

AWARDS FOR INNOVATION IN HIGHER EDUCATION
California Department of Finance
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Coordinating Institution: REGENTS OF THE UNIVERSITY OF CALIFORNIA, DAVIS

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Abstract

UC Davis submits this nomination to recognize its recent success in increasing transfer student enrollment, while showing promise for increased graduation rates and reduced time-to-degree. This increase is the result of a simple, yet highly effective policy shift that piloted the new UC Transfer Admission Planner (UC TAP - 2013) to high schools in early 2014. Moreover, two post-matriculation support programs -- ACCESS-R and Career Discovery Group – have been shifted to focus on underrepresented transfer students in their first year at the receiving institution, showing early promise for impacting underrepresented /first-generation students.

Originally designed for use in the community college system, the UC TAP online program was intended to help students plan for eventual transfer from the community colleges to a UC campus. The high school pilot yielded a startling result of increasing enrollment in community colleges via use of the TAP online tool by 1,527 students between June and September, 2014.

ACCESS-R and Career Discovery Group provide intensive academic support to students not traditionally entering STEM fields. Their promise of success relates to a more timely selection of a major; increased academic achievement; and a significant increase in persistence to graduation among URM students (73% for program participants vs. 56% for non-participants). These programs have become models for enhancements to UC Davis' support for first-year students. UC Davis is coordinating its collaboration with its sister campuses through the Office of the President, community colleges, and other external collaborators to further expand program reach and strengthen sustainability.

ASSURANCE

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, University of California, Davis will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, University of California, Davis will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



Linda P.B. Katehi
Chancellor

1/8/2015

Date

CONTEXT

1. Programmatic / Institutional Goals

In December 2013, University of California President Janet Napolitano convened the Transfer Action Team to recommend strategies to strengthen and streamline the transfer pathway between the California Community College (CCC) and the University of California (UC) systems. Over the next several months, the team conducted a series of focus groups with internal and external stakeholders, including CCC and California State University (CSU) representatives. The following five goals reflect a system-wide effort to deliver coordinated activities designed to achieve systemic, sustainable improvements of the transfer experience:

1. Enhance UC's message to prospective transfer students that they can afford and thrive at UC and create resources that invite and help prepare them for transfer, especially underserved students.
2. Increase UC's presence at every CCC campus.
3. Streamline and strengthen the UC transfer preparation process.
4. Create a "Transfer Success Kit" through an inventory of campus transfer services, identifying areas of need and developing a systematic approach to help welcome students to UC.
5. Commit to jointly engage in statewide strategic planning to improve the transfer pathway.

During this same time, UC Davis was undergoing a formal, campus-wide examination of programs targeting incoming first-year students. A comprehensive report of recommendations can be found at <http://studentaffairs.ucdavis.edu/initiatives/BRC-REPORT-070213-final.pdf>. All three programs nominated here include strategies for **broadening access** and **improving retention** at UC Davis, with plans for scale-up through the sister campuses for state-wide impact. Strategies focus on facilitating the transitions at crucial points at which students, especially those from underrepresented backgrounds and first generation in college, tend to struggle the most.

The innovations outlined in this nomination – the Transfer Admission Planner, ACCESS-R, and Career Discovery Group – coalesce around students whose goal is to complete their four-year degree primarily through the transfer pathway. The innovations address systemic weaknesses to improve seamless transfer from the CCC to UC system and generate timely completion of degree requirements.

Together, these programs provide a cohesive support structure designed to: (a) streamline the transfer process through more focused pre-matriculation planning and course articulation efforts; (b) ease the post-transfer experience, particularly for student groups that are underrepresented in higher education; (c) reduce time-to-degree for transfer students to enable undergraduate degree completion within four years; (d) increase the number of students retained who are able to complete their bachelor degrees; and (e) reduce the cost of education for students and the system.

2. Statistical Profile and Factors of Influence

Between fall 2013 and fall 2014, UC Davis (UCD) has experienced admissions and enrollment growth in low-income, first-generation, and other underrepresented groups from the community-college transfer-application pathway. Its most recently enrolled class of transfer students is both the most socio-economically diverse and academically competitive to-date. For 3,138 enrolled transfer students at UCD in fall 2014, the ethnic distribution is 4.6% African American, 1.3% American Indian, 20.7% Chicano/Latino, 35.9% Asian, 36.2% White and 1.3% who identified as “Other”. The underrepresented minority total (which includes African American, American Indian and Chicano) is 26.6%. Of the enrolled students among this distribution, 35.4% are low income and 51.7% are first-generation. Approximately 44% of transfers enrolled through the Transfer Admission Guarantee (TAG). Based on the rate at which transfer students apply to and decide to enroll at UC Davis, the campus is clearly a destination for socio-economically diverse students, including first-generation college attendees: among transfer students who were accepted and enrolled: 38% identified as American Indian; 44% as African American; 39% as Asian; 41% as Hispanic; 44% as white; and 36 % as “other.” Many enrollees identified with more than one designation. *See Appendix B for requested disaggregation categories.*

Pre-matriculation factors—A variety of factors influence delays in completing the credits needed to transfer to a UC or CSU campus as third-year students. Students are counseled to complete the coursework toward a specific associates degree at their CC campus, but often those courses are not transferable for credit toward the applicable major in the UC system. While the UC and CCC systems have worked to close these gaps, only 38% of courses are transferable for credit at UC Davis. While students may receive transfer credit for certain lower-division coursework, they are often underprepared for continuation in that discipline at the upper-division level, and they find themselves struggling academically in their coursework upon matriculation at the UC campus. The pre-matriculation programs, Transfer Admission Guarantee and Transfer Admission Planner, are designed to mitigate the barriers confronting prospective transfer students as they navigate their educational pathway in the CC system, prior to transfer to UC Davis.

Factors that influence post-transfer retention and completion of the bachelor’s degree –The post-transfer literature holds a considerable degree of overlapping definitions and measures related to student success. In their recent review, Bahr et al. (2013) organized previous findings into five coherent factors that impact the CC post-transfer experience. According to this synthesis, factors that influence CC transfer student success are: *integration* and *involvement* at the four-year institution; the *transfer receptivity* of the institution; the *social¹ and cultural capital²* that students possess at transfer; and *competing priorities and obligations* that divert student time, energy, and commitment away from their academic goals (personal, financial, family commitments; Bahr et al., 2013). Of these factors, *integration*, *involvement* and *transfer receptivity* can be influenced by the university and can be improved by strategies implemented during the post-transfer experience.

Integration is a “state or perception of fit”, “sense of belonging”, or “academic connectedness” - a sense of identification with an institution and an adoption of the norms and values of the campus

¹ *Social capital* is the networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.

² *Cultural capital* is the accumulated knowledge about how to negotiate the transfer process, which includes knowledge of inter institutional credit transfer agreements, awareness of admission requirements for particular majors and course prerequisites (Moser, 2012).

that result from interactions with faculty, staff, and peers (Ibid). *Involvement* (Astin 1999) refers to the time and effort that a student invests in college. The third factor, *transfer receptivity*, refers to the university commitment to provide support needed for CC students to transfer successfully (Jain et al. 2011) and can greatly impact integration and involvement.

The body of literature further reveals that students historically underrepresented in higher education – particularly in research institutions with high enrollment in STEM disciplines – find themselves confronting a set of barriers that delay their completion of the degree by as much as three additional years. In general, barriers to integration and involvement include: feeling daunted by the size of classes; not knowing how to navigate the new environment; feeling unwelcomed by the new institution; difficulty establishing relationships with faculty and participating in research; and a lack of visible diversity within the student body and among faculty at the receiving institutions.

Factors that can be influenced by changes to policies, practices, or systems – More intensive collaboration among higher education and K-12 partners across system divides can directly improve time-to-transfer and graduation rates for students seeking a four-year degree. A simple shift in policy to target high school students for exposure to UC's on-line Transfer Admission Planner (TAP) enables students to begin mapping their bachelor's-degree pathway earlier in the pipeline. In Spring 2014, UC Davis Undergraduate Admissions pilot-tested use of the TAP in advising sessions with 1,700 graduating seniors who had been denied direct admission to a UC campus. Use of this mapping tool yielded 1,527 students who had not previously planned to enroll in community college; these students enrolled as an alternative means of gaining admission to a UC campus as a transfer student. With college advising programs already in place through hundreds of K-12-UC partnerships throughout the state, extending use of TAP to high school students is a simple policy shift that can increase – *by the tens of thousands each year* – the number of students who obtain their undergraduate degree through the transfer pathway.

The examination of issues confronting first-year UCD students reveals that many students need the following supportive services to succeed to graduation: (1) refined tutoring, advising and coaching in academic subjects toward developing stronger communication skills for professional employment; (2) access to networks of research opportunities with university-affiliated partners in related industries; (3) opportunities to self-explore careers and professions related to a specified major, a student's interest and developed ability/talents; and (4) development of mentoring and advising relationships in a safe, conducive environment to address academic needs and goals.

