquez.

- **Expand outreach services to students, teachers, and families through the *ENLACE y Avance* Program.** UCSB administers the *ENLACE y Avance* Program, which seeks to increase the number of Latino students in Central Coast schools who are prepared for higher education. UCSB is the only UC campus to be a lead partner of this prestigious national grant and one of just two programs funded in California. The principal investigators for this program are UCSB Professors Denise Segura and Richard Duran, and the Project Director is Claudia Martinez. Marisela Marquez has served as interim Project Director for the first part of 2002-2003 during Ms. Martinez's maternity leave. (see **Appendix D** for program details).
- **Expand the MESA Schools Program into additional partner schools.** MESA has always been an important component of the campus' efforts to serve the needs of the partnership schools. In 2001-2002 new MESA programs were established at Fillmore and Santa Paula High Schools. In addition, a new program was established with elementary schools in the partner Santa Maria-Bonita School District. In 2002-2003, MESA has established a new program at Lompoc High School, another partnership school. MESA Schools Program Director, Phyllis Brady, has also served on the selection committee for the Faculty Outreach Grant Program since 2000. Please see **Appendix K** for additional details about MESA's work in our partnership schools.

While these strategies remain critically important, we have adopted other strategies for 2002-2003 that will help to strengthen further our outreach efforts. Those strategies are embedded in the discussion of our goals for 2002-2003, which are noted below.

Primary Challenges

While we are pleased with the progress made thus far in expanding educational opportunities for K-12 students in our region, we face several challenges that have prevented us from being even more effective in achieving our goals. The challenges included here will be distinguished among those that are technical, cultural, and political.

One of the major technical challenges of our work has been acquiring the appropriate levels of staff necessary to implement our various outreach programs. During the first part of 2001-2002, we hired two new site coordinators for our partnership schools in Santa Maria and Santa Paula to fill vacancies created when their predecessors accepted other positions. Because these partnership schools were without a full-time site coordinator during the November application period, we saw sharp decreases in the number of students from those schools who applied and eventually enrolled at a UC campus in Fall 2002. When we were faced with a similar challenge at the end of 2001-2002 in Santa Maria and Fillmore, we accelerated our recruitments to ensure that we had site coordinators at each partnership school prior to November.

Another technical challenge relates to collecting reliable data about our schools that will help to shape our outreach programs (see **Appendix L** for current benchmarks of our partnership schools). Data collection processes within the partnership schools and their districts is inconsistent at best. While we have data sharing agreements with those school districts, we have had mixed success in acquiring data in a timely way, especially during the holiday break. For example, the customized data extraction for the UCOP annual outreach report is an onerous task for the district data analysts, who suffer from inadequate personnel support. While UCSB tries to be sensitive to the districts' timetables by requesting data far in advance of due dates, the districts inevitably place the data extractions at a lower priority than their routine, local duties. If and when these data extractions are received from the schools, the format, completeness, and accuracy of the data are variable. Due to the high migrant and transitory populations

with which our schools work, transfer credit and course descriptions also complicate the data landscape. Such inconsistency requires UCSB personnel to expend a tremendous amount of labor to clean, check, and re-format the data prior to any analyses. To that effect, UCSB evaluation personnel has engaged each district office (including data analysts, registrars, and other educational administrators) in intensive and time-consuming collaboration prior to data analysis to absolutely ensure the accuracy of the benchmark analyses as well as to improve the accuracy of the schools' data entry processes. Finally, due to state budget cuts, SUP's data analyst position was terminated in Spring 2002, requiring that other campus outreach evaluation personnel take on these new responsibilities. While the assignment seemed unfeasible, we were proud this year—through valiant efforts—to develop new and improved data cleaning and analysis processes and relationships with district staff so that data from five partnership schools were analyzed on time. The Evaluation Coordinator hopes to continue discussions with the partner districts and computer consultants to streamline these processes and coordinate efforts to utilize the benchmark data better for outreach program improvements and school reform.

The major cultural challenge facing our work in the partnership schools relates to the uneven level of responsiveness among school principals, counselors, and, in some cases, teachers. In 2000-2001, a new principal was appointed in Lompoc, and principals were entering just their second full year at Hueneme, and Santa Maria – half of our partnership schools. In the relatively short time we have worked with these targeted schools, it has become clear to us that we cannot be successful in implementing long-term system reform efforts without supportive and effective leadership. To encourage greater investment in the partnership effort, principals in partner schools have been consulted with greater frequency and have been encouraged to take more active roles in the FOG programs. We also continue to seek ways to engage principals, counselors, and teachers in leadership professional development opportunities and to facilitate stronger relationships with all of them. A primary criterion for selection of partner schools was an obvious willingness to participate in substantial school change. Our earlier plan to undertake systematic assessments of our partner schools and the adequacy of our partnership efforts along this dimension have taken on even greater importance because of the loss of permanent state funding for this effort.

Also creating a challenging culture are the ways in which many students in our partnership schools, particularly students of color, are systematically underrepresented in the opportunities that would qualify them for UC eligibility. Many students arrive in high school without adequate preparation to enroll immediately in college preparatory courses. In addition, counseling services are inadequate at best in most of our partnership high schools, placing even greater demands on our school site coordinators to coordinate outreach efforts and pre-college services with individualized attention to students' needs. Data demonstrate that, for a variety of reasons, students of color are often tracked into non-college prep courses. Furthermore, school policies prohibit students' efforts to recoup opportunities to attain eligibility: most schools only allow students to enroll in summer school for remedial courses, and they discourage (or even prohibit) students from enrolling in college preparatory courses at their local community college. The benchmark data are encouraging in the area of greater student access to algebra, but it is critically important that students have access to geometry and other advanced courses. For example, our middle school students are enrolling in larger numbers in advanced math courses such as algebra. Unfortunately, our partner high schools are struggling to offer the higher-level math and science courses for which these students entering from middle school are now academically prepared. Finally and unfortunately, school personnel attest to a tension between the goals of outreach and some of their colleagues' beliefs about vocational programming: some perceive that increasing the number of college preparatory courses could have a negative effect on their course offerings by limiting student choice and access to vocational education. To try to address some of these issues, SUP organized an all-day workshop on equity and diversity in 2001-2002 that featured Professor Jeannie Oakes. Over 100 teachers, counselors, and administrators from the partnership schools attended sessions focused on equitable access to education for all students. Evaluation results documented that most respondents believed the conference increased their understanding of effective classroom composition, helped them to

recognize the existence of inequities in classroom composition, and increased their knowledge about successful strategies for instructing different levels of students. Respondents particularly enjoyed the small group discussion and “cross pollination” sessions allotted throughout the day, since they were able to share mutual challenges, discuss effective classroom strategies, and explore articulation needs.

We also have faced important political challenges related to the coordination of outreach services across campus, which is unique within the UC system. Our infrastructure reflects the vision for UCSB outreach, relying heavily on cooperation that crosses traditional organizational lines, on consensus decision-making, and a strong faculty and staff commitment to the goals of the UC Outreach Task Force. While turf battles still exist to a degree, they are less prevalent than in the past. The Chancellor’s Outreach Advisory Board and the Campus Outreach Working Group have helped to address these challenges and to build a stronger sense of teamwork around our goals. A primary role of the Executive Director of Campus Outreach Initiatives is to coordinate better outreach programs across campus. We believe that this is an effective way for UCSB to fulfill its outreach mission, and are pleased with the way in which our hopes for the development of a campus outreach infrastructure have been largely realized. Yet much remains to be done, and we do not know if we will be able to fund our infrastructure in the future. The elimination of state funds for SUP places successful programs and 13 staff members and 6 teacher professional development liaisons at risk. During 2002-2003, we will continue to address forthrightly these challenges in the most effective ways possible, taking steps to protect our core infrastructure with funds from a variety of sources as well as program reductions.

The fiscal challenges facing UCSB Outreach have been described in great depth in various transition plans provided to the Office of the President in Summer and Fall 2002. The rapid decrease in permanent state funding for the School/University Partnership Program has greatly stressed our outreach infrastructure. Because the partnership schools are the “heart” of our outreach strategies, we have taken bold and creative steps to preserve our most critical asset—high quality staff—on campus and in our partnership schools. We have been forced to scale back some of our programming in the schools such as professional development activities, but have protected the most essential parts of it because of funding from schools, county offices of education, and our campus. Chancellor Yang and Acting Executive Vice Chancellor Lucas have provided heroic leadership in allocating temporary bridge funding that has been essential to our ability to continue serving the needs of the partnership schools. Vice President Doby has also demonstrated his strong commitment to our efforts by providing temporary funding for SUP and funds to cover our campus matching contribution to the *ENLACE* Program. The fiscal challenges are accelerating our efforts to secure funding from foundations, businesses, school districts and county offices of education and the federal government.

2001-02 Outreach Goals and Program Progress

In light of the severe economic situation facing California, one of our major goals has been to sustain the momentum we have established in our outreach efforts. The significant budget reductions we experienced in 2001-2002 and 2002-2003 have compromised our service to the partnership schools in 2003-04. We are planning all reductions in service in consultation and cooperation with our partnership school colleagues. We remain concerned, however, about budget decisions undermining the painstaking, faithful work of building partnerships.

Despite fiscal challenges, we set for ourselves many ambitious goals for 2001-2002. Those goals and the status of our efforts to achieve them last year follow:

- **Strengthen further the coordination of outreach programs across the campus.** The Chancellor’s Outreach Advisory Board strengthened the coordination of outreach programs across the campus, including the new COWG, the Academic Senate Faculty Outreach Center, and

the College of Letters and Science Outreach office. Coordination and communication has been a major focus of these groups and of the Executive Director of Campus Outreach Initiatives. To increase collaboration and support across our partnership schools, a “School Partnership Council” was inaugurated in 2001-2002, including each of the school site coordinators and representatives from various campus outreach programs located at the partnership schools such as *ENLACE*, MESA, SUP, and EAOP (see **Appendix M** for a complete list of SPC members). The Council provides a venue to strengthen coordination of efforts, to problem solve and brainstorm solutions, and to share support and lessons learned. Furthermore, close, collaborative relationships have been developed between the *ENLACE y Avance* Program and other UCSB campus outreach programs. In addition, campus-wide outreach programs have worked together to develop a Campus Outreach Initiatives Web site, including comprehensive information about all UCSB outreach program offerings (both professional development and student academic services), advisement tools, newsletters, and partnership school data. The Web site operates in a user-friendly, navigational mode that engages the user in the discovery of suitable outreach offerings to match his/her needs, and it is targeted to K-14 educators, parents, students, and the UCSB campus community. While still in its final development stage, sample Web pages are included in **Appendix N**. The Web site will be launched in early 2003.

- **Increase the “yield rate” of partnership high school graduates who are admitted as freshmen to UCSB for Fall 2002.** We have been pleased with the recent significant increase in the number of partnership school graduates who are enrolling at UCSB. However, less than 40% of the partnership school graduates admitted to UCSB chose to enroll in past years. While some of those students chose to attend other UC campuses, which we view as a positive outcome, others chose not to attend any UC at all. We implemented our UC Success Nights in Spring 2002 as one way to increase the yield rate of partnership school students admitted to UCSB. While students, parents, and educators viewed this effort as a great success, we have not yet realized our goal of increasing the yield rate. We will continue to focus energy in this important area.
- **Continue to increase the participation of partnership school teachers in UCSB-sponsored professional development programs.** Partnership school teachers are benefiting in much greater numbers from UCSB professional development programs. During 2001-2002, we increased further their participation in these activities. Over 550 teachers from the partnership schools participated in our professional development programs sponsored by SUP, and over 3,000 teachers were served through our subject matter projects.
- **Increase the number of 8th grade and high school students in the partnership schools and EAO target schools who are on track to be UC eligible in the 12th grade.** In order to see long-term increases in the UC eligibility rates of partnership school students, we must provide academic support for students who need it and persuade the schools to make systemic changes that enable more students to enroll in and successfully complete advanced courses. Our EAO Program continued to refine its academic services model for students in the partnership and target schools. Approximately 400 middle and high school students were served by summer programming focused on enhancing their academic skills and preparing them for more advanced high school course work. SUP continued its efforts to increase the number of 8th graders successfully completing algebra and the number of UC-approved courses available to students in high school. SUP will also continue to provide teachers with the content knowledge and teaching strategies needed to support higher student achievement and equitable access. In addition, we will work in partnership with schools to eliminate or modify those school and district policies that serve as barriers to higher student achievement for all students.

- **Expand MESA into additional partnership schools.** After expanding to serve two partnership high schools (Santa Paula and Fillmore) in 2000-2001, MESA established new programs at Lompoc High School and at Isbell and Fillmore Middle Schools in Fall 2002. These middle schools feed into Santa Paula and Fillmore High Schools. In addition, MESA will launch in 2003 a new program at Goleta Valley Junior High School, where they will work in close collaboration with the *ENLACE y Avance* Program.
- **Integrate more extensively the Faculty Outreach Grant (FOG) initiatives with other campus outreach programs.** In addition to faculty-generated programmatic innovations, the FOGs have stimulated a marked increase in UCSB on-campus alliances, new working relationships between UCSB and partner schools' faculty, and increased information exchange between the Student- and School-Centered staff, as well as heightened the use of COAB as a sounding board for outreach issues. In 2001-2002, the Office of Campus Outreach Initiatives brought the previously-funded FOG projects together for networking and evaluation training with the goal of increasing even more the collaborative arrangements within the schools and across campus. This work continues in 2002-2003.
- **Expand the use of data to inform interventions at the partnership schools.** SUP has been studying student-level data since its inception, and UCSB Outreach expanded on this successful strategy in 2001-2002. We currently use quantitative and qualitative data analyses: (1) to inform schools about the academic behavior of their own students and the progress of their teachers' professional development, and (2) to adapt/improve UCSB's outreach programs to meet the schools' strengths and needs. Information such as course-taking patterns, grade distributions, and class section assignments have been disaggregated by language status, gender, and ethnicity for comparisons within and across schools. The purpose of these analyses has been to stimulate interventions and policy changes at the school sites and to strengthen programs that will lead more students to the college-preparatory sequence.

While budget cuts required UCSB to lay off our SUP quantitative data analyst in early 2001-2002, the Evaluation Coordinator of Campus Outreach Initiatives launched a case study investigation of four of our partnership schools during this last year. These qualitative data provide UCSB with additional critical feedback and formative evaluation data that assist us, in partnership with our schools, to improve the outreach opportunities and programs we provide. In all, 53 people participated in the 2001-2002 case study interviews and focus groups, including students, teachers, administrators, and counselors, reflecting the multiple high school and middle school perspectives about UCSB outreach programs for the academic year. Unanimously and overwhelmingly, the case study participants at each partnership school endorsed and lauded the support of their UCSB school site coordinator. These critical outreach staff, through their individual attention and investment in multiple student- and parent-focused activities, were attributed with: increasing teacher, parent, and student knowledge of college pathways, A-G courses, testing requirements, and financial aid options; positively impacting the college-going culture of the community; increasing student morale and initiative; and increasing the number of UC-approved courses offered in the districts. In addition, teachers and administrators highly praised the professional development activities developed by UCSB SUP that were integrated into whole-school mini-conferences (on their pupil-free days), offered outside of school hours (such that teachers were not pulled out of their classes), and/or provided teacher mentors in their classrooms with demonstrations of effective teaching strategies (sometimes incorporating technology in innovative ways). In fact, evaluation surveys conducted at the close of UCSB-sponsored whole-school conferences indicated that over 94% of the respondents would like to have UCSB involved in more of their staff in-service days. These and other findings about particularly effective outreach interventions may be found in the UCSB Evaluation Case Studies,

included in **Appendix O**. If UCSB's proposal to the National Science Foundation's Math and Science Partnership Program is funded, we will have more capacity to continue this intensive and comprehensive evaluation work across partnership schools in 2003-2004.

- **Link and automate transcript review/course-taking analyses for partner schools as a registration advisement and capacity-building tool.** Data-linking between school-centered and student-centered outreach program components would provide us with detailed information about the course-taking and eligibility patterns of students. An electronic linkage system would decrease the need for EAO Site Coordinators to review transcripts by hand to provide individualized academic planning and to determine eligibility for their students. In addition, the more routine receipt of student-level data from our schools would help SUP to better assist schools in addressing large issues such as placement mechanisms, adequacy of college prep course offerings, and structural issues such as master scheduling and capacity. Our plans in this area were put on hold after the Governor's May Revise in 2002. Funding from UCOP or an external grant would enable us to undertake these plans.
- **Coordinate outreach evaluation efforts across the campus.** Our Evaluation Coordinator has increased the capacity of all outreach programs to conduct comprehensive outcome and process evaluations. She has worked with all outreach staff to develop logic models that clearly articulate their program's target audience(s), activities, intended short- and long-term goals, accountability and outcome measurements, and data feedback processes. Such efforts have contributed to an accountability system founded on meaningful data, practical instrumentation, and quality improvement mechanisms. Our ability to meaningfully evaluate our outreach initiatives will help us to build a case for external funding of our most effective programs.
- **Collaborate with UC ACCORD to support research and knowledge development in Outreach.** We have strengthened our ties to the education research programs conducted on the UCSB campus and in our local schools in support of equitable, high-quality education and excellence in student achievement. For example, we co-sponsored with UC NEXUS a research project focused on the ways that technology is used in classroom learning activities at 5 partnership high schools and two comparison schools in Santa Barbara and Ventura Counties. Led by Professor Richard Duran, a team of researchers has surveyed students and teachers to develop base-line data on how they use computer technology, the Internet, and software in classroom learning activities. This information will help inform the design and implementation of future outreach efforts in the partnership schools. We have also remained aware of the multi-campus research conducted through UC's All Campus Collaborative on Outreach, Research, and Dissemination (UC ACCORD) through our collegial relationship with Professor Russell Rumberger, who represents UCSB on the ACCORD Steering Committee. This work continues in 2002-2003.

Convergence of Goals

We are pleased with the progress our school partnerships have made during 2001-2002. Over time, we have found that the goals of the University and the schools have generally converged. We are optimistic that these goals will converge even more closely during 2002-2003 through more regular communications with the partnership school principals. Principals meet quarterly with UCSB outreach staff to discuss the most important issues facing the partnership schools and to plan future outreach program interventions in their schools. These meetings also provide an opportunity for the principals to share with us and with each other their experiences, strategies, and ideas.

Academic Enrichment Support Services

In 2000-2001, the EAO Program implemented a new academic service model for the partnership and target schools. Currently, the site coordinator at each partnership high school, the new academic coordinator assigned to partnership school clusters, and teachers and students at those schools are jointly responsible for assessment of EAO student needs. The academic service coordinator plans and delivers test preparation, study skills, and other academic support services deemed necessary for students at the school. These services are offered to help EAO high school and middle school students at the partnership and EAO target schools enhance achievement in their courses. We believe that these services will both prepare and inspire students to take those advanced courses they need to become UC eligible. In concert with the school wide efforts we are making in the partnership schools, this more sophisticated approach to delivering academic support services will help to increase the number of partnership school students who are prepared for higher education, particularly at UC. This model enhanced our support services for students in the partnership schools in 2001-2002. In fact, this year alone, two EAOP academic site coordinators and one study skills counselor offered over 260 test preparation and study skill workshops serving about 6,800 students. This represents a near quadrupling of services over the 70 general test prep workshops that were provided last year by the academic service staff. This also represents a significant increase in the number of days spent at site—from a previous year high of 67 days to over 180 days spent on site delivering services and contacting students through academic development efforts.

This dramatic increase in services delivered, students contacted, and days at site took place primarily through the implementation of the study skill delivery model. UCSB EAOP Academic Services Unit provided a significantly higher number of study skills workshops—from zero in 2000-2001 to over 130 this past year. The delivery of test prep workshops also increased from 67 to 93 workshops. General service schools received a far greater and more extensive array of study skill and test prep workshops that included learning styles, parent meetings, general study skills, testing strategies, PSAT test prep and follow-up, SAT classes, workshops, and review sessions.

The UCSB *ENLACE y Avance* Program also has an academic enrichment component that involves students and their parents. The program helps to link and coordinate the resources of its many educational and community-based organization partners in order to enhance family involvement and parent empowerment in each community. *ENLACE y Avance* seeks to effect school-centered, systemic change in order to assist “at-promise” students to achieve academic excellence and to realize productive and successful careers. Because *ENLACE y Avance* serves some schools that are also EAO target schools or feed into such schools, *ENLACE* continues to work in harmony to share resources in ways that benefit the students and families in those schools. For example, ENLACE, the UCSB Isla Vista Office, and EAO have joined forces to reach more Isla Vista students and parents with a wider range of college preparation information and services.

II. Data Submission

The benchmark data requested for 2001-02 are in **Appendix L**. These data represent the performance benchmark indicators for five of our six partnership schools, including: Channel Islands, Fillmore, Hueneme, Lompoc, and Santa Maria. Santa Paula Unified High School District personnel were unable to deliver the requested data extractions by the due date. The Evaluation Coordinator is continuing to work with this district to attain course history and student demographic files for completion of benchmark analysis.

When comparing the benchmark frequencies with those submitted for last year’s cohorts, the proportion of students completing UC-approved courses, and even students receiving marks promoting them to

competitive eligibility status, generally increased across student demographics and across schools. These rate increases were dramatic for the 9th grade algebra benchmark, in particular, and moderate to variable for other courses.

For example, the rate of 9th grade students who completed algebra with a B- or higher increased across partnership schools by 9-17 % (e.g., from a rate of 12% of the 9th grade Santa Maria High School cohort last year to 26% of the 9th grade SMHS cohort in 2001-2002). This rate includes increases in the proportion of Hispanic, Black, and American Indian/Alaskan students as well as students who are female and limited English proficient *across all partnership schools*. The rate of students who completed algebra with any grade increased by 9-20% (e.g., from a rate of 29% of the 9th grade Santa Maria High School cohort last year to 49% of the 9th grade SMHS cohort in 2001-2002). Thus, in all of our partnership schools in which we conducted benchmark analyses, from about one third to one half of the 9th graders have completed college prep algebra—up from one quarter of last year’s cohort. These gains were distributed across student demographics of language, ethnicity, and gender.