ACCESS-R and Career Discovery Group are two programs that address these specific weaknesses for students in science, technology, engineering and math (STEM) disciplines. These disciplines form the majority of majors at UC Davis. ACCESS-R and Career Discovery Group made recent shifts in providing academic and social supports specifically to level the playing field for underrepresented students – the very population that comprised the 1,527 new community college enrollees in fall 2014. Targeting just one portion of the pipeline limits the impact of even the most promising strategies. *Thoughtful, creative and collaborative planning across the K-12 and higher education systems, however, can produce high-yield outcomes in admissions, retention and graduation, in a timely manner and at reduced cost to the student, the institution, and the system: such is the aim of innovations presented in this nomination.*

INNOVATIONS

3. Policies, practices and systems in place prior to January 10, 2014

Developed in 1985 by UC Davis, the Transfer Admission Guarantee (TAG) offers junior-status admission to the university. Now adopted by six of the nine UC campuses, the TAG program is designed to ensure that prospective transfer students complete lower-division coursework that aligns directly to UC's upper-division content in specific majors. UC faculty review and approve courses at each participating community college to enable the awarding of full UC credit upon transfer. With this articulation guaranteeing credit transfer, TAG-admitted transfers with high numbers of units in the articulated coursework are more likely to attain a four-year degree than non-TAG transfers. UC Davis has led the system for negotiating course articulation with the community college system, giving transfers to the Davis campus a three-year advantage in reduced time-to-degree over the state average.

Despite these efforts, time-to-degree continues to lag by two or more years for transfer students vs. entering freshmen for a variety of reasons. Heightened clarity in advising at the beginning of their higher-education program is needed to guide students purposefully through lower-division course selection at the community-college level. Encouraged to "explore all their options," students lacking direction toward a specific disciplinary focus take a number of electives that have no transferability toward a UC major and often don't even earn general education credit; courses begun toward an intended major are not necessarily transferable for students who change their major focus upon matriculation to the UC campus. Earlier, targeted advising opportunities and planning tools that articulate the community-college and UC experiences are required to increase student focus toward a specific discipline and ensure that the courses completed at community college will yield transferable credits and adequately prepare students for the more advanced coursework awaiting them.

The *Access of Community College Transfer Students to Research (ACCESS-R)* program, under UC Davis Undergraduate Education, is specifically designed **to improve involvement, integration and transfer receptivity of transfer students with majors in science, technology, mathematics and engineering (STEM)**. The pre-cursor to ACCESS-R, CCWinter, involved 129 students between 2008-2013 (47% under-represented, 76% first-generation). The program took place during the winter break at UC Davis, which occurs after students have sent their transfer applications, but long before they are accepted by the four-year institutions. The timing of the program allowed students to participate in summer internships before transferring. Fifty-four percent of the participants transferred successfully to UC Davis, and the rest transferred to other institutions. CCWinter results indicated that while all students benefited at their new institutions from having participated in the program, those transferring to UC Davis had higher benefits associated with having an established network of peers, advisors and mentors.

Results from the CCWinter overall evaluation show the winter-break program was a highly motivational experience according to the five components of the MUSIC Model of Academic Motivation (Jones 2009). The program was also associated with positive effects on students' STEM ability and ability-beliefs, and their self-reported likelihood to consider a career in STEM. Despite academics not being a primary goal of the CCWinter program, the program was

associated with a marginally significant effect on students' overall and STEM GPA at graduation.

Indicators of student success included: involvement in additional STEM research, STEM graduation, postgraduate education and/or a career in STEM. To the best of our knowledge and considering that many students are still enrolled in the post-matriculation program at UC Davis, thus far:

- ❖ 97% (125/129) of CC students who participated in the initial winter break program transferred as STEM majors (57% to UCD; 81% to any UC Campus);
- ❖ 44% remain registered as undergraduate students;
- ❖ 53% (68) have obtained a baccalaureate degree in STEM;
- ❖ 19% (25) are in graduate, medical or other professional schools in STEM;
- ❖ 5% (7) are professional engineers;
- ❖ 19% (25) work in industry or health related jobs (non-overlapping categories);
- ❖ 70% (90/129) have participated in additional research.

Based on the CCWinter results and participant feedback, an even more robust ACCESS-R program was developed and implemented in 2014. In addition to delivering short research intensives prior to transferring, ACCESS-R incorporated seminars during the school year and a structured peer-mentor system for matriculated students.

The Career Discovery Group (CDG) program, a partnership between the UC Davis College of Agricultural and Environmental Sciences (CA&ES) and the Internship and Career Center (ICC), was established in 2006 originally to provide freshmen a framework for exploration to enhance student selection of a major; optimize student academic success at a top research institution and retention (grades, maintenance of good academic standing, continuous enrollment); and enable timely completion of an undergraduate degree. CDG is an annual three-quarter sequence in which a graduate student mentors a cohort of undergraduates with similar career interests. Each quarter the cohort takes one course focused on career exploration and skills for college success. The goals of the CDG program are two-fold: (1) to position students for academic success at UC Davis; and (2) to guide students in explorations of careers through career assessments, self-discovery, and networking with professionals and alumni. Students gain greater disciplinary focus through exploring campus resources; networking with faculty, staff, and alumni; and working with graduate-student mentors to learn how to navigate a research university.

Historical assessments of GPA and enrollment data from CDG participants indicate that CDG students perform at a higher level than their peers not enrolled in the CDG program, with 4- year graduation probabilities for underrepresented (URM) students increasing from 56% to 73%.

In 2014, CDG began offering specific sections of the course to Early Opportunity Program (EOP) freshmen, the majority of whom are historically underrepresented in higher education and in STEM fields. Nuanced for the EOP cohorts, additional supports included tutoring, advising, and coaching on how to communicate with faculty and staff. The EOP cohorts have expressed high levels of satisfaction in their course evaluations and have an increase in overall GPA of 0.16 points, compared to EOP STEM students not participating in CDG.

4. Changes to policies, practices and/or systems after January 10, 2014

Pre-matriculation Transfer Support: Transfer Admission Guarantee as an alternative pathway to UC – Although Transfer Admission Guarantee (TAG) applications have a higher probability of admissions as a result of core academic preparation to the University, the recent stagnant growth of transfer applications for both non-TAG and TAG applicants became a growing concern for the UC system. Many factors have contributed to the effect of stagnant applications to the University, including the four-year average duration of lower-division course completion at two-year institutions. For TAG applicants, some of this delay is owing to the late administration of a TAG agreement, which requires students to complete a specific set of units toward an identified major to gain admission to their desired UC campus named on the agreement. The TAG is typically completed in fall semester of the student's second year in community college. This agreement often requires students to remain at the community college for extra semesters because their earlier coursework was not chosen in response to the major identified in the transfer plan, and courses may not meet transferability for UC Davis credit in that major.

In the summer of 2013, the UC system introduced the Transfer Admission Planner (TAP) as a method to support the community college system in developing an academic plan for prospective UC transfers at an earlier point in their community-college path. The online tool is designed to help prospective UC students transferring from California community colleges to track and plan their course work to one of the six participating UC campuses through the Transfer Admission Guarantee program. UC introduced the TAP in 2013 to community college students by marketing and guiding the planning process for transfer beginning in their first year, rather than waiting until fall of their sophomore year to initiate this plan through a TAG agreement. With use of this on-line planning tool, students in their first year of community college could map the course progression needed to complete transferable units toward their desired major at a UC campus. This early planning tool would enable these students to choose the courses they need to complete earlier in their pathway, so they could enter a transfer agreement at the start of their sophomore year with their lower-division courses nearly completed by the end of that fall semester.

Policy Innovation to Expand TAP to UC Davis Partnership High Schools

In January, 2014, UC Davis made an important policy change to pilot the TAP online tool to a sample of high school seniors in their final semester before graduation. The effort captured the interest of students who had been discouraged from pursuing a four-year degree after being denied admission to a UC campus as incoming freshmen. **As a result of expansion of the Transfer Admission Planner to these students in spring, 2014, 1,527 additional high school graduates enrolled at the community colleges with a TAP plan, setting the stage for an eventual application for transfer guarantee.** Because these students matriculated into community college with a plan for transfer to UC Davis, their course selection is more likely to be on target for completion by the end of their second year. **Additionally, to date in this academic year, UC Davis has experienced a 17.3% increase in requests for fall, 2015 TAG admission. This figure indicates that use of the TAP on-line tool is increasing among community college students as well as among the targeted high school population.**

Retention and Degree-Completion Support – A second strategy adopted by UC Davis in 2014 was to address early factors influencing student success, in anticipation of and after transferring

to the research institution. These factors include: *integration* and *involvement* at the four-year institution; the *transfer receptivity* of the institution; the *social*³ and *cultural capital*⁴ that students possess at transfer; and *competing priorities and obligations* that divert student time, energy, and commitment away from their academic goals (personal, financial, family commitments). Of these factors, *integration*, *involvement* and *transfer receptivity* can be influenced by the receiving university and can be improved by strategies implemented during the post-transfer experience.

Based on evaluation results for CCWinter (see Question 3), UC Davis' Office of Undergraduate Education piloted *ACCESS-R* in June 2014 as a comprehensive program for transfer students who have been accepted as STEM undergraduates. Previous data from CCWinter indicated the research-intensive component influenced student retention after transferring to the four-year program, as well as success in the professional arena after obtaining a baccalaureate degree. However, transfer students continued to express a sense of disconnection and deep struggle during their first year on the UC Davis campus, thus revealing a need for ongoing support through that first year.