III. Planning for the Future

Goals for 2002-2003

Beginning in Spring 2002, the Chancellor’s Outreach Advisory Board and the Campus Outreach Working Group engaged in a comprehensive process to rethink our outreach goals for 2002-2003. We established these goals after assessing our progress on the goals we set for 2001-2002 and taking into account the fiscal challenges we face due to declining state funds for outreach. The goals, and their accountability mechanisms to which we are committed, follow:

- **Strengthen and sharpen the focus of UCSB Outreach efforts by increasing communication and collaboration between existing programs.** UCSB has a wide array of existing outreach programs that serve the educational needs of students, educators and families. Some programs have existed for many years and others were established more recently. By expanding communication and collaboration between outreach programs, UCSB will make more efficient use of our limited resources and make it easier for students, teachers and families to utilize our services. To ensure that we progress in our collaboration, UCSB will document the change in number and *nature* of joint projects established by campus outreach units as well as access to UCSB outreach services. We will also examine whether educators, parents, and students at our partnership schools better understand our outreach programs, how to access services (or refer students), and how to navigate the interrelated, comprehensive program components.
- **Provide comprehensive resources to selected schools and communities in our region that enable students to achieve their full potential and that promote a college-going culture.** In our partnership schools throughout the region, large proportions of students (mostly from low-income families and communities of color) are not yet achieving at their full potential and relatively few pursue higher education. Other schools in the area, particularly in and around Santa Barbara, have concentrations of students of color who are not achieving at their full potential while other students in the same school are doing relatively well. By providing its comprehensive resources in a strategic way, UCSB can help more students to achieve their full potential and can promote a college-going culture. We will quantify our progress by examining indicators such as: rates of UC-approved course offerings; college prep course enrollments; rates of eligibility, applications, admissions, and enrollments; quantity and quality of outreach offerings; gains in parent knowledge, involvement, and expectations; and increases in student and educator expectations for achievement.

- **Serve more effectively the needs of schools and communities through expanded inter-segmental collaboration and programming.** UCSB has significant resources to draw upon to address the needs of students, educators and families. In that way, our outreach programs make a substantial contribution toward addressing these needs. However, the totality of educational needs far exceed our capacity to fully address them. Fortunately, other organizations have developed expertise that makes them uniquely qualified to serve some particular needs of students, educators and families. Therefore, it is critical that UCSB work closely with other organizations to determine which activities we are best positioned to provide independently and which ones should be provided in collaboration with others. To measure our success in these endeavors, UCSB will assess the number and *nature* of joint projects with: community colleges and four-year colleges/universities; school districts and county offices of education; non-profit community-based organizations; statewide organizations (e.g. Puente); and the State and U.S. Departments of Education. Thereby, we plan to examine the reduction in duplication, level of collaboration, processes of joint decision-making, pooled funding, overlap of mission and goals, level of articulation agreements, and mechanisms for sustainability in these projects.
- **Broaden understanding and support of UCSB Outreach by internal and external audiences.** To ensure their long-term success, UCSB Outreach programs must be well understood and supported by their internal and external stakeholders. The work of outreach must be undertaken as a responsibility by every campus unit, particularly those that interact with students, educators and families. UCSB should work with its external stakeholders, particularly schools and policymakers, to both manage and address their expectations of our outreach work. Furthermore, outreach should be supported by a more diversified portfolio of resources. Resources to support outreach programs should be provided by state and federal government agencies; schools, districts and county offices of education; private foundations, businesses, and individuals; and by UCSB and the UC system. The ultimate indicator of our progress in this arena will be an increase in range, diversity, and level of internal and external financial sources of support offered to various campus outreach units.
- **Connect outreach programs more closely to the academic core of the institution by increasing faculty participation and enhancing the rewards for their participation.** The overall success of UCSB and other universities as academic institutions depends on the quality of its faculty and the range of activities with which they are engaged. The same holds true for the overall success of UCSB Outreach. Our faculty members conduct research that benefits schools, they share content knowledge in a variety of areas with teachers, they epitomize the opportunities provided by a university education, and they provide programming that enhances students' academic preparation for and exposure to our campus. It is likely that more faculty members would be involved in outreach if the rewards to do so were enhanced. Through increased involvement by the faculty, UCSB outreach can become more firmly rooted as a core activity of the campus. Therefore, we will examine such things as the number and scope of academic departments involved in outreach, publications derived from outreach related research and programming, and the level of recognition and awards for faculty participation in outreach to assess our progress in this area.
- **Utilize outreach evaluation efforts to enhance understanding of program impact and to help guide decisions about resource allocation and program implementation.** Outreach programs have been designed to address specific needs of students, educators, and families. Because the relationship between UCSB Outreach and its stakeholders is dynamic, our programs should be evaluated continuously. Evaluation efforts provide an effective means to better understand a program's impact and to determine whether the strategies being used are the most viable ones

given the context in which the program is operating. As state resources available for outreach become more limited in the next few years, it will be imperative for us to use evaluation results to help guide resource allocation, program design, and implementation decisions. To chart our growth in this manner, we will examine the use of rigorous evaluation methodology and quality data to manage, market, improve, and sustain our outreach programs across campus and across our service schools.

Evolution of Campus Outreach Organization

The Chancellor's Outreach Advisory Board and the Campus Outreach Working Group have become central governing, policy, planning and coordinating entities for outreach on our campus. These entities have helped to ensure that a broad range of perspectives is represented in guiding our outreach efforts. The Office of Campus Outreach Initiatives provides day-to-day management of these bodies and plays a central role in campus-wide outreach administration, finance and coordination. The Executive Director of Campus Outreach Initiatives was appointed by Chancellor Yang in 2001-2002 as the Campus Outreach Officer and he represents the campus as primary liaison on outreach matters with the Office of the President. He performs this role in close collaboration with the Chair of the Chancellor's Outreach Advisory Board, Chair of the Academic Senate, Vice Chancellor of Student Affairs, Dean of the Gevirtz Graduate School of Education and other faculty and staff.

In the short term, it is likely that state funds for outreach will decline significantly as the number of underperforming schools seeking the assistance of UC increases. In that environment, it is clear that our campus will need to have an outreach structure that enables us to allocate funds in a more efficient and effective way in order to sustain and perhaps expand our services as needed. Our structure will need to facilitate even closer collaboration among academic and student affairs units to avoid unnecessary duplication of effort in schools. It will be important for our structure to guide efforts, as much as possible, to schools and students that are most in need of our assistance and support. The new No Child Left Behind federal law will make it imperative for us to focus efforts on students in schools that are most in need if we wish to use those funds to help support our student outreach and teacher professional development programs. Our central focus on the partnership schools positions us well in this new environment. Because federal funds will be allocated directly to the schools, we will be required to demonstrate to schools that they should use some of those funds to support efforts that we have begun with them. This will require our structure to be more user-friendly to the schools so they understand how to communicate with us in a way that gets them the support they need in a timely way. We are optimistic that we can use new federal funds as one important source of support to continue our work in the partnership schools. At the same time, it will be essential for us to have a diverse array of funding sources to support our outreach efforts.

Planning Opportunities and Constraints

In our transition plan for January-June 2003 that was submitted to the Office of the President in November 2002, we highlighted several new efforts to diversify further our outreach funding portfolio. We are particularly optimistic about the National Science Foundation proposal we submitted in January 2003 to support our partnership school work in Lompoc and Santa Maria and the campus leadership's support for placing outreach in the new development campaign. In 2003, we intend to submit a FIPSE proposal to the US Department of Education, which would enable us to work in new ways with school counselors, teachers, students, and parents.

While we expect that at least some of the several concurrent efforts to diversify our portfolio will be successful, the major constraint that we face is the permanent loss of significant state funding for the School/University Partnership Program, outreach program evaluation and for our four subject matter

projects in such a short time. We have lost about \$2 million in permanent state funding for outreach and professional development since 2000-2001. The loss of these permanent funds at a time when our relationships with the partnership schools was at an early stage raises concerns by the schools about the strength of our commitment to this work. We have worked hard to keep our school partners informed of these fiscal challenges and have discussed with them our continued commitment to this work.

Accountability Structures

The Chancellor's Outreach Advisory Board, whose members are appointed by the Chancellor, is charged with the campus-wide responsibility to monitor program effectiveness. The COAB Chair plays a critical leadership role in this area with the support of the Executive Director of Campus Outreach Initiatives and the Evaluation Coordinator.

The Campus Outreach Working Group, whose members represent outreach programs across the campus, has responsibility for coordinating and planning outreach programs. In that way, the group will play an important role in supporting COAB's effort to ensure that programs help to address the campus' larger outreach goals, particularly those related to the partnership schools.

The Executive Director of Campus Outreach Initiatives has budgetary responsibility and oversight for all 19924 outreach funds. This places the fiscal authority and the responsibility to monitor and evaluate program effectiveness together under the auspices of COAB. The Office of Campus Outreach Initiatives will carry out the day-to-day responsibilities that this entails, in close consultation with the COAB chair and in cooperation with the Dean of the Gevirtz Graduate School of Education and the Vice Chancellor of Student Affairs and their respective staff members.

Program Stability

The Chancellor's Outreach Advisory Board has stated unequivocally that our campus' highest priority for outreach is retaining the site coordinators based at the partnership high schools. This is the case because our data indicate that the number of students who apply, are admitted and enroll at UCSB and other UC campuses increases when our site coordinators are in place and decreases at the same schools whenever that position has been vacant during key points in the admissions process. Five of the six site coordinators at the partnership high schools are funded equally between EAO and SUP. Two site coordinators, one at Santa Maria High School and one at Santa Maria-Bonita School District (which serves middle school students), are currently split-funded between EAO and the districts. With the loss of permanent funds for SUP in 2002-2003, we had to use creative means to identify temporary funding to continue paying the five site coordinators' salaries. We are committed to doing this again, if necessary, in 2003-2004.

With the exception of one position (a data analyst), we have been able to protect our most valuable asset—our staff—during this difficult financial period. No layoffs are anticipated during 2002-2003. To accomplish this, we had to scale back some of our programming for students and teachers in the partnership and target schools. We have also decided not to fill four full-time vacant positions in EAO. The deep permanent state budget cuts that have occurred over the past two years and are anticipated next year may require us to stop filling vacant positions and to layoff some staff in 2003-2004.