ACCESS-R was designed to continue CCWinter's pre-matriculation support by enhancing participants' post-transfer experience through a structured enrichment curriculum underscored with peer research mentorship. *ACCESS-R*'s full curriculum includes the pre-transfer intensive research experience discussed under Question 3; three first-year seminars with research components; a peer-mentoring program; and comprehensive ongoing assessment of program components. These program components provide transfer students with a much-needed sense of belonging via affiliation with a cohort. Structured mentorship through which they explore potential applications of their STEM knowledge move participants toward development of a career trajectory, especially important as they intend to graduate within two years of entering the university as juniors. The programmatic components embrace a variety of evidence-based strategies designed to influence behavior positively through development of a sense of belonging at the institution and connectivity with their peers, advisors, and professors.

Like *ACCESS-R*, *Career Discovery Group (CDG)* offers a cohort-based model to support first-year experiences, but with an added emphasis on linking participants to graduate students who have already begun to align their academic priorities with career exploration activity that takes them beyond the boundaries of the campus. Like *ACCESS-R*, *CDG* provides a framework for exploration that enhances student selection of a major; optimizes student academic success and retention (grades, maintenance of good academic standing, continuous enrollment); and ensures timely completion of the undergraduate degree. While *ACCESS-R* is designed specifically for transfer students, *CDG* was originally created to target incoming freshmen STEM majors. The objectives in creating the *CDG* program were to:

³ *Social capital* is the networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.

⁴ *Cultural capital* is the accumulated knowledge about how to negotiate the transfer process, which includes knowledge of inter institutional credit transfer agreements, awareness of admission requirements for particular majors and course prerequisites (Moser, 2012).

- ❖ Provide structure and focus for first-year students, in particular those who are undeclared (28% of incoming freshmen).
- ❖ Direct students into courses that enhance early and well-informed choice of a major while meeting graduation requirements.
- ❖ Provide students who have selected a major with increased insight into associated careers and areas of study early in their University experience.
- ❖ Provide an academic cohort for incoming first-year students sharing similar interests (even if they are undeclared and simply share their lack of knowledge about what direction to take).
- ❖ Provide enhanced mentoring of undergraduates by advanced graduate students.
- ❖ Improve student retention through increased sense of community, integration of services and mentoring.
- ❖ Increase student awareness of special opportunities and programs, e.g., undergraduate research opportunities, internships, etc.

In January 2014, UC Davis piloted a CDG cohort specifically for Educational Opportunity Program (EOP) freshmen with career interests related to working with animals. EOP students are from communities traditionally underrepresented in higher education. Students in animal-related majors are overall one of the largest sub-populations in the College of Agriculture and Environmental Sciences, and many of the students entering these majors are from the remote, rural areas throughout the state, including the north state and Central Valley, where animal agriculture dominates the economy. The intention for many students is to return to their communities as agricultural and veterinary professionals upon completion of their education. By creating a separate EOP cohort, special effort was given to college success strategies such as tutoring, advising, and coaching on how to communicate with faculty. Successful professionals who had also graduated from under-resourced high schools provided encouragement and discussed the resources they used to attain their goals. The cohort provided a safe environment to discuss issues that were negatively impacting the students' sense of belonging on campus. On several occasions the cohort's mentor was able to advocate for and advise students on how to maneuver through bureaucratic issues, resulting in higher retention rates.

CDG and ACCESS-R are both designed to engage first-year students in the exploration of campus-based opportunities for employment tying directly into their academic interests, e.g., through laboratory assistantships, work-study positions in campus-based research centers, and other positions that combine the opportunity to earn money with an academically-based learning experience. Because CDG is organized in collaboration with UC Davis' Internship and Career Center, participants have direct, intensive exposure to a center that in the last academic year posted more than 14,000 internship and employment opportunities for students. The skills students build through ACCESS-R and CDG prepare them for competitive eligibility for these and other positions, so they do not have to choose between earning an income and pursuing higher education. These innovations are low-cost, high-impact solutions that are replicable and scalable both throughout UC Davis and on other public higher-education campuses throughout California. Discussions with UC San Diego in Fall 2014 demonstrated their interest in adapting these models at their own institution.

Increasing prospective-transfer-student awareness of available support resources

Changes to TAP, ACCESS-R, and Career Discovery Group since January 2014 have included a great deal of collaborative discussion and planning among the program leaders, to maximize the leveraging of program resources and increase impact on students exponentially. For example, TAP expansion to high school students will include information about CDG and ACCESS-R, as well as other campus-based academic enrichment programs designed to support student success. The idea is that prospective transfer students will know, prior to enrollment at community college or signing a TAG agreement, that they will have access to the support services needed to thrive at the receiving institution. Most of the enrichment programs for first-year students specifically target first-generation, low-income, and underrepresented minority participants – those at greatest risk of attrition after their first year in this new and unfamiliar environment. These students are also most likely to have no knowledge of the kind of financial and academic support that awaits them upon admission to a UC campus. *Please see Appendix C- Innovations for Educating the 21st-Century Student.*

This approach of conducting a well-coordinated, early messaging campaign through high school partnership programs helps students overcome the barriers to gaining admission to and attending a post-secondary institution. As the costs of attending a four-year college or university continue to increase, more students of low-income background are turning to the community college system to start their higher education. Nationally, while 81% of students entering community college for the first time say they eventually want to transfer and earn at least a bachelor's degree, only 11.6% of them do so within six years (Century Foundation, 2013). Low-income and historically underrepresented ethnic groups attain a 4-year degree at a lower rate regardless of outreach affiliation, as limited financial resources often require the students to seek more employment hours, impacting the number of units students can take on a quarterly basis.

UC-CCC course articulation to increase credit transfer and reduce time-to-degree

The innovations discussed here are timely additions to the UC system-wide effort to work collaboratively with the California Community Colleges in the piloting of a comprehensive course articulation initiative; upon completion of an intensive review and realignment effort, five undergraduate STEM majors in the UC system will be fully articulated with the lower-division academic programs offered in the CCC system. The five majors are: biology, chemistry, economics, mathematics, and anthropology. The goal is that students who complete one of these five majors as an associate degree at any community college in the CCC system will receive full transfer credit toward completion of the relevant baccalaureate on any campus in the UC system.

This pilot with five STEM academic programs is timely as we strive to bring pre- and post-matriculation efforts together into a seamless educational continuum that supports transfer student success. By increasing articulation efforts; working with students earlier in the pathway (senior year of high school/ early community college); and supporting students once they transfer to UC Davis, we are able to increase the number of bachelor's degrees awarded and reduce time to completion of the undergraduate degree, resulting in significant cost savings to both the student and the system: According to the State Cost Model Tool (2014), for every 10% increase in credits to degree or transfer from a community college, an estimated \$168 million in state spending can be reinvested to provide enrollment to more than 58,600 additional students.⁵

⁵ <http://collegecampaign.org/state-cost-model-tool/>

5. Changes to policies, practices, and/or systems after January 9, 2015

UC Davis has made an institutional commitment to fund the expansion of the programs nominated here over the next three years. In the coming year, we will intensify our campaign to ease student transfer by offering TAP to our 47 partnership high schools and 37 community colleges. Avenues will include the Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA), Puente, Transfer Opportunity Program (TOP) affiliates, and the north state's College Options, which alone reaches 26 school districts. **This expansion will potentially impact 12,600 students through UC Davis alone over the next three years**, with these students receiving support by UC Davis counselors in completing a TAP at their school site. Additionally, TAP will be available to all public high schools and community colleges in California. UC Davis will develop TAP high school campaign training for school personnel and UC counselors system-wide, **increasing potential reach to 39,750 students**.

The high school TAP campaign will be coupled with increased course review at the 112 community colleges with which UC Davis has a TAG agreement. We will conduct this campaign in coordination with and response to President Napolitano's Transfer Action Team's call for full alignment of the five majors discussed in Question 4 (biology, chemistry, mathematics, economics, and anthropology). Additional emphasis on course articulation will increase the number of community-college courses approved for UC Davis credit, thereby increasing the number of disciplinary pathways available to transfer students. These pathways enable students to shorten their time-to-degree upon transfer to the university by reducing the need for retaking courses completed at the community college; additionally, TAG students are more thoroughly prepared for the upper division curriculum and thus experience higher retention rates than students who transfer without a TAG agreement. Reciprocal undergraduate-admissions-outreach agreements with sister campuses in the UC system will direct students to the UC campus best meeting their educational interests. This effort shows promise to increase matriculation rates of admitted transfers.

Capitalizing on high School concurrent enrollment with community colleges

Concurrent enrollment in community college courses has made significant strides in increasing the eligibility of students for UC admission directly from high school. More recently, many community colleges have opened their lower-division courses to regional high school districts; through concurrent enrollment agreements, community colleges can make available the more advanced pre-requisite ("A-G") courses that under-resourced high school districts, especially in remote, rural communities, are unable to afford. By taking advantage of the concurrent enrollment trends, the TAP high school campaign can further capitalize on early development of a TAG agreement for high school students by initiating the Transfer Admission Planner as early as ninth grade. Additionally, TAP counselors can target the more advanced high school students for admission directly to a UC campus, and some will enter with lower-division credits already awarded, further reducing time-to-degree. We have already begun engaging in all of this activity, which we anticipate will gather momentum as the Office of the President implements its five-major, system-wide articulation plan with the CCC system. Please see letters of commitment and support from community college partners and the UC Office of the President in [Appendix A](#).

As with the pre-matriculation programs, our post-matriculation transfer-student-support programs have plans for expansion and scale-up. Because these programs are embedded in the

undergraduate curriculum, however, expansion must take place in a thoughtful manner that ensures benefits to students will not be compromised by program expansion / increase in program participation size.

ACCESS-R preliminary evaluation results indicate that student participation in the summer intensive is a strong indicator of their retention in the program during the school year: 97% of the summer participants enrolled in ACCESS-R Fall seminars. Based on these results, in 2015 incoming transfer students who have declared majors in STEM disciplines will be recruited to ACCESS-R as soon as they are accepted at UC Davis. In addition, a summer workshop will be offered for students to become familiar with ACCESS-R programs and their fellow participants. In 2015, we expect to increase the number of participants from one quarter of the incoming URM STEM transfer students to half, with substantial further increases yearly. Based on program evaluations in the coming year, the most successful and sustainable intervention components will be expanded in the years to come to eventually include all URM transfer students in STEM majors, including first-generation college students and /or from low socioeconomic backgrounds.

Having piloted Career Discovery Group with entering freshmen, the goal over the next three years is to expand and tailor the program to include transfer students, again focusing on students who are in the Education Opportunity Program at UC Davis. This program expansion—as well as others that will be developed to advance UC Davis’s commitment to improved persistence, time to degree, and graduation rates—will be supported through the annual campus budget process by a partnership between the Provost/Executive Vice Chancellor, the deans, and the Vice Chancellor—Student Affairs.

This pilot dovetails a larger campus commitment to examine initiation of mandatory first-year seminars as an embedded curricular enhancement for all incoming UC Davis students. In the model currently under review by the Academic Senate, colleges and departments would develop and conduct discipline-specific first-year seminars that also include general information designed to enable students to navigate a large research institution. The Academic Senate is currently reviewing the plan for first-year seminars submitted by the Blue Ribbon Committee for Enhancing the Undergraduate Student Experience in November 2014. The first-year seminar plan presents a timely opportunity for CDG and ACCESS-R to capitalize on what will be a sizeable campus investment into expansion of first-year-experience programming.

Both CDG and ACCESS-R will coordinate with Transfer Admission Guarantee counselors throughout the 112 community colleges and 47 high schools with whom we partner with formal outreach and recruitment programs. Puente, MESA, EAOP, and TAG counselors will identify prospective first-year applicants who will benefit from these programs, for referral to the CDG (freshman and transfer) and ACCESS-R (transfer only) program staff. As students complete the TAP online planner, they will learn about the opportunity to participate in these and other academic support programs designed to ease transfer and maximize undergraduate student success. *Please see Appendix D for ACCESS-R and CDG Program Brochures*

6. Effect on Cost to Award a Bachelor's Degree

The programmatic initiatives outlined in this application seek to reduce transfer students' total time-to-degree, increase their persistence toward a degree (which is equivalent to reducing their dropout rate), and reduce the total cost of education for students, the State of California, and the UC and CCC systems. A reduction in the time it takes to an undergraduate degree ("time-to-degree") benefits students, the higher education segments, and the State of California by reducing the total cost of educating the affected students. The average cost of education per full-time transfer student, not including financial aid, is approximately \$2,500 per semester while at a California Community College, and approximately \$6,000 per quarter while at the University of California (*University of California Operating Budget, 2015-16*). In addition, the average cost per transfer student of state and University-funded grant-based financial aid (excludes all loans and federal grant aid) while at UC Davis is approximately \$4,300 per quarter. We anticipate that the initiatives described in Items 4 and 5 will reduce the time-to-degree for 934 transfer students by 2 semesters at the community college level by 2017, and for 428 transfer students at the university level by 2 quarter(s) by 2019. In the aggregate, this reduction will amount to annual avoided costs of at least \$13.5 million by 2019.

A reduction in time-to-degree directly benefits students by reducing the total amount of tuition they will pay before earning a bachelor's degree. The estimate total annual avoided cost of \$13.5 million, for example, includes annual savings to students from reduced UC tuition payments of about \$2.4 million. A reduction in time-to-degree benefits the state and the university by reducing the cost of education per student, thereby enabling an increase in the number of students served per unit time. Reducing time-to-degree is a way of increasing access to the university system and the efficiency of higher education. For example, we anticipate that the initiatives described in Items 4 and 5 will reduce the average time-to-degree for 428 transfer students at UC Davis from 6.8 quarters to 6 quarters by 2019. For these 428 students, this 12 percent reduction in time-to-degree would result in a 12 percent reduction of state and University of California costs per student from the current level of approximately \$22,500 per student annually (includes state instructional support, UC instructional support, state financial aid, UC financial aid; excludes tuition) to approximately \$19,800 per student—a \$2,700 per-student reduction. A reduction in cost of education per student, of course, is also a reduction in cost per degree.

An increase in the rate at which students persist from quarter to quarter and year to year, rather than leaving the university, benefits students not by saving them money, but by reducing the likelihood that they will undertake substantial expenses--\$6,000 to \$10,600 per quarter for California residents—without obtaining a degree. From the perspective of the university, the cost of each degree produced is the total cumulative cost of educating the degree recipient and the degree recipient's pro-rata share of the cost of educating students in his or her entering cohort who did not receive a degree. Therefore, increasing retention rates decreases the state's and the university's cost per degree. We anticipate that the initiatives described in Items 4 and 5 will increase first-year persistence of transfer students at UC Davis from its current level of 92% to 94% by 2016. If we assume no change in second-year persistence, we estimate that this improvement in persistence will reduce the state's cost per degree by approximately \$1.1M, or 3.9%. *Please see calculation formula detail in Appendix E.*

7. Risks / tradeoffs involved in changes being implemented

The benefits of this collaborative effort are numerous and the risks minimal. The TAG and TAP program expansion models have been in-place and institutionally supported since their inception. ACCESS-R is currently funded but continuation will be dependent on overall outcomes and value with the expressed goals of continuing only the most valuable components and including them in an overall strategy with all three programs highlighted in this submission. ACCESS-R has established an evidence-based decision process to expand the pool of student participants, which minimizes the risk of the program and potential adverse effects on students. The active collaboration with TAP to select students and with CDG to share best practices will make the program stronger and the students better prepared.

All three programs individually target students who have traditionally been underrepresented in higher education because they originate from under-resourced communities. The biggest “risk” for transfer students is their leaving the communities in which they were raised and where their families live to matriculate into a UC campus. “Communities” in this sense includes not only students’ geographical locations, but also the family and socio-cultural networks that have supported them emotionally throughout their childhood and through their time at the community college. Most transfer students leave home for the first time when they matriculate into the four-year institution.

Acculturation challenges are a primary reason we are examining the combined impact of structured pre- and post-matriculation programs on transfer student success: while freshmen have additional opportunities to create cohorts through their on-campus residencies, transfer students often struggle to identify lasting cohorts simply through their traditional classes. The CDG and ACCESS-R models, with a sequenced, cohort-based curriculum, pro-active advising, and peer mentoring, provide a network that includes exposure to more seasoned peers within the same disciplinary focus; mentoring by graduate students; opportunities for long-term academic and professional relationships to begin to develop; and ultimately providing the support networks without need for a residential structure.

ACCESS-R helps students acculturate to the research environment, instilling a greater sense of belonging as well as preparing students for inclusion in research activities. While the goal would be for all STEM-research-interested students to receive mentored research experiences, we are aware that current resources in faculty time and laboratory space do not allow for all interested students to be actively engaged in original research endeavors. Expanding ACCESS-R to all interested incoming students could substantially increase student research demand, necessitating the need for new student research models to be created – an exciting but currently poorly explored area.

Career Discovery Group’s goal is to scale this program so it impacts all first-year students in CA&ES. Making two sections available for transfer students when 100% of the freshman class has yet to have access means that transfer student participation reduces capacity to serve all freshmen at this time. However, the Blue Ribbon Committee (BRC) report (referenced in Question 5), which emphasizes and prioritizes the enhancement of services to all first-year students, includes transfer students in that priority. One result of the BRC report is that additional institutional resources are being set aside to enable implementation of priority recommendations,

of which expansion of the CDG program is an important feature. The opportunity to propose this trilogy of programs for a Higher Education Innovations award has raised the visibility of this program even further to campus leadership. While UC Davis is adding resources regardless of the nomination outcome, a favorable response by the California Department of Finance would of course enable this program to serve many more students. A plan for this expansion will be provided upon request.

All three programs are guided by robust, ongoing evaluation plans that inform both decision-making for expansion and assessment of changes. ACCESS-R and CDG are both established by STEM faculty with professional experience in developing and evaluating education enrichment programs piloted and replicated through sponsor agencies such as National Institutes of Health and National Science Foundation. All programs have formative and summative evaluation plans that include comparison groups for greater understanding of program impact, looking at academic performance of students in the programs vs. outcomes of peers who are not participants.