Regional Outreach Initiatives Structure

UCSB already has a good working relationship with the four county offices of education in Region 8. We have also taken a leadership role with the Office of the President to formulate and implement the new statewide partnership with the County Superintendents. The Executive Director of Campus Outreach Initiatives was invited by Vice President Winston Doby to a critical first meeting in Summer 2002 with county superintendents to discuss a new relationship with them. He was later appointed by Vice President Doby to the statewide steering committee to provide overall guidance to this partnership. In September 2002, UCSB was designated by the State Department of Education as an official provider of supplemental services for eligible schools in our region. The Dean of Education and Executive Director of Campus Outreach Initiatives were appointed by Vice President Doby in Fall 2002 as the lead UCSB representatives for Region 8 in the new partnership with the statewide group of County Superintendents.

Chancellor Yang will host a meeting in early 2003 with the four county superintendents in our region to discuss the role UCSB can play in serving the educational needs of local schools using No Child Left Behind and other funds. The Dean of Education and the Executive Director of Campus Outreach Initiatives are planning the meeting, in consultation with the Chair of the Chancellor's Outreach Advisory Board, Vice Chancellor of Student Affairs and the Dean of Extension. This meeting will follow discussions that are taking place with each of the county superintendents and staff. These discussions have already led to a commitment of funding by the Ventura County Office of Education. The outcome of this meeting will determine the next steps that UCSB and the County Superintendents take in developing further our regional outreach structure.

Conclusion

This section of the report has demonstrated the campus' strong commitment to increasing the number of students in our partnership and EAO target schools who attend higher education institutions, particularly UCSB and other UC campuses. We are pleased with the increases in the number of graduates from some of our partnership schools who have enrolled at UCSB and other UC campuses in Fall 2002, and we are optimistic that this number will increase over time. At the same time, we experienced a decrease in the number of graduates from some partnership schools who enrolled at UCSB and other UC campuses in Fall 2002. We attribute that to the absence of a site coordinator at two high schools (Santa Maria and Santa Paula) during the November 2001 application period. Preliminary data indicate that the number of applications by partnership school students for admission to UCSB is expected to increase by 15%. While we are committed to seeing short-term changes in the number of students prepared for higher education, we are very interested in the tremendous long-term benefits that are likely to occur. The efforts being undertaken in the partnership schools are systemic in nature and therefore involve a great deal of listening, learning, cooperation, experimentation, persistence and patience. We are pleased with the impressive one-year increases (10-20%) in the number of partnership high school students who are, with the support of our efforts, now enrolling and succeeding in courses that will help make them eligible for admission to UC and CSU in the future. In addition, the many professional development activities we have planned with and for the partnership school teachers and administrators as well as the FOG initiatives directed to changes in school-level practices and school cultures are designed to help more of their students successfully prepare for higher education. Finally, we are building strong alliances with the principals and superintendents of the partnership schools because we know that their support is critical to achieving our mutual goals.

The year 2002-2003 represents a year of a sharpened and more coordinated campus-wide outreach effort: the infrastructure is functioning better than ever, leadership and staff are in place (though some key staff vacancies exist that we cannot afford to fill) and communication is good, partner schools and the campus are engaged in true collaboration, and programs and mechanisms to enhance eligibility and enrollment are

enjoying demonstrable success. The coming year will allow real opportunities to assess program successes, development of new methods, evaluation, and a more systematic approach to accountability. In short, UCSB's outreach effort is showing program effectiveness, coherence, and results. For these reasons, we are optimistic about the future outcomes of our work in the K-12 schools. At the same time, the severe economic crisis facing California and the resultant budget cuts we have faced and will continue to do so in the near term make vulnerable the interventions that have been in place for such a short time.

Section A.2 Community College Outreach

Introduction

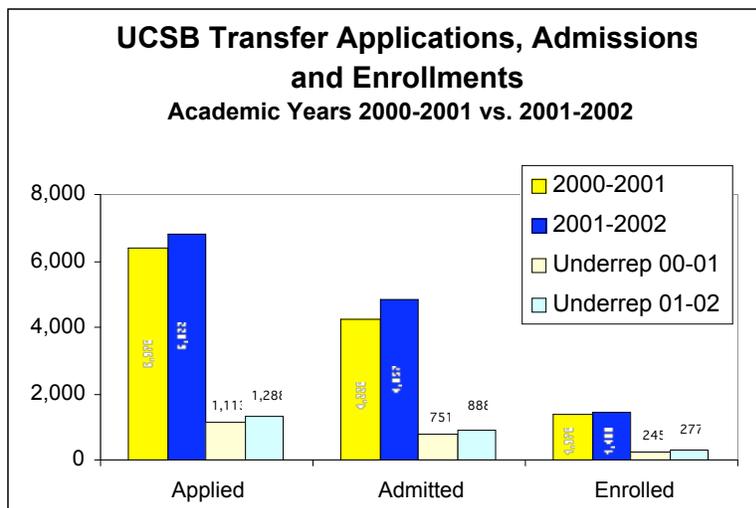
Throughout its rich history, UCSB has enrolled relatively large numbers of talented community college transfer students. In recent years, with substantial new state funding, UCSB has expanded its community college outreach efforts. These efforts have sought to increase the quality and diversity of the entering transfer class at UCSB and contribute to the UC systemwide transfer enrollment goals, as specified in the 1997 Memorandum of Understanding between UC and the California Community Colleges and the Governor's Partnership Agreement signed in 2000. California community colleges enroll the most ethnically and economically diverse student population in the United States. As the segment of California public education designated to prepare the professionals and faculty of the future, the University of California is both obligated and privileged to consider California community college transfers as the priority candidates for transfer admission. UCSB has relied on a combination of high-quality services attentive to students' personal needs and the effective use of technology to make our services more accessible as key strategies to increase the number of community college transfer students, particularly from underrepresented backgrounds.

Transfer Enrollment Achievements

For the past five years, transfer enrollment goals for the academic year at UCSB have consistently been met. There have been concurrent increases in the racial and ethnic diversity of transfer students as well as the number of higher achieving students. While campus enrollment is capped by its Long Range Development Plan and by California Coastal Commission regulations that prevent significant student growth, UCSB continues to provide outreach and articulation services to dozens of community college throughout California. In fact, during the 2001-2002 academic year, UCSB provided services to 10 community colleges in our service area (logging an average of ten visits to each of their campuses) and to 63 community colleges outside of our service area (logging an average of over two visits to each of their campuses).

As a result, not only has UCSB exceeded our academic year transfer goals, but we have also seen great increases in the number and rate of 2001-2002 applications, admissions, and enrollments for transfer students, especially those from non-service areas and underrepresented populations. In the 2001-2002 academic year, there was a 7% increase in the number of applications received (from 6,376 to 6,822) and a 16% increase in the number of applications received from underrepresented students (from 1,113 to 1,288) in just one year. For our non-service area schools, these numbers reflect an astounding 22% increase in applications from underrepresented students. The admission rate increased by 5% (from 66% to 71%) such that the total number of students admitted increased by 15% (from 4,226 to 4,857). Underrepresented populations benefited by an 18% increase in the number of students admitted; those from non-service area schools jumped 26% from last year. Finally, enrollment numbers increased dramatically for underrepresented students (13%), in particular for underrepresented students from non-

service area schools (31%). The graph below displays these increases in total applications, admissions, and enrollments with concomitant increases in those from underrepresented populations.



While these numbers may be attributed to the personal connection and commitment by UCSB outreach staff to serve local as well as remote areas, the individual community college data reveal other factors influencing enrollment rates. Students at Santa Barbara City College, one of the top feeder community colleges to the UC system, seem to have benefited by their geographic closeness to UCSB. Approximately 26% of the total number of community college transfer students enrolled at UCSB began their studies at Santa Barbara City College. Enrollment numbers from Santa Barbara City College demonstrate that while intensive outreach services are provided and application and admission numbers increase, the number of enrolled students can be attributed to other variables beyond pre-application service and admission. Despite these influences, the overall goal of our work in community college outreach is to enhance our partnerships with community colleges in ways that enable us to reach our transfer enrollment goals across the region. In addition, UCSB has a range of programs in place that provide academic and personal support to ensure that transfer students are prepared to be successful in their college and university careers.

Transfer Strategy

Direct, personal contact with students by caring and knowledgeable staff is important to provide information about campus life, housing, and financial aid in addition to helping students create individual educational plans specific to their intended majors. Admissions and Outreach Services employs a relatively small staff of outreach professionals and student peer mentors dedicated to transfer. Admissions analysts supplement outreach activities by visiting local colleges to meet with students in individual appointments in the fall and spring. For those students able to visit campus on their own or through visits sponsored by their community colleges, transfer advising sessions are offered twice a week and during campus open house events. In the spring, newly admitted transfers for fall are invited to campus for campus tours, student panel presentations, and an opportunity to receive assistance with academic advising, housing and financial aid.

Services are generally designed and tailored to meet the needs of unique populations at individual community colleges. While the actual number of travel days has remained steady across the community

colleges, outreach staff incorporated new strategies for improving the quality of their interactions and for increasing the number of students with whom they have contact during each visit.

- **Classroom visits** allow transfer outreach staff to collect contact information from prospective students for entry into a contact management database. Spring visits have proven to be especially productive in allowing us to collect large numbers of intake cards for individualized fall appointments.
- **Peer mentor phone calling campaigns** are conducted to all service area transfer applicants with additional efforts to contact applicants from Oxnard College and Allan Hancock College. Peer mentors make multiple calls to students at these colleges throughout the year to help them through the entire admission process.
- **Personal letters** are sent each fall and spring to inform prospective students of the opportunity to make individual appointments with the UCSB representative at subsequent visits to the Transfer Center of their community college.
- **Individual appointments** assist the student in developing an individualized educational plan to serve as a “road map” for the student that ensures they will be prepared for upper division transfer and competitive in the admissions applicant pool.

The campus remains committed to keeping community college personnel updated with the latest and most relevant admissions information. Annual mailings of updated outreach and advising materials are sent to key offices and staffs at all 108 California community colleges to ensure that current and accurate information about UCSB’s selection criteria is available on site to counselors and students. In addition, UCSB Admissions personnel are actively involved and serve as Advisory Board members for several service area community college advisory committees and Cal SOAP programs including Santa Barbara Cal SOAP, Central Coast Cal SOAP, Santa Barbara City College EOPS/Financial Aid Advisory Board, Ventura College EOPS Advisory Board, Allan Hancock Transfer Advisory Board, Los Angeles Pierce EOP&S Advisory Board, Los Angeles Valley Transfer Advisory Board, Central Coast Transfer Center Consortium, and the Central Coast Intersegmental Articulation Council (chaired by UCSB Articulation Coordinator).

Our strategy has enabled us to meet our campus transfer enrollment goals. We believe that the continuation of these efforts, along with the refinements noted throughout this section of the report, will enable us to see continued success in meeting our transfer enrollment goals.

Challenges to our Strategy

While our strategy has assisted in the attempt to meet our transfer enrollment goals, we are faced with significant challenges. These challenges are described below.

Geographic Distance Between UCSB and Community Colleges. Because many of our major feeder community colleges are relatively far from UCSB, our staff must travel great distances to conduct outreach activities. In addition to Santa Barbara City College, service area community colleges are Allan Hancock, Bakersfield, Cerro Coso, Cuesta, Moorpark, Oxnard, Porterville, Taft and Ventura. Ventura College is nearly 50 miles away from the campus while the farthest, Cerro Coso College, is located over 230 miles from UCSB.