TAG and TAP are delivered regionally under the auspices of the Division of Student Affairs' Undergraduate Admissions unit and in collaboration with six sister UC campuses and the University of California Office of the President. All UC Student Affairs units are now subject to a rigorous evaluation strategy relying on metrics tied directly to learning outcomes. The Director of the Student Affairs Assessment Center for UC Davis is the former Associate Director of Undergraduate Admissions and director of UC Davis' TAG program for the past decade. Thus, as with CDG and ACCESS-R, as evaluation data reveal both positive and adverse effects of new program developments, TAG and TAP strategies will also be adjusted to ensure only positive gains continue receiving support from campus resources.

SUSTAINABILITY

8. Key strengths and assets for encouraging culture of innovation and adaptability

Meeting Institutional Vision for Enhancing Support to Undergraduates

In December 2012 Chancellor Katehi charged the Blue Ribbon Committee for Enhancing the Undergraduate Student Experience (BRC), a campus-wide team of 100 faculty, staff and students, with examining the academic and co-curricular services designed to support undergraduate student success. In July 2013, the committee published its report of recommendations to enhance the experience of undergraduates as they pursue the timely completion of the baccalaureate degree. During 2013-2014, four implementation committees in collaboration with the Academic Senate, Student Affairs, and the Undergraduate Education Office have developed four implementation plans to address student services under the following broad categories: A) Advising; B) First Year Experience; C) Academic and Career Experiences; and D) Student Life and Co-Curricular Experiences. The programs nominated here have undergone significant enhancements in the past 10 months partially in response to BRC recommendations. Our external stakeholders play a significant role in these innovations.

As Undergraduate Admissions continues to focus on increasing our presence nationally and internationally, the University remains cognizant of and committed to our obligation to our California-resident student population. Outreach and recruitment efforts in California have helped to increase the geographic diversity of the campus' student body by identifying proven and successful practices that foster interest of prospects as early as student's secondary education, including prospects from disadvantaged communities. These efforts have been supported with institutional funding since the 1980s and are the backbone for attracting a diverse and academically gifted undergraduate population. The BRC recommendations, supported by the programs nominated here, strive to meet the needs of the campus' increasing diversity.

In response to stakeholder interest in supporting a diverse student population, UC Davis aspires to be designated a Hispanic Serving Institution in the next federal cycle to occur in 2019; designation requires a Hispanic undergraduate population that is at or above 25%. This designation will increase UC Davis' visibility to the state's Hispanic community and attract national resources to strengthen our ability to meet the needs of our state's and country's shifting demographic. The campus has made great strides toward this goal in the past five years, and it has nearly reached this target with the 2014-15 incoming freshman class (23.4% Chicano/Latino population). Twenty-one percent (21%) of the incoming *transfer* student population is Hispanic, reflecting a nearly 30% increase from 14.3% in 2010. As the campus continues to grow and meet the HSI and other enrollment growth targets, UC Davis is committed to ensuring that our undergraduate students have the support they need to be successful. This effort will be framed over the next six years through programmatic priorities identified by the Blue Ribbon Committee, in close consultation with Chancellor Katehi, the Vice Provost of Undergraduate Education, the Academic Senate, and the Vice Chancellor of Student Affairs. The programs nominated in this narrative are grounded in an evidence-based framework of learning outcomes. In meeting the charge set by Chancellor Katehi, the priorities supported with the three nominated programs align with system-wide goals for transfer students as named in President Napolitano's 2013 report of the Transfer Action Team.

Our comfort in making long-term commitments of sustainability is grounded in the knowledge that UC Davis has a 30-year history of working hand-in-hand with K-14 partners in its outreach and recruitment efforts. In recognition of the vast proportion of this state that is rural, Undergraduate Admissions has created a Rural Partnership Manager position to develop relationships and outreach programs with school districts, community colleges, and community partners in remote or rural areas of California, to assist these communities in promoting a college-going culture. The scope of this outreach includes the Central San Joaquin Valley, Imperial Valley, Napa Valley, and North State; our educational partners – in addition to our sister campuses – include 112 regional community colleges and 47 K-12 school districts. Central Valley and North State partnerships receive ongoing feedback and guidance in program innovations and growth through community advisory councils that meet quarterly. These councils include membership from civic, education, health, and social services sectors throughout the participating regions. *Letters from our higher education partners are included in Appendix A.*

Community college collaboration happens through a variety of mechanisms, but primary connection occurs through two important channels: the Transfer Opportunity Program and the review of community college courses for approval of transfer credit toward a UC Davis major. Currently 38% of community college courses are fully articulated with UC Davis courses. This means that in addition to receiving UC credit for their lower-division coursework, students are assured of having received the right level and type of curricular content to be successful in their upper-division coursework upon transfer to UC Davis. This latter feature is key to staying on track for timely graduation and avoiding delays caused by having to take remedial courses or repeat the same courses taken in community college. UC Davis has an office of professional staff dedicated to this work, and they are collaborating with the programs named here to step up course articulation that would improve learning outcomes. This effort is coupled with targeted training of K-12 and community college advisors during concentrated periods in the spring of each year, so all advisory personnel at the three institutional levels are coordinated in their approach to advising students on a college-to-career pathway.

Managing the Transfer Admission Guarantee on behalf of UC Davis, the Transfer Opportunity Program (TOP) is a collaboration with 21 Northern California community colleges. TOP coordinators from UC Davis Undergraduate Admissions regularly visit participating colleges to provide counseling to students and parents on admission and selection, major preparation, general education, financial aid, housing, internships, study abroad and other important student services. UC Davis has committed to expanding its program to 37 community colleges by 2019. The TAP online planning tool will expand accordingly to the high school districts feeding into these community colleges, starting with 26 districts in the north counties and five districts in the Central Valley, where staff will receive training in how to guide students using the tool.

The marketing of information to community-college and high school students about ACCESS-R and Career Discovery Group, as well as other post-matriculation support available to UC Davis undergraduates, will further increase the diversity, number and quality of applicants from prospective transfer students. Given these programs emphasize development of peer cohorts and discipline-specific networks, they provide prospective transfer students with the security they need to be successful. Furthermore, acceptance into these programs increases student exposure to and eligibility for financial-aid packages.

9. Strategies to engage stakeholders in sustaining commitment to goals

The three programs involved in this nomination operate collectively on a lengthy history of formal and informal stakeholder engagement that generates a level of success that could not be achieved through an internal, campus-centric model. For example, Career Discovery Group was originally created in 2004, but in its 2014 reconstitution, the program thrives on the relationships established with the business sector in a network that is continually expanding as our market grows to embrace new corporate enterprise throughout the region. These businesses provide external internship and career exploration opportunities that broaden the vision of UC Davis students well beyond the campus perimeter. Career Discovery Group is considered a flagship program to support first-year students in the College of Agriculture and Environmental Sciences (CA&ES), which houses approximately 25% of the total undergraduates at UC Davis. CA&ES is also the destination college for the majority of students transferring to UC Davis from the community colleges in the Central Valley and north states.

The outreach programs designed to attract, support and recruit students to UC Davis are based in the communities where our K-14 partners reside. Place-based outreach gives us the added value of employing local residents whose work over the past three decades has established a daily, sustained presence in communities and schools as far as 150 miles away from the Davis campus. Burgeoning external collaboration from Redding to the southern and eastern Central Valley expands the notion of sustainability well beyond traditional boundaries.

College Options, which operates a college-preparation program in 26 school districts throughout the north state, has its main office in Redding and satellite offices at community college and high school campuses throughout the region. The Center for Transnational Health, which was founded by Adela de la Torre, Vice Chancellor of Student Affairs, focuses on partnering with remote, rural communities throughout the Central Valley to develop educational and health partnerships toward the creation of a more vibrant and sustainable community-level economy. The Center has established a Central Valley office in the community of Firebaugh and continues to support activities impacting hundreds of families throughout the region. These activities all help to build awareness of UC Davis as a viable destination for students to continue their post-secondary education. The offices are staffed by community members who attended the UC campuses and then returned to their community to encourage the next generation of students to follow in their footsteps.

Undergraduate Admissions has likewise developed site-based offices in dozens of communities throughout the region to support its recruitment and outreach programs, especially in the community colleges, where the Transfer Admission Guarantee thrives, and regional high schools partnering through Early Academic Outreach Program. EAOP provides the main pipeline for students seeking higher education opportunities in communities traditionally underrepresented and lacking a college-going culture. In place for 40 years, EAOP will be further empowered to develop college-bound students with the introduction of the Transfer Admission Planner at the high school level.

10. Sustaining changes with existing resources

The Transfer Admission Guarantee and Transfer Admission Planner are priority undergraduate admissions programs that are embedded throughout the state in the UC and community colleges systems, with the TAG having been in operation since 1986. The Transfer Admission Planner is an online planning tool developed by the Office of the President and disseminated at no cost through the TAG programs. Expansion of TAP is a matter of teaching existing site staff through a train-the-trainer model how to use the planner with their students, and there are already mechanisms in place for annual meetings that facilitate this training. Expansion of TAP will occur regardless of the outcome of this nomination, however, nomination award funding would enable us to intensify the *in-person* contact hours with students throughout our target high schools and community colleges.

The College of Agricultural and Environmental Sciences has spent the past year identifying mechanisms to provide pro-active advising and career-related programs to undergraduates. UC Davis is embarking on a five-year plan to increase the level of support for first-year students substantially, and is actively seeking innovations designed to increase retention and reduce the time it takes students to complete their undergraduate degrees. CDG has received specific attention and endorsement by the Blue Ribbon Committee for Enhancing the Undergraduate Experience as a program that successfully combines academic and co-curricular experiences for enhanced learning outcomes. These enhancements provide students with experience in professional environments that transcend limitations of the classroom. Similarly, ACCESS-R provides students interested in STEM and research with concrete exposure to the culture of research, research environments and the opportunity to meet near-peers engaged in scientific research on the campus. As the data and careful analyses on CDG and ACCESS-R accumulate, the programs are increasing in their perceived and real value. Both programs are in a process of continuous improvement based on applied research results, a process the campus strongly appreciates.

The CDG framework of linking students with more advanced peers, and ACCESS-R's focus on exposing students to research environments and scientific research are well aligned with a new program promoting opportunities to continue that exploration beyond campus boundaries. The Central Valley Scholars program (CVSP) is an endowment campaign that builds civic and business partnerships with stakeholders throughout the region that provides the largest contribution to California's agricultural economy. More than just a scholarship program, CVSP links UC Davis undergraduates from the Central Valley with businesses in their home communities for internships that develop the many skills needed to compete in the marketplace upon graduation. The program is a means of leveraging and further developing the human capital of a region that traditionally has experienced difficulty recruiting highly qualified candidates for professional appointments; many of the students entering UC Davis from the Central Valley do so as transfers through the Transfer Agreement Guarantee. By targeting students who originate from these communities, CVS directly supports strengthening the regional infrastructure with a high degree of sustainability. The alignment of CVSP with goals of the Career Discovery Group and ACCESS-R creates a synergy that sustains all three programs through a diverse income portfolio; support to the program comes from annual institutional commitments, business stakeholders, and individuals, including grateful alumni who have returned to their homes in the Central Valley and built their businesses into successful enterprises.

EVALUATION

11. Quantitative and qualitative evaluation of success in meeting goals in Item 1, including use of feedback to inform future changes; three quantitative measures monitored regularly

CDG and ACCESS-R have been collaborating over the past year to develop a process to provide uniform outcome data (e.g. data gathered at the same point in time using the same definitions and format) relating to a shared set of metrics, including basic quantitative measures that will be monitored regularly to determine increase rates of retention and minimum yearly progress, and reduce time-to-degree. The table in Question 12 provides outcome data that will inform success under these three broad measures. Undergraduate Admissions, which oversees TAG and TAP delivery, has relied on these three data points since TAG's implementation in 1986; an evaluation team representing each program will meet quarterly to discuss shared process outcomes that point to the need to make programmatic changes, increase program delivery in a particularly strong area, or eliminate program modules that fail to show promise of long-term success.

Qualitative analysis, including participant surveys, pre- and post- tests of knowledge gained, and focus group discussions will provide answers to *why* program innovations were successful or failed to make the anticipated change. The UC Undergraduate Experience Survey (UCUES) is a system-wide survey tool administered to students and alumni to gain insights about perception of the quality of the undergraduate experience; UCUES data analyses reveal the degree to which alumni feel they received a high-quality undergraduate experience that prepared them for success in life after graduation –including employment outcomes, civic leadership, and other outcomes that correlate to specific academic and co-curricular experiences as undergraduates.

Additional quantitative data points—some shared and some individually significant to specific programs – will develop a more robust portrait of short and long-term program impact for each program and for the group as a coordinated sequence (for example, academic gains of TAG students who enter ACCESS-R vs. TAG students who complete the conventional STEM course sequence). Appendix H provides a detailed matrix with desired outcomes, organized under the three overall goals outlined in the nomination guidance:

1. **Significantly increase the number of bachelor's degrees awarded** – ongoing assessment to show short and long-term (post-four years) gains;
2. **Allow students to complete bachelor's degrees within four years after beginning higher education** – annual progress as well as long-term analysis showing an increase in % of students who graduate within four years;
3. **Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere** –heavily oriented to process or formative assessment, e.g., progress made in course articulation for awarding of transfer credit; number of students entering a TAG agreement using the TAP planner, delineated by initiation at high school or community college; mean number of years students remain in the CC system to complete lower-division coursework toward a bachelor's degree; number of repeat courses taken at the receiving institution; number of transfer credits high school students receive through concurrent CC enrollment, etc.)

12. Target outcomes for each academic year through 2018-19 for 3 quantitative measures identified in response to item 11.

Sample Summative Measures (Program)	Baseline	2015-16	2016-17	2017-18	2018-19
The proportion of transfer students who remain in the admitted major by the end of the junior year. (TAG)	1,189 of 1,292 (92%)	1,212 (93.8%)	1,237 (95.7%)	1,261 (97.6)	1,287 (99.6)
The proportion of transfer students who remain enrolled at UCD in second year (ALL)	2690 of 2,924 (92%)	2,744 (93.8%)	2,799 (95.7%)	2,856 (97.7%)	2,911 (99.6)
The proportion of transfer seniors who maintain a 3.00 GPA prior to the senior year. (ALL)	1,210 of 2,690 (45%)	1,271 (47.2%)	1,335 (49.6%)	1,401 (52.1%)	1,471 (54.7%)
Frequency count of TAG enrolled transfer cohort who engage with the Internship & Career Center’s researching opportunities by the end the fall quarter following ACCESS-R or CDG involvement.	210 of 300 transfer cohort (70%)	221 (73.7%)	232 (77.3%)	243 (81.0%)	255 (85.0%)
The proportion of transfer students in senior level in Yr 2 of enrollment who have position placement upon degree attainment. Career Psychometric survey.(ALL)	302 of 915 (33%)	332 (36.3%)	365 (39.9%)	402 (43.9%)	442 (48.3%)
Percentage of students who maintain minimum progress through 12 quarters. (ALL)	2,485 of 2,924 (85%)	2,560 (87.6%)	2,637 (90.2%)	2,716 (92.9%)	2,797 (95.7%)
Percentage of students who maintain minimum progress during first year. (ALL)	1,520 of 2,924 (52%)	1,673 (57.2%)	1,840 (62.9%)	2024 (69.2%)	2,226 (76.1%)
Proportions of high school graduating cohort participants who successfully complete TAP enroll application. (TAG)	2769 of 4876 (56.8%)	3,047 (62.5%)	3,352 (68.7%)	3,686 (75.6%)	4,055 (83.2%)
Proportion of entering student cohort who actively enrolled in a degree program at a CC (e.g., AA)	1,090 of 1,557 (70%)	1,177 (75.6%)	1,271 (81.6%)	1,373 (88.2%)	1,483 (95.2%)

The Evaluation Table in Appendix H organizes these and additional measures under the three priorities identified in the Introduction to the Call for Nominations (page 1 of the Higher Education Innovations Award guidance). As identified in Question 11, this table in *Appendix H* provides detail regarding the desired outcome each measure assesses; a breakout of formative and summative measures (summative measures are named in the table of sample measures on the previous page); the targeted population being measured (identified in parentheses in the table on page 20, column one); the data source – which space does not allow us to present on the previous page; and analysis tools. Please turn to Appendix H for full detail requested in this question.

The evaluation will include a multi-method approach to gathering process (formative) data each year to inform program implementation and measure progress toward established goals and performance measures as outlined in the table. Wherever possible, the evaluation will use a carefully matched comparison group design (see below for explanation and sample) to compare project objective outcomes with matched student populations not participating in the interventions. The evaluation will also include a multi-method approach to gathering summative data each year to inform program implementation and measure progress toward established priorities.

The evaluation team identified the specific measures based on best practices in evaluating education models designed to support students in need of academic enrichment. The measures identify benchmarks indicating progress or failure to move toward a priority such as “graduate within four years of beginning higher education.” Such steps include but are not limited to completion of a set number of credits to meet minimum annual progress; completion of transferable lower-division credits; timely identification of a major so both general education credits and credits toward completion of a major are completed in a sequence minimizing time to degree completion; and frequency of participation in advising, peer mentoring and other supportive services to stay on track toward completing graduation requirements.

Certain measures will evaluate program participants against a “comparison” or “control” group, which is a group of students not participating in the nominated programs, but who are matched in circumstances for comparison purposes – for example, how successfully did TAG transfer students in STEM participating in ACCESS-R upon enrollment at UC Davis meet the performance measures in upper-division course progression, as compared with TAG transfers who pursued STEM degrees without this additional support? What is the TAG / CDG cohort’s graduation rate, compared with CDG transfers who did not enter UC Davis through a TAG agreement? These and other insights will deliver program-specific guidance; at the same time, their data will reveal important and currently missing information about students who move through a sequence of discipline-specific enrichment programs after taking part in pre-matriculation programming, such as Early Opportunity Program (EOP) and Transfer Admission Guarantee. *Please see Appendix B for evaluation population demographics.*

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University of California, Davis

**APPENDIX A:
Partnership Letters of Commitment**



CENTRAL VALLEY HIGHER EDUCATION CONSORTIUM

University of California Center
550 E. Shaw Ave., Suite 100, Fresno, CA 93710-7702
559.292.0576

January 5, 2015

LINDA P.B. KATEHI, PH.D.