Cultural Impediments to Transfer. Most of UCSB’s service area community colleges are situated in rural or middle- and low-income communities that have typically not sent large numbers of students to UC. The absence of a culture in those colleges that promotes and encourages transfer poses a major challenge for our staff. We have sought to address this challenge by developing stronger relationships

with community college faculty and staff and, to the extent possible, personal relationships with prospective transfer students and their families.

Limited Campus Housing. UCSB is perceived by many community college students as both distant and expensive. The high cost of living in Santa Barbara causes a significant challenge for out-of-area transfer students dependent on financial aid. In addition to economic factors, campus residence hall space is limited, and the campus is not yet able to guarantee housing to new transfer students. In Fall 2002, the campus opened Manzanita Village, an 800-bed housing complex. In addition, the campus is in the final stages of purchasing Francisco Torres, a residential hall that was previously privately owned and operated. Over the next year, Francisco Torres will undergo earthquake retrofitting. Once this project is completed, it may be possible to guarantee housing to new transfer students. The Office of Housing and Residential Services is acutely aware of the need to accommodate new transfer students and has worked diligently with the Office of Admissions and Outreach Services in meeting this goal. Currently, the Assistant Director of Admissions/Visitor Center serves as a member of the Housing and Arrivals Committee, which is an advisory group to Housing and Residential Services. This committee ensures that the needs of prospective and newly enrolled students are addressed in the housing process.

Increased Cost of Travel. As previously mentioned, UCSB is relatively far from most community colleges in its service area. These distances have resulted in significant travel costs to conduct outreach activities at community colleges, both in the service area and beyond. Although we are pleased with the progress made in serving community colleges more effectively throughout our service area and in the rest of the state, current resource constraints prevent us from increasing further the traditional outreach services to those community colleges that are relatively far from the campus.

Organizational Structure for Carrying Out Campus Transfer Plan

UCSB undertook a major restructuring project during the 2001-2002 academic year by which the Office of Admissions formally merged with Outreach Services (formerly Relations with Schools). The newly merged department, Admissions and Outreach Services, provides a more efficient structure for facilitating the advancement of prospective students through the application process, and ultimately towards enrollment at UCSB. Transfer Services is a component of the Office of Admissions and Outreach Services. A team of managers, consisting of the Director of AOS, the Associate Director of AOS for Outreach, the Coordinator of Transfer Services, and the Assistant Vice Chancellor for Enrollment Services meet regularly to discuss community college outreach. In addition, the Committee on Admissions, Enrollment & Relations with Schools and the Committee on Enrollment Planning, respectively, set the admissions criteria and the transfer enrollment goals for the campus. An advisory committee consisting of college Deans and/or Associate Deans, Honors Program Director, Housing, and the Office of Student Life work with the Office of Admissions and Outreach Services to evaluate and plan transfer services and yield activities for UCSB.

Newly Funded Transfer Initiatives

Because many new initiatives were implemented during the 2000-2001 academic year, staff has concentrated on building upon these pilot programs as opposed to creating additional programs. An intensive effort was undertaken in 2001-2002 to build our technology infrastructure, to implement tools to ensure our programs were run in the most efficient manner possible, and to monitor students participating in our outreach efforts. Efficient and accurate tracking of students will meet our two-fold goal of enhanced, long-term communication with students and comprehensive program analysis that will guide our future efforts. Specific projects include:

Implementation of Recruitment Plus®. Community college outreach funds were instrumental in purchasing and implementing a new prospective student contact management system called Recruitment Plus. This system will enable staff to track all contacts with students, manage travel, maintain communication with community college counseling personnel, communicate regularly (via mail and email) with prospective students, and analyze program effectiveness. Implementation is an on-going project, requiring regular evaluation of our communication flow design to ensure that students receive useful information that will guide them through the transfer process. As staff grow in their ability to use this sophisticated system, communication with students and counselors will be more personal, timely, and relevant to their academic planning. The system will allow us to manage large caseloads of students without losing the “personal touch” that has been the benchmark of our service philosophy.

Completion of Online Communication System. Prospective transfer students interested in UCSB can now sign up to be a part of our communication system online. Students visiting our web site (<http://www.admit.ucsb.edu/prospective/about-aos.asp>) can fill out a form that we will pull directly into our Recruitment Plus system. Once in the system, transfer students receive regular communication including invitations to transfer events and early notice of our visits to their community college (and encouragement to set up an individualized appointment). Finally, students are given the name and contact information of the UCSB Admissions Counselor whom they can contact with questions. Having a specific campus contact allows students to get more personalized attention and reduces any hesitancy they may experience when seeking assistance.

Campus Host for Puente Motivational Conference. UCSB staff dedicated substantial efforts during 2001-2002 to planning the Fall 2002 Southern California Puente Motivational conference at UCSB. The conference was attended by 550 students from the geographical region of Santa Maria to the state’s southern border, most of whom made their first visit to UCSB. This was the largest group of underrepresented community college students to visit UCSB on one day in the history of the campus. UCSB plans extensive follow-up with the students who ultimately attended the conference. Planning the conference also helped to spur an even closer relationship between UCSB and Puente that will help increase, over time, the number of Puente-affiliated transfer students at UCSB. Two community colleges in our service area, Oxnard College and Allan Hancock College, have Puente programs, and discussions are underway that could lead to new programs at Cuesta College and Santa Barbara City College.

As previously mentioned, several new programs were implemented during the 1999-2000 and 2000-2001 academic years. Further expansion and refinement of these programs continued throughout the 2001-2002 academic year. These include:

Eligibility Review Program (ERP). Many applicants are denied admission to the University of California because they are ineligible when they apply for admission. The goal of ERP is to take applicants from the ineligible pool and assist them in attaining eligibility for admission. Ultimately, the process will increase the applicant’s chance of being admitted to a UC campus. In Fall 2002 the target group for ERP was UC applicants (high school and community college students) not initially projecting eligibility from information provided in the application, but with potential to become eligible through UC advising.

Contact was initiated with the student or counselor by phone, mail, or email to clarify self-reported information. Students and/or counselors were advised about UC subject deficiencies or any situation that rendered the student not UC eligible. Academic options for make-up coursework or other requirements needed to establish UC eligibility were provided and discussed. When final verification of a plan of action was received, UC eligibility was determined. High school students who did not attain UC eligibility were sent a letter explaining their transfer options. Those interested in future transfer to UCSB returned reply cards for future follow-up efforts through Recruitment Plus.

In total, 1,677 applicants were contacted (771 underrepresented students and 1,195 low SES students). Of these students, 753 were determined to be UC eligible (261 underrepresented, 404 low-SES). Ultimately 293 students were admitted to UCSB (122 underrepresented, 160 low-SES) with 120 submitting positive SIR's to UCSB (57 underrepresented, 70 low-SES). It should be noted that 504 students (194 of whom were underrepresented students) who became eligible but did not SIR to UCSB ultimately submitted SIR's to other UC campuses.

Rapid Expansion of Transfer Agreements. In order to encourage transfer and facilitate the application process, UCSB continues to expand the number of Transfer Admissions Agreements with California community colleges. In addition to our existing priority admissions programs with Santa Barbara City College and Allan Hancock College, final agreements were signed in 2001-02 with Bakersfield College, College of the Canyons, Cerro Coso College, Cuesta College, Los Angeles Pierce College, Moorpark College, Oxnard College, Taft College and Ventura College. Further expansion of the Transfer Agreement Program will continue through the 2002-2003 academic year. New priority admissions programs have been established with Mira Costa College and Santa Rosa College in 2002-2003. We plan to have transfer agreements with all 108 community colleges by 2004-2005.

Enhanced Web Presence/On-Line Tour Reservation System. Augments to the transfer budget allowed the department to make enhancements to the UCSB transfer web site. In addition to an overall redesign that included easier navigation and expanded information, the new web site features an on-line tour reservation system. All transfer centers were sent information about the new system and encouraged to reserve dates for campus visits. The system allows our Visitor Center to post available dates, gather preliminary information about the tour request, and send out visit confirmations in a much more efficient manner than the previous process. It is our hope that the new system will encourage earlier planning on the part of community colleges and allow us to host more groups during the year.

Campus Visits for Prospective Transfer Students. During 2001-02, UCSB transfer staff hosted 37 community college visits to campus, providing approximately 750 students with full-day visit programs, including admissions presentations, student panels, and campus tours.

Community College Special Programs Coordinator. A staff position established in 2000-2001, the Community College Special Programs Coordinator works with targeted community college populations, such as science majors and participants in local community colleges' MESA and Puente programs. The Coordinator works closely with faculty and staff in programs such as UC LEADS (UC Leadership Experience through Advanced Degrees), RISE (Research Interns in Science and Engineering in the Graduate Division), CAMP (California Alliance for Minority Participation, CTFMS (Community Teaching Fellowships in Mathematics and Science), and Undergraduate Research and Special Programs in the College of Letters and Science. Conducting classroom presentations and workshops to facilitate the recruitment of applicants from community colleges to those programs, the Community College Special Programs Coordinator is, at the same time, informing prospective transfers about opportunities at UCSB and enhancing community college faculty and staff's knowledge of those opportunities for their students.

Transfer Peer Mentor Program. Now in its second year, the Transfer Peer Mentor Program provides ongoing, motivational and personal communication by previously successful transfer students to prospective and newly admitted transfer students, focusing primarily on educationally disadvantaged and underrepresented minority students. These mentors also serve as ambassadors during community college visits and major outreach events on campus. In addition, they contacted about 2,800 students admitted to UCSB (an increase of 143% over last year) to encourage them to enroll at the campus and to answer their questions. Contact with transferring students is maintained through the first quarter of enrollment. During 2001-2002, the student peers established the Transfer Student Association, an official student organization within the Office of Student Life. As an established student organization, the Transfer

Student Association is eligible to apply for Student Initiated Outreach (SIOP) funds and is currently planning outreach activities for prospective students.

Gauche Transfer Day Expansion. Originally piloted in May 2001, Gauche Transfer Day was established to bring all admitted transfer students to the campus to learn about our academic programs and to introduce them to services of particular interest to transfer students. In the Spring of 2002, Gauche Transfer Day evolved into Gauche Transfer Fridays. The goal of the expanded program was to ensure that all admitted transfer students had the opportunity to visit UCSB. Admitted transfer students were sent invitations to attend any of the five Friday programs. Because transfer students have numerous scheduling obligations outside of their class schedules, offering a choice of five different days for visits gave students greater flexibility in making travel arrangements. Program participants were able to meet faculty and Student Affairs program staff, visit classroom lectures, tour housing facilities, and engage in workshops to prepare them for transfer. Approximately 450 prospective community college transfer students were served during the five Gauche Transfer Fridays.

Admitted Student Receptions at Community Colleges. As part of our yield/retention efforts, we participate in receptions for students at selected community colleges who had sent to campus their Statement of Intent to Register for Fall 2002. Students received certificates congratulating them on their admission to UCSB and had the opportunity to meet with our representative to ask final questions prior to transfer. In the Spring 2002, receptions were held at Allan Hancock College, El Camino City College, Ventura College, Los Angeles Pierce College, Los Angeles Valley College, Pasadena City College, Riverside City College, and Rio Hondo City College.

Additional Funding

Should additional funds become available, UCSB would create a regional outreach position in Northern California. The campus currently has one regional representative stationed in Orange County to serve southern California community colleges. This model has been highly successful and has allowed our representative to establish close relationships with community college faculty and personnel. These relationships have proven highly effective in allowing us to interact with students in classroom settings, during student organization meetings, and in the transfer centers. Due to staffing limitations and travel complexities, community colleges in northern California do not currently receive the extensive services we are able to provide in southern California.

Another area of expansion that has been explored is the development of a summer transfer experience program modeled after UCLA's SITE Program. UCSB does not currently have a summer bridge program for transfer students but is very interested in creating such a program should funding become available.

Finally, additional funds would enable us to design and implement a comprehensive distance advising program that uses videoconferencing. Such a system would enable us to serve more effectively and efficiently prospective transfer students enrolled at community colleges relatively far from UCSB. We continue to believe that such an effort should be facilitated on a systemwide basis by the UC Office of the President because it would be more efficient to build one infrastructure that enables community colleges to communicate with multiple UC and CSU campuses.

Evaluation

Campus transfer outreach strategies are evaluated annually, relying on recommendations made by outreach staff who provide the services in each geographic area served by UCSB, and heavily on a review of the progress in meeting enrollment goals at each community college. Transfer staff work closely with campus representatives from Financial Aid, Housing, the Educational Opportunity Program, Orientation

Programs, and academic advising units in UCSB's colleges, to review campus services for transfers and to develop a seamless process that promotes transfer student success

Coordination with K-12 Outreach Initiatives

UCSB's transfer outreach services are linked to K-12 efforts by collaboration between Admissions and Outreach Services' Transfer Services staff, the Office of Early Academic Outreach, and the Director of Special Projects/Outreach for the Academic Senate. Follow-up with EAO and special projects participants who enter community colleges is facilitated by sharing of student contact data at the appropriate time: after students have enrolled in California community colleges. The Admissions' Evaluation Review Program (ERP) refers student contact information of students who enroll in a community college after high school graduation to the Transfer Services staff and Transfer Peer Mentors provide follow-up advising and mentoring.

The Chancellor's Outreach Advisory Board provides broad oversight of all campus outreach programs, including community college outreach programs. The Board has a number of consultants who are intimately involved in our community college outreach programs, including Vice Chancellor of Student Affairs, Michael Young; Assistant Vice Chancellor of Enrollment Services, Betty Huff; and Director of Admissions and Outreach, Chris Van Gieson. Young, Huff, and Lisa Przekop, Associate Director of Admissions and Outreach Services, are also members of the Campus Outreach Work Group, which serves as the campus' primary outreach planning and coordinating body.

Advice on Transfer Strategies and Activities

Feedback from prospective transfer students indicates that the most successful transfer strategies are those that combine strong articulation agreements, monitor course-taking patterns for transfer students, facilitate identification with a peer/mentor, provide familiarity with the campus, offer an array of housing options, and provide competitive financial aid packages. Any programs that enhance these strategies are beneficial to the success of the transfer process. Given this philosophy, UCSB will continue to direct staff and financial resources towards the two cornerstones of transfer success: major preparation articulation and the provision of consistent, high-quality service to prospective students.

Articulation Agreements

UCSB continues to make excellent progress in its goal to establish major preparation articulation with all 108 California community colleges by 2004-2005. Community colleges are prioritized for the development of articulation agreements as follows: 1) service area and traditional UCSB feeder colleges; 2) colleges targeted for UCSB outreach staff visits; and 3) all remaining community colleges. Articulation goals for 2001-2002 were met with the completion of updates and revisions to all existing articulation for the academic year, and the expansion of major preparation agreements to 13 additional community colleges, bringing the overall total to 76 community colleges.

All colleges at UCSB accept IGETC in place of lower-division general education requirements. However, if a student attended any UC campus as a degree-seeking student prior to completing IGETC, the College of Letters and Science does not accept IGETC certification for that student. IGETC is not recommended for students transferring into the College of Engineering.

Conclusion

During 2001-2002, we made substantial progress in increasing the number of transfer students from many local community colleges. We are particularly pleased that there was a 18% increase in the number of

Chicano/Latino transfer students admitted (636 to 749) and a 14% increase in the number of Chicano/Latino transfer students enrolled to UCSB (205 to 234) between Fall 2001 and Fall 2002. In addition, there was an extraordinary 90% increase (from 10 to 19 students) in the number of transfer students from Oxnard College, and a 20% increase in the number of transfer students from Allan Hancock College (from 25 to 30) between Fall 2001 and Fall 2002. These two community colleges are relatively close to UCSB with relatively large numbers of underrepresented students. It is our hope that through an array of successful programs (such as ENLACE, MESA, CAMP, CTFMS, and Puente) at Oxnard College and Allan Hancock College, we will continue to experience significant increases in the number of students academically prepared to transfer from those colleges.

UCSB remains committed to providing community college personnel and prospective transfer students with the highest quality service to promote transfer to the University of California. Our trademark has always been that of providing personal attention to the needs of the students. While we are currently placing a great deal of energy into implementing new technologies that enhance our efforts, we have not lost sight of the need to meet personally with students to ensure appropriate academic planning throughout the transfer process. The effective use of technology combined with personal attention will be the focus of our future outreach strategies.

Section A.3 Graduate & Professional School Outreach

I. Context & Background of Graduate Outreach Work

Introduction

Diversifying further the graduate student population remains a central challenge at UC Santa Barbara and other universities across the nation. We are well aware of the needs in this area. Underrepresented students need greater awareness of opportunities and resources available to assist them in achieving their educational goals. Role models and mentors are needed to provide motivation, support, guidance and specific training for those skills necessary for success at the graduate level. The passage of Proposition 209 produced the added challenge of identifying new sources of funding for graduate preparation efforts while combating negative perceptions among students of the UC system's commitment to diversity. In addition, UCSB faces unique outreach challenges due to its remote location away from a large metropolitan area and lack of professional programs that might enhance our visibility. These challenges pose significant obstacles in the path of achieving increased graduate student diversity. We believe that these challenges have caused the proportion of underrepresented students enrolled in our graduate programs to remain constant over the past five years.

Over the past year, we have launched two significant new initiatives (and several more modest ones) that will help increase the number of prospective students who are more aware of UCSB's high-quality academic programs and who eventually enroll as graduate students. First, the Graduate Division (lead by the Associate Dean) has engaged administrators and faculty in a campus-wide dialogue about the need to enhance graduate student diversity. The dialogue resulted in the creation of a new faculty committee to assist with the task of overseeing and advising graduate division efforts to manage and diversify further the graduate student population at UCSB. This new committee (which is currently in formation) will be charged with helping to enhance recruitment efforts, thinking creatively about how to improve the

campus climate, and to promoting the successful enrollment and retention of a diverse graduate student body at UCSB. Second, UCSB has recently submitted a Ronald McNair Program proposal to the U.S. Department of Education that would substantially expand our capacity to prepare more undergraduate students from a wide variety of backgrounds for graduate study at UCSB and other universities around the country. The proposal would establish a new partnership between UCSB, Santa Barbara City College, Allan Hancock College and Oxnard College as well as with UC Merced and some of its local community colleges in the Central Valley. This partnership will also strengthen the coordination between our campus' community college and graduate outreach programs.

Despite the challenges to increased graduate student diversity throughout the country and at UCSB, we are encouraged by the 22% increase in applications from underrepresented students and the 21% increase in underrepresented students admitted to UCSB for graduate study. Enrollments of such students in UCSB graduate programs remained steady at 69 newly enrolled students. Since 1999, the number of underrepresented students newly enrolled in UCSB graduate programs has increased by 30% (53 to 69). Due to the growth of our graduate outreach efforts, we anticipate that further increases in underrepresented students in our graduate programs will continue over time.

Student Selection

Student selection for general outreach activities and events [Graduate Fairs, Graduate Record Examination (GRE) Preparation Workshops, etc.] is a flexible process determined primarily by the specific groups who are targeted for advertisement. In almost all cases, outreach events are open to the general public. However specific mailings and advertisements are utilized for special populations both on and off the UCSB campus. Graduate Fairs off campus is an example of an outreach effort open to the entire campus population. However, in advance of these fairs, advertisements and invitations are sent to special populations, organizations and programs such as California Alliance of Minority Professionals (CAMP), the McNair Scholars Program, the Educational Opportunity Program (EOP), the California State Pre-Doctoral Program, UC Leadership Experience through Advanced Degrees (UC LEADS) and the Alliance for Graduate Education for the Professoriate (AGEP) in order to ensure that graduate preparation opportunities and information reach a diverse population.

Selection for undergraduate research programs is guided primarily by the requirement of the funding source along with the UC goal of promoting diversity within graduate education. All interested students are welcomed to apply for undergraduate research opportunities, but diverse student populations who have faced economic or educational disadvantages are encouraged to apply. Special efforts are made to advertise undergraduate research opportunities both on and off the UCSB campus to these populations and related support programs (EOP, MESA, CAMP, McNair, CSU, etc.). In the case of our National Science Foundation-sponsored AGEP grant, we are required to select students from populations that NSF has identified as underrepresented.

Selection Criteria

Measures of economic and educational disadvantage can take a variety of forms, and therefore, our applications allow students to share the broadest range of information in support of their selection. A selection committee reviews this information to identify applicants best suited for the undergraduate research opportunities available. The following items show specific measures we have found most helpful in identifying economic or educational disadvantage: (a) parental income; (b) financial aid awards; (c) number of siblings in college; (d) first in college; (e) primary language spoken at home; and (f) self-reported information on educational challenges.

Graduate Outreach efforts at UCSB also seek to support existing programs that have already identified talented and diverse undergraduate populations. These students have already achieved a significant level of success in the transition from high school to college and are in need of support for the transition from college to graduate school. Therefore, participation in programs such as McNair Scholars, CAMP, the CSU Pre-Doctoral Program, Alliance for Minority Participation (AMP), Mathematics, Engineering and Science Achievement (MESA), AGEP, and other undergraduate support programs is a selection criterion for graduate outreach opportunities. Many of these programs provide special consideration for talented undergraduate students at UCSB who graduated from one of the campus' six partnership high schools (Santa Maria, Lompoc, Channel Islands, Hueneme, Fillmore and Santa Paula) along the Central Coast.