Chancellor
University of California
Office of the Chancellor
One Shields Avenue
Davis, CA 95616

RE: California Department of Finance
Awards for Innovation in Higher Education

Dear Chancellor Katehi:

I am writing on behalf of the Central Valley Higher Education Consortium (CVHEC) to express the consortium's strong support and committed partnership for the nomination of the University of California, Davis for an Award for Innovation in Higher Education.

The CVHEC is a non-profit, incorporated partnership of 27 accredited public and private colleges and universities, and community college districts. These institutions collectively and collaboratively serve a ten-county region from Stockton to Bakersfield. The CVHEC was established in 2000 by the presidents and chancellors of the region's colleges and universities to increase the educational achievement of our region. Initially seeded with funding by the California Education Policy Fund and the Department of Labor, the Consortium uses collaboration and innovation at the highest institutional levels of endorsement to promote college-going and college readiness efforts throughout our vast region.

While California's GDP ranks 8th in the world against all nations, our unemployment rate is the fifth highest in the country. The Central Valley brings into sharp relief this paradox, as being the most significant single-industry contributor to California's economy via our agricultural production, while at the same time being home to the poorest congressional district (CD-20) in the nation, according to the Human Development Index (HDI). The Central Valley as a region struggles to provide the most basic necessities, such as quality health care, food security, and a solid educational foundation for our children, while their parents provide the labor that makes our GDP status possible.

Thus, although CVHEC is a higher education consortium, our collaborations and commitments reach deeply into our region's K-12 sector to ensure that the high schools from which our students have graduated receive the support they need to prepare our future students effectively for the higher education pathway. We welcome any and all opportunities to strengthen that work through innovative collaborations such as the ones initiated here by UC Davis. Expansion of the highly successful Transfer Admission Planner online degree-planning tool is one way in which higher education partners can significantly impact the education trajectory of our students before they set foot on our campus. Moreover, programs such as TAP and the UC course articulation initiatives have the capacity to increase exponentially the impact of our concurrent enrollment agreements with regional high schools: the more collaborative and aligned we are in creating programs that intensify and accelerate student

- UC Merced • CSU Bakersfield • CSU Fresno • CSU Stanislaus • Fresno Pacific University • University of the Pacific • Alliant International University • DeVry University • National University • College of the Sequoias • Merced College
- Taft College • San Joaquin Delta College • Kern Community College District • Bakersfield College • Cerro Coso College • Porterville College • State Center Community College District • Fresno City College • Reedley College • West Hills Community College District
- West Hills College Coalinga • West Hills College Lemoore • Yosemite Community College District • Columbia College • Modesto Junior College

educational planning and course completion across systems, the greater potential we give our students to succeed in completing their bachelor's degree.

CHVEC has full endorsement of its membership to coordinate communications such as planning meetings, webcasts, announcements, and trainings, to name a few, on behalf of the efforts proposed in this nomination to support the following goals:

1. Significantly increase the number of bachelor's degrees awarded.
2. Allow students to complete bachelor's degrees within four years after beginning Higher education.
3. Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

To these goals, CHVEC adds the commitment of facilitating programs in collaboration with those highlighted in this nomination to reduce cost of the bachelor's degree to students, institutions, and systems. To that end, we will provide support to our UC partners as follows:

1. Encourage our community college partners to continue to provide dedicated space on their campuses for Transfer Admission Guarantee advisors to work directly with community college students in mapping out their TAG pathway;
2. Support site-based staff trainings in the use of the Transfer Admission Planner online tool;
3. Collaborate in the timely planning and implementation of K-12 campus-based events – such as Higher Ed Week – at our region's high schools;
4. Support President Napolitano's Transfer Action Team's curriculum articulation goals, with specific emphasis on helping UC meet the following three objectives:
 - Create new or align existing system wide pre-major pathways with corresponding Associate Degrees for Transfer and Transfer Model Curricula, where possible.
 - Promote consistency across the system in how individual community college courses articulate to similar UC campus course requirements.
 - Adopt the use of the Course Identification Numbering System (C-ID) for system wide and campus articulation, where appropriate.

I look forward to continuing our conversations with UC Davis regarding the collaborative education partnerships that have intensified significantly throughout our region over the past year. Many thanks for this opportunity to endorse this important nomination.

Sincerely,



Dr. Barbara A. Hioco
Executive Director



Shasta College

Shasta-Tehama-Trinity Joint Community College District
11555 Old Oregon Trail • P.O. Box 496006 • Redding, CA 96049-6006
Phone: (530) 242-7500 • Fax: (530) 225-4990
www.shastacollege.edu

December 22, 2014

LINDA P.B. KATEHI, PH.D.

Chancellor, University of California
Office of the Chancellor, One Shields Avenue
Davis, CA 95616

RE: California Department of Finance: Awards for Innovation in Higher Education

Dear Chancellor Katehi:

I am writing on behalf of the Shasta-Tehama-Trinity Joint Community College District to express our strong support and committed partnership for the nomination of the University of California, Davis for an Award for Innovation in Higher Education.

Shasta-Tehama-Trinity Joint Community College District is the only public postsecondary institution in a 10,132 square mile radius in the vast, rural region of far Northern California. Due to the dramatic decline of the timber industry, the demographics of the area reveal a high poverty region vastly different from the significantly more affluent areas of California. This region has high unemployment and low postsecondary attainment rates. Shasta College's service area is in the far north central section of California and is 1-3 hours away from any four-year public universities. UC Davis is the closest University of California campus and is 2.5 to 4 hours away from communities in our region.

Shasta College's collaborations and commitments reach deeply into the north state region's K-12 sector to ensure that students graduate academically prepared for postsecondary education and aware of all postsecondary. Because of our geography, over 60% of all high school students in the area enroll at Shasta College out of high school. However, we have a significant transfer population with UC Davis as the leading UC transfer destination. A primary reason that our students choose UC Davis is the support that they give our students while they are at Shasta College and as they transition to Davis.

We welcome any and all opportunities to strengthen that work through innovative collaborations such as the ones initiated here by UC Davis. Expansion of the highly successful Transfer Admission Planner online degree-planning tool is one way in which Shasta College can significantly impact the education trajectory of our students as they complete their first two years of coursework. Moreover, programs such as TAP and the UC course articulation initiatives have the capacity to increase exponentially the impact of the concurrent enrollment agreements with regional high schools: the more collaborative and aligned we are in creating programs that intensify and accelerate student educational planning and course completion across systems, the greater potential we give our students to succeed in completing their bachelor's degree.

Shasta-Tehama-Trinity Joint Community College district has the means to coordinate communications such as planning meetings, webcasts, announcements, and trainings, to name a few, on behalf of the efforts proposed in this nomination to support the following goals:

1. Significantly increase the number of bachelor's degrees awarded for students in the north state.
2. Allow students to complete bachelor's degrees within four years after beginning Higher education.
3. Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

To support these goals, Shasta College adds the commitment of facilitating programs in collaboration with those highlighted in this nomination to reduce cost of the bachelor's degree to students, institutions, and systems. To that end, we will provide support to our UC partners as follows:

1. Commit dedicated space on our campuses for Transfer Admission Guarantee advisors to work directly with our community college students in mapping out their TAG pathway;
2. Support site-based staff trainings in the use of the Transfer Admission Planner online tool; including outreach through our annual High School Counselor's Day.
3. Collaborate in the timely planning and implementation of Shasta College campus-based events targeting our K-12 partners – such as College QUEST and Junior Day;
4. Support President Napolitano's Transfer Action Team's curriculum articulation goals, with specific emphasis on helping UC meet the following objectives:
 - Create new or align existing systemwide pre-major pathways with corresponding Associate Degrees for Transfer and Transfer Model Curricula, where possible.
 - Promote consistency across the system in how individual community college courses articulate to similar UC campus course requirements.
 - Adopt the use of the Course Identification Numbering System (C-ID) for systemwide and campus articulation, where appropriate.

I look forward to continuing our conversations with UC Davis regarding the collaborative education partnerships that have intensified significantly throughout our region over the past year. Many thanks for this opportunity to endorse this important nomination.

Sincerely,


Joe Wyse, Ed.D

Superintendent/President
Shasta-Tehama-Trinity Joint Community College District

Governing Board Members						
Rhonda E. Nehr McArthur	Dr. Rob Lydon Red Bluff	Duane K. Miller Anderson	Kendall S. Pierson Redding	Rayola B. Pratt Shasta	Robert M. Steinacher Coming	Scott J. Swendiman Redding
Superintendent/President Joe Wyse, Ed.D.						

Letter of Support

January 5, 2015

To Whom It May Concern:

The Siskiyou County Educational Partnership consists of College of the Siskiyous, the Siskiyou County Office of Education, the Siskiyou Training and Employment Program, and all of the school districts in Siskiyou County. Facilitated by College OPTIONS, the partnership works together to enhance college access and readiness in Siskiyou County. In addition to regular meetings to plan and coordinate services for students, teachers and parents, the Siskiyou County Educational Partnership also serves as a clearinghouse on information that students need to enroll and succeed in higher education.

This letter is to support the work of UC Davis for their outreach and services to our communities. Their innovative approaches to collaboration, alignment and access have made a unique difference for our Siskiyou County high school and transfer students and merit an Award for Innovation in Higher Education.