Coordination with Other Campus Outreach Programs

In order to achieve the diversity goals of the UC system and the UCSB campus, graduate outreach efforts are strategically placed in order to continue the pipeline of support for diverse students from a variety of programs earlier in the outreach pipeline. Outreach efforts are advertised and coordinated with programs such as McNair Scholars, CAMP, MESA, EOP and the CSU system in order to draw from their pools of talented and diverse undergraduates. Special consideration is given to these populations in order to maintain their support structure as they progress into the graduate environment. This support happens both at the campus level as well as the UC systemwide level. Diversity and Outreach Coordinators from all UC campuses meet quarterly to discuss the systemwide strategies employed to meet UC diversity goals. One such area of development is the partnership of UC graduate preparation programs with undergraduate support programs. The staffs of AGEP, UCLEADS, CAMP and MESA have met and are working together on ways in which the programs can jointly support diverse students seeking advanced degrees.

The UCSB Graduate Division has also formed a partnership with the California State University system. Our campus works with the CSU system through the CSU Pre-Doctoral program and in the development of the annual California Forum for Diversity in Graduate Education (Diversity Forum). The CSU Pre-Doctoral program identifies underrepresented CSU students who show the greatest promise for graduate study and provides them with the preparation and resources necessary for graduate success. UCSB works with this program and the participants to provide training and undergraduate research opportunities. The Diversity Forum is another joint effort between the CSU and UC systems, which consists of an annual conference bringing diverse students together from throughout California for a full day of graduate preparation workshops, seminars and discussions with leading faculty and graduate students. UCSB shares in the hosting responsibilities of this event and provides faculty and graduate student representatives. These efforts, combined with individual CSU campus partnerships currently being developed, offer UCSB its strongest link to a pool of diverse and talented undergraduates.

On the UCSB campus, collaboration in outreach and diversity efforts has been greatly enhanced through the formation of the Chancellor's Outreach Advisory Board (COAB). COAB consists of representatives from all areas of the campus actively engaged in outreach and diversity-related efforts for both graduate and undergraduate populations. Members meet monthly to share ideas, discuss new programs, assess the progress of UCSB outreach efforts and identify new areas for collaboration. As a result, the full spectrum of outreach efforts ranging from K-12 to graduate study is provided a mechanism for sharing resources, pooling knowledge and coordinating efforts. Associate Dean and Professor of Sociology, John Mohr, is a COAB member, and Director of Graduate Admissions and Outreach, Mike Meraz, is a COAB consultant. Dean Mohr has also served as a member of the Faculty Outreach Grant (FOG) Selection Committee since 2000-01.

The proposed new Ronald Mc Nair Fellowship Program proposal is a direct result of the close relationship between the Graduate Division and COAB. The McNair Program is jointly led by the

Associate Dean of Graduate Studies and the Executive Director of Campus Outreach Initiatives and directed by the Office of Graduate Admissions and Outreach. This program will enable us to expand significantly our capacity to support undergraduate students, particularly those from underrepresented backgrounds, who wish to pursue graduate study. If it is approved for funding by the U.S. Department of Education, the program will begin in Fall 2003.

Finally, it is important to acknowledge the critically important contributions that graduate students at UCSB have made toward K-12 outreach programs along the Central Coast. Many students have made valuable contributions to improving educational opportunities for K-12 students and professional development opportunities for K-12 teachers through several of the FOG initiatives. In many cases, their involvement in outreach programs also supported their master's degree projects or doctoral dissertation research. Graduate student groups are also encouraged to submit proposals for funding to the Student Initiated Outreach Program.

II. Description of Outreach Work

Theory of Action

UCSB is committed to the recruitment, admission, and retention of a high quality, diverse graduate student population. Among Graduate Division goals is achieving a student population of men and women reflective of the population at large, inclusive of those traditionally underrepresented in various academic fields and of all socioeconomic levels, physical abilities, ages, religions, national origins, sexual orientations, and other attributes.

In order to achieve our goal of increasing graduate diversity at UCSB, several assumptions are made which guide our actions and strategies. In our experience, outreach trends and prospective student populations are dynamic by nature. In order to be effective, outreach strategies must be comprehensive, pro-active and promote interaction.

This first theory guiding our efforts is that outreach must be pursued in a pro-active fashion and consist of a comprehensive effort employing a variety of strategies. In 2001-2002, UCSB maintained strong visibility and attendance at outreach events throughout California. Our national presence was limited due to the cancellation of the National GRE Forums sponsored by ETS. We will regain our national presence through other physical and Internet-based venues, however. Undergraduate research experiences have grown due to the addition of the UC LEADS and AGEP programs. Direct mailings to diverse populations and strategically placed advertisements in campus newspapers increase the visibility of UCSB graduate programs and draw attention to our presence at outreach events and conferences. This pro-active approach will continue in future years as new partnerships with feeder institutions are developed and more direct lines of communication with prospective students are established.

The second theory guiding our efforts is that increased involvement and interaction with faculty, graduate students and staff will result in greater outreach success. At UCSB, this means that graduate outreach and recruitment must be a collaborative effort among departments and the Graduate Division in order to be effective. The Graduate Outreach and Admissions office works as the coordinating unit by sharing resources, providing funds for discipline-specific outreach efforts, sponsoring faculty and staff to attend graduate fairs and conferences, initiating mentoring relationships and identifying research projects for undergraduates. Wherever possible, direct contact between students and faculty is encouraged.

Outreach Program Descriptions

Graduate Fairs and Conferences

The UCSB Graduate Division attends over 20 outreach graduate fairs each fall at institutions throughout California. These graduate fairs are specifically chosen based on the diversity of the undergraduate populations being served. University of California and California State University campuses offer the most diverse undergraduate populations and therefore represent the bulk of our graduate fair calendar. In addition, staff and faculty attend the California Forum for Diversity in Graduate Education.

Graduate fair involvement is supplemented by attendance at national conferences that serve specific underrepresented populations. Outreach staff and faculty attend events such as the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) and the Annual Biomedical Research Conference for Minority Students (ABRCMS). SACNAS and ABRCMS each host a three-day conference for underrepresented students filled with recruiting fairs, poster sessions, research presentations, and a variety of workshops on general and discipline-specific topics of graduate preparation. Both students and staff attend the event from a variety of programs such as the Alliance for Minority Participation (AMP), Minority Access to Research Careers (MARC) and Minority Biomedical Research Support (MBRS). These events allow UCSB staff and faculty to network with directors of these programs, in addition to the student participants. Because ETS discontinued their National GRE Forums, our conference attendance in 2000-2001 focused primarily on California.

The primary objective of participating in events of this kind is to increase awareness of graduate opportunities at UCSB among diverse student populations and encourage their application and enrollment at UCSB. In doing so, it is our intent to generate greater visibility for the UCSB campus and strengthen the enrollment of underrepresented students in the sciences. Graduate fairs and conferences have been a staple of graduate outreach over the years and currently receive an annual funding allocation of \$16,000 - \$18,000. Funds in support of these efforts come from the Office of the President and are supplemented with Graduate Division and AGEP funds. The staffing for graduate fairs is shared among three permanent Graduate Division staff members and supplemented by department faculty, staff and students.

Undergraduate Research Programs

The Academic Research Consortium (ARC) is an eight-week summer research program for undergraduates in science, engineering and mathematics and technology fields. The ARC program is funded by a National Science Foundation AGEP grant. ARC participants are assigned to assist graduate-level research projects with a UCSB faculty member. Beyond simply engaging in research, ARC participants engage in various activities designed to develop the skills necessary for success at the graduate level, from funding workshops and a writing class to GRE preparation and career guidance.

The ARC program is specifically designed to serve as a collaborative program with the ability to host participants from different programs. The program incorporates participants from CAMP, the CSU Pre-Doctoral Program and the UC LEADS program in addition to its own ten AGEP-sponsored students. ARC also includes up to eight Humanities and Social Science students sponsored by the Graduate Division. In the summer of 2002, ARC served 25 students from these various programs.

The objective of the ARC program is to maintain a highly qualified, diverse pool of students for graduate study and encourage economically and/or socially disadvantaged students to consider, apply and enroll in graduate school. The collaborative nature of the ARC program allows it to vary in size each year. ARC is supported through roughly \$67,000 in AGEP funds annually, which accommodates a cohort of up to

ten students. Funds for additional participants come directly from external programs such as UC LEADS, the CSU Pre-doctoral program and the Graduate Division. The ARC program began serving students in the summer of 2000.

The UC LEADS program is a two-year program designed to identify educationally or economically-disadvantaged undergraduates in science, engineering and mathematics (SEM) who are likely to succeed in graduate school. The program provides a cohort of eight students with educational experiences that prepare them to assume leadership positions in industry, government, public service and academia following the doctoral degree, preferably at the University of California. Participants are mentored by UCSB faculty, participate in two summer research experiences, and receive funding to support professional travel, graduate school visits and various research costs.

Annual funding for the UC LEADS program is \$208,000. UCOP provides \$104,000 in base funding. The UCSB campus matches this contribution with \$104,000 of its own funding, which is provided by the Chancellor's Office (\$50,000) and supplemented by Graduate Division funds (\$54,000). The UC LEADS program began serving students in the summer of 2000.

Outreach and Diversity Peer Program

For the past three years, the Graduate Division has employed a current UCSB graduate student to serve as the Outreach & Diversity Peer Advisor. This position was created to serve as a graduate student liaison with undergraduates on issues of diversity, outreach and graduate preparation. Although responsibilities vary each year, the Peer's primary responsibility is to facilitate a series of graduate preparation workshops in coordination with other undergraduate support programs such as EOP, CAMP and MESA. The workshops provide first-hand guidance from UCSB staff and faculty on issues of graduate program selection, the admissions process, diversity issues, funding a graduate education, and GRE preparation. In addition, the Peer assists with student selection and event programming for our undergraduate research programs and schedules individual appointments with undergraduates as needed. The position is a 9-month, 25% time assignment with a funding allocation of \$5000 from our AGEP grant. In 2001-2002, the Peer Program recorded a total of 250 contacts (a 7% increase) among diverse populations at UCSB and assisted with the admission of 25 undergraduate student researchers. In addition, the Peer Advisor developed a comprehensive diversity mailing list to aid our program in disseminating graduate preparation materials directly to diverse undergraduate students at UCSB.

Direct Mailings

Although most of our efforts are geared towards providing direct contact with UCSB faculty, students and staff, there exists the need to inform a broader population of undergraduate students about graduate opportunities at UCSB. Direct mailings to specific student populations identified as underrepresented serve this purpose. Our office obtains direct mailing data from services and organizations such as the Western Name Exchange, a collaboration of several western institutions whose underrepresented student populations self-report information to be included and distributed to recruiting graduate programs and institutions. The GRE Student Locator is a similar service, which accesses the ETS database to produce customized lists of target populations with specific academic interests. In addition, the Graduate Division receives program participant data from programs such as the CSU Pre-Doctoral program, McNair Scholars program, National Physical Science Consortium, The National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM) and a new centralized listing of UC Summer Research Participants from UCOP. The Graduate Division and some campus departments send customized mailings to targeted students, highlighting UCSB, graduate programs, and summer research opportunities. Funding for these mailings is approximately \$500, which is covered by the Graduate Division.

In 2001-2002, the Graduate Division has made greater use of technology to provide information to interested applicants via email instead of traditional mailings. Our efforts have resulted in an efficient and highly customizable emailing process, which provides students with links, contact information and customized content based on their stated academic interests. This resource has been limited to Graduate Division use but we hope to make available to UCSB departments a searchable database of self-identified diverse students for online recruitment. This database is scheduled for summer development and should be available to departments in Fall 2003. It is important to note that every effort is made to ensure that electronic mailings are shared with the participant's consent.

III. Evaluation

Introduction

Quantifying individual outreach efforts remains the most difficult task in formulating an outreach evaluation strategy. Measuring the effectiveness of an advertisement, a brochure or a conversation at a graduate fair remains a challenge. However, looking at the collective results of a comprehensive outreach strategy does provide a rough measure of success. Ultimately, our final measure of success is calculated in the number of students from diverse populations enrolled at UCSB. Indicators are the number of applications, admits and enrollments achieved of underrepresented populations from a given year and over time.

Overall graduate outreach efforts have shown continued success in recent years in identifying and enrolling students from underrepresented backgrounds. While individual department success varies, collective numbers show that the total number of applicants, admits and enrollments have increased in all categories. Similarly, enrollment data of diverse student populations continue to show growth from their downward trend after Prop 209 (please see Table below). From underrepresented populations, applications increased from 323 to 395 (22%), admits from 140 to 169 (21%), and new enrollment remained steady at 69 (based on Fall 2002 3rd week census data). Overall, enrollment of underrepresented graduate students has increased by 30% since 1998. We are optimistic that the number of underrepresented graduate students will increase in the future.

Number and Percent of Graduate Students Enrolled by Ethnicity and Year

Ethnicity	1998	1999	2000	2001	2002
American Indian/Native American	2 (>1%)	3 (>1%)	2 (>1%)	5 (1%)	2 (>1%)
Black/African American	2 (>1%)	11 (2%)	13 (2%)	6 (1%)	8 (1%)
Chicano/Mexican-American	26 (4%)	31 (5%)	28 (4%)	40(5%)	36 (4%)
Latino/Latino-American	17 (3%)	19 (3%)	14 (2%)	16 (2%)	18 (2%)
Filipino	6 (1%)	2 (>1%)	6 (1%)	2 (>1%)	5 (>1%)
Subtotal Underrepresented Minority	53 (8%)	66 (10%)	63 (9%)	69 (9%)	69 (8%)
Asian/Asian-American	44 (7%)	27 (4%)	32 (4%)	36 (4%)	43 (5%)
Other/East Indian/Pakistani	15 (2%)	22 (3%)	29 (4%)	27 (3%)	29 (3%)
White/Caucasian	335 (52%)	329 (52%)	349 (49%)	380 (47%)	377 (44%)
Declined to State/Not Reported	63 (10%)	67 (11%)	82 (11%)	115 (14%)	143 (17%)
Subtotal Domestic	510	511	555	627	661
International	136 (21%)	126 (20%)	161 (22%)	175 (22%)	187 (22%)
TOTAL	646	637	716	802	848

Outcome Measures

In addition to general diversity data of newly enrolled students, the following list includes additional outcome measures that assist us in evaluating and modifying our outreach strategies.

Graduate Fairs and Conferences

Benchmarks: First recorded attendance data
Indicators: Number of contacts, number that apply.
Tracking: Number of contacts that applied (self-reported via online application)

Undergraduate Research Programs

Indicators: Graduate enrollment, graduate degree completion (long-term)
Tracking: Annual survey of program participants

Outreach & Diversity Peer Program

Indicators: Graduate Preparation seminar attendance, student contact

Direct Mailings

Indicators: Number of applications from diverse applicants

Quantitative Assessment

Graduate Fairs and Conferences

Quantitative data for graduate fairs and conferences (measured by the number of students met at conferences who apply) have just become available due to initial collection of such in 2001-2002. Students who apply online are given the option to identify the means by which they learned about graduate opportunities at UCSB. Although these are self-reported data, they offer one indication of the relative impact of certain outreach activities from year to year. In 2001-2002, approximately 18% (211 of an estimated 1200) of students contacted at graduate fairs applied to UCSB, 6% (73 of 1200) were admitted and 2% (28 of 1200) enrolled. These data provide a benchmark for future years.

Outreach & Diversity Peer Program

Increased advertisement of the Graduate Peer program and related functions led to an increase in participation in the Graduate Preparation Seminars sponsored by the Graduate Peer by roughly 6% (250 contacts from 235). This increase in contacts is in addition to the approximate 100% increase during 2000-2001.

Direct Mailings

Direct mailing success is measured both in terms of general graduate applications as well as applications to our undergraduate research programs. Among underrepresented student populations, graduate applications in Fall 2002 have increased from 323 to 395 (22%). Undergraduate research programs experienced a 10% increase in applications received.

Areas of challenge

Our graduate outreach efforts face four major challenges in 2002-2003. These challenges are described below.

Staff Resources. During 2001-2002, modifications of job descriptions, reclassifications, and utilization of a new organizational system for Outreach & Admissions staff helped ease the workload difficulties experienced due to minimal staffing. However, strategies aimed at greater efficiency of resources are limited in their usefulness as both outreach and admissions workloads continue to rise each year. Unfortunately, a supplemental proposal to NSF/AGEP for the funding of an additional staff position has been delayed. We are hopeful that this NSF/AGEP funding will materialize in 2003-2004, but in the meantime are pursuing resources from other external sources to provide the needed staff support.

Office Space. Physical office space is another challenge facing our undergraduate research efforts that will remain problematic for several years. Programs such as UC LEADS require a significant level of involvement, communication and interaction with participants. The nature of these activities ranges from administrative tasks (budget planning, reimbursements, etc.) to more time intensive advising and counseling of undergraduates. The Graduate Division office is an administrative environment that is not currently suited for the student development tasks of the UC LEADS experience. Fortunately, this challenge will be fully addressed in 2-3 years when the Outreach & Admissions unit moves into the new Student Resources Building.

Balance Between On-Line Resources and Physical Presence at Graduate Fairs. Another important challenge is finding the appropriate balance between having a physical presence at graduate fairs and supporting an infrastructure of on-line resources. In the past year, a major graduate outreach venue has disappeared -- the GRE Forums. These forums provided UCSB and other universities with national access to diverse student populations. On the other hand, an increasing number of students prefer to use on-line resources to inform themselves of graduate school opportunities. In this past year, Outreach & Diversity coordinators restructured their systemwide organization of outreach efforts and formed the Graduate Outreach and Diversity Committee. This group has undertaken the task of evaluating traditional outreach efforts and identifying new strategies and resources.

Faculty Involvement. Fostering greater faculty involvement in graduate outreach efforts continues to be a challenge and will receive a great deal of attention in the coming years. Faculty are needed (especially from diverse gender, ethnic, racial and scholarly backgrounds) to attend graduate fairs and conferences, serve as speakers for graduate preparation seminars, fill mentoring roles for undergraduates, and provide research opportunities for diverse student populations. All of these expectations are demanding and require a level of commitment and effort from faculty beyond their regular responsibilities. Although we have had success initiating greater faculty involvement at graduate outreach events and in our undergraduate research programs, the challenge remains in finding ways to motivate, organize and involve faculty in outreach endeavors.

Plans for 2002-2003

The addition and continued growth of new undergraduate research programs such as UC LEADS and ARC, combined with the restructuring of the Outreach & Admission office, significantly advanced the outreach efforts of UCSB in 2001-2002. Our focus in 2002-2003 is to continue the successful growth and development of our graduate outreach programs and build upon our success with new programs. Listed below are areas in which graduate outreach will continue to develop in 2002-2003.

- In 2001-2002, there remained challenges in managing the growing admissions and outreach workloads within a centralized office. As expected, admissions and outreach duties came into conflict during peak admissions months. We have modified our staffing model to help address this conflict, but additional changes will be needed to effectively manage the extensive responsibilities of a combined Admissions & Outreach unit. Fortunately, a recent increase in the graduate application fee has produced a revenue source for the Graduate Division office, which we will be used to address admissions staffing shortages.
- The Graduate Fair and Conference component of graduate outreach will be expanded and enhanced to include specialized activities focusing on the diverse populations of partner institutions and programs. Meetings, workshops and visits will continue to be established with various CSU campuses, the McNair Scholars Program, CAMP and MESA programs. In addition, we will continue to pursue new electronic means of outreach to prospective under-represented students, such as greater use of mailing lists, online chat sessions, and discussion forums. Currently being planned is a centralized diversity mailing database, online discussion forums and chat technology, which would significantly strengthen our outreach efforts. Implementation is dependent upon the success of grant writing efforts.
- The Associate Dean of Graduate Studies has worked with our Financial Support Unit to create two new five-year fellowships specifically for McNair Scholars. These fellowships became active in the 2001-2002 admissions season and available for department nomination. However, awareness of these fellowships was minimal, therefore increased outreach to McNair Scholars and advertisement of these fellowships will be a priority in 2002-2003.
- The Associate Dean of Graduate Studies has created a new faculty committee to assist with the task of overseeing and advising graduate division efforts to enhance graduate student diversity. This new committee (which is currently in formation) will be charged with helping to enhance recruitment efforts, thinking creatively about how to improve the campus climate, and promoting the successful retention of a diverse graduate student body at UCSB.
- In Fall 2002, the UCSB Graduate Division submitted a grant proposal to the U.S. Department of Education that would establish a new Ronald McNair Scholars Program on the UCSB campus. The proposal outlined a collaborative effort between UCSB, UC Merced and three Community College partners in an effort to serve the diverse communities of Central California. If funded, the McNair Scholars Program would begin serving students in Fall 2003.

Conclusion

We are encouraged by the 30% increase in enrollment of underrepresented students in our graduate programs since 1998. This increase has occurred despite some of the significant obstacles that UCSB faces (limited fellowship support, geographic isolation, high housing costs and limited professional school offerings). These obstacles have caused the proportion of underrepresented students enrolled in our graduate programs to remain constant (8-10%) for the past five years. In Fall 2002, we experienced a numerical increase in the number of new African American graduate students (6 to 8), after a sharp decrease (13 to 6) in Fall 2001. However, there was a slight decrease in Chicano/Mexican-American graduate students (40 to 36) in Fall 2002 after a relatively sharp increase (28 to 40) in Fall 2001. While major challenges exist in this area, UCSB has the opportunity to use significant increases in the number

of students of color enrolled in our campus' undergraduate programs and in some graduate programs (particularly those that call this area their home) and our close proximity to three CSU campuses as catalysts to increasing the number of underrepresented graduate students at UCSB. In addition, the creation of a new faculty advisory committee on graduate student diversity will increase knowledge and bring about renewed energy to this important area. Finally, the success of our undergraduate research programs (UC LEADS, ARC, and a possible McNair Program) continue to build interest in UCSB research opportunities among program participants and their peers at institutions nationwide. For these reasons, we are optimistic about our ability to diversify even further and more quickly the graduate student population at UCSB.