We welcome any and all opportunities to strengthen the work that we do through innovative collaborations such as the ones initiated by UC Davis. Expansion of the highly successful Transfer Admission Planner online degree-planning tool is one way in which COS can significantly impact the education trajectory of our students as they complete their first two years of coursework. Programs such as TAP and the UC course articulation initiatives have the capacity to increase exponentially the impact of the concurrent enrollment agreements with regional high schools: the more collaborative and aligned we are in creating programs that intensify and accelerate student educational planning and course completion across systems, the greater potential we give our students to succeed in completing their bachelor's degree.

The Siskiyou County Educational Partnership has the means to coordinate communications such as planning meetings, webcasts, announcements, and trainings, to name a few, on behalf of the efforts proposed in this nomination to support the following goals:

1. Significantly increase the number of bachelor's degrees awarded for students in Siskiyou County.
2. Allow students to complete bachelor's degrees within four years after beginning higher education.
3. Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

IN COLLABORATION WITH:

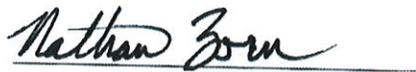
To that end, the Siskiyou County Partnership will provide support to our UC partners as follows:

1. Commit dedicated space for Transfer Admission Guarantee advisors to work directly with our community college students in mapping out their TAG pathway;
2. Support site-based staff trainings in the use of the Transfer Admission Planner online tool.
3. Collaborate in the timely planning and implementation of Siskiyou County based events targeting our K-12 partners – such as Junior and Senior Day.

On behalf of the Siskiyou County partnership, we look forward to continuing our conversations with UC Davis regarding the collaborative education partnerships that have intensified significantly throughout our region over the past year. Many thanks for this opportunity to endorse this important nomination.

Sincerely

Sincerely,



Nathan Zorn
Director
Siskiyou County College OPTIONS/Educational Talent Search/GEAR UP Programs

IN COLLABORATION WITH:

AVID ▪ California State University, Chico ▪ College of the Siskiyous ▪ Expect More Tehama ▪ The Ford Family Foundation
Intersegmental Coordinating Committee of the California Education Roundtable ▪ The McConnell Foundation ▪ National University, Redding ▪ Reach Higher Shasta ▪ Shasta College
Shasta County Office of Education ▪ Shasta County Public Health ▪ Shasta Twenty-First Century Career Connection ▪ Shasta Union High School District ▪ Simpson University
Siskiyou County Office of Education ▪ Southern Oregon University ▪ Tehama County Department of Education ▪ University of California, Davis



OFFICE OF THE VICE PROVOST - EDUCATION PARTNERSHIPS

OFFICE OF THE PRESIDENT
1111 Franklin Street
Oakland, California 94607-5200

January 9, 2015

**The Awards for Innovation in Higher Education
California Department of Finance**

To Whom it May Concern:

As Vice Provost for Education Partnerships at the University of California, I am pleased to provide this letter of support for the multi-party application to the state of California's Awards in Innovation in Higher Education for UC's Davis' proposal to broaden access and improve retention for students from underrepresented backgrounds and who are the first in their families to attend college.

At the highest level of the University, we are focused on ensuring that strategies and programs are in place that eliminate barriers to transfer for more students and that support students as they complete their undergraduate education. UC Davis has helped to spearhead the development of one of our most innovative tools, the UC Transfer Admission Planner (UC TAP), which, when combined with other innovations such as ACCESS-R and Career Discovery, effectively improves transfer matriculation and post-transfer retention and completion. By placing students in the transfer pipeline earlier in their community college careers, we see more students transfer successfully.

Increased postsecondary access is critical to the University and other institutions of higher education in the country if we are to continue to matriculate students reflective of the social and intellectual diversity of our nation. Data tools and formalized coordination across campuses and programs have improved student service delivery. The University continues to develop and integrate new tools and processes that improve service quality to all students.

Sincerely,

A handwritten signature in blue ink that reads "Yvette Gullatt".

Yvette Gullatt
Vice Provost

University of California, Davis

**APPENDIX B:
Student Demographics**

TAG (Transfer Admission Guarantee) Demographic Profile

Fall 2013 - Fall 2014

Application ₁	2013		2014		
	#	%	#	%	
African American	63	3.3%	83	3.7%	₁ As of May 1st of each year
American Indian	30	1.5%	35	1.6%	₂ As of October of each year
Chicano/Latino	397	20.5%	438	19.4%	₃ Non-immigrant visa
Total Underrepresented	490	25.3%	556	24.6%	AR = Admission rate
Asian/Pacific Islander	722	37.3%	918	40.7%	EY= Enrollment yield; derived from the admission and enrollment data found in the October year-end file
White	691	35.7%	740	32.8%	
Other/Not Reported	33	1.7%	43	1.9%	
Total Domestic	1,936	90.2%	2,257	88.4%	
International ₃	210	9.8%	297	11.6%	
Overall Total TAG	2,146	100.0%	2,554	100.0%	
Sex					
Not Reported	2	0.1%	2	0.1%	
Female	1,138	53.0%	1,356	53.1%	
Male	1,006	46.9%	1,196	46.8%	

Admission ₁	2013			2014		
	#	%	AR	#	%	AR
African American	62	3.3%	98.4%	77	3.6%	92.8%
American Indian	29	1.5%	96.7%	34	1.6%	97.1%
Chicano/Latino	387	20.5%	97.5%	418	19.3%	95.4%
Total Underrepresented	478	25.3%	97.6%	529	24.4%	95.1%
Asian/Pacific Islander	698	37.0%	96.7%	889	41.0%	96.8%
White	677	35.9%	98.0%	709	32.7%	95.8%
Other/Not Reported	33	1.7%	100.0%	41	1.9%	95.3%
Total Domestic	1,886	90.2%	97.4%	2,168	88.4%	96.1%
International ₃	206	9.8%	98.1%	285	11.6%	96.0%
Overall Total TAG	2,092	100.0%	97.5%	2,453	100.0%	96.0%
Sex						
Not Reported	2	0.1%	100.0%	2	0.1%	100.0%
Female	1,114	53.3%	97.9%	1,312	53.5%	96.8%
Male	976	46.7%	97.0%	1,139	46.4%	95.2%

Enrollment ₂	2013			2014		
	#	%	EY	#	%	EY
African American	33	3.2%	53.2%	39	3.3%	52.0%
American Indian	21	2.0%	72.4%	18	1.5%	54.5%
Chicano/Latino	191	18.4%	51.1%	213	17.9%	53.3%
Total Underrepresented	245	23.6%	52.7%	270	22.7%	53.1%
Asian/Pacific Islander	365	35.1%	53.4%	446	37.5%	51.2%
White	415	39.9%	62.2%	451	37.9%	64.2%
Other/Not Reported	15	1.4%	45.5%	22	1.9%	53.7%
Total Domestic	1,040	94.4%	56.2%	1,189	92.0%	57.1%
International ₃	62	5.6%	28.8%	103	8.0%	35.0%
Overall Total TAG	1,102	100.0%	53.4%	1,292	100.0%	53.5%
Sex						
Not Reported	-	-	-	-	-	-
Female	601	54.5%	54.8%	668	51.7%	51.5%
Male	501	45.5%	51.9%	624	48.3%	55.7%

Fall 2014 Freshman and Transfer Data for Foster Youth and Veteran

Applications	Freshmen ₁	Transfers ₂
	#	#
Foster Youth	453	148
Veteran	614	338
Military		
Veteran	28	211
ActiveDutyMilitary	18	18
Reserve	42	49
NationalGuard	18	13
ReserveOfficersTrainingProgram	505	36
Blank	3	11

Admissions	Freshmen ₁		Transfers ₂	
	#	AR	#	AR
Foster Youth	132	29.1%	79	53.4%
Veteran	167	27.2%	158	46.7%
Military				
Veteran	5	17.9%	106	50.2%
ActiveDutyMilitary	5	27.8%	5	27.8%
Reserve	9	21.4%	19	38.8%
NationalGuard	3	16.7%	9	69.2%
ReserveOfficersTrainingProgram	143	28.3%	13	36.1%
Blank	2	66.7%	6	54.5%

Enrollment	Freshmen ₁		Transfers ₂	
	#	EY	#	EY
Foster Youth	33	24.6%	25	31.6%
Veteran	41	24.7%	67	41.6%
Military				
Veteran	2	33.3%	43	39.8%
ActiveDutyMilitary	2	40.0%	2	40.0%
Reserve	4	44.4%	12	63.2%
NationalGuard	1	33.3%	6	66.7%
ReserveOfficersTrainingProgram	32	22.7%	4	28.6%
Blank	0	0.0%	0	0.0%

₁ Data are as of April 1, 2014.

₂ Data are as of May 1, 2014.

₃ Data are as of October 23, 2014.

AR= Admission rate

EY= Enrollment yield; derived from the admission and enrollment data found in the October 23, 2014 data file

In the veteran category, applicants are able to identify the branch of military service.

The sum of the military service categories equal the total number of veterans.

Demographic data for ACCESS-R and CDG¹

	ACCESS-R ²		CDG Participants ³		Total CA&ES ³	
	% of Total	Number	%	Number ⁴	%	Number ⁴
Total students	-	93	-	897	-	6260
Male	46.2	43	25.2	226	31.6	1979
Female	53.8	50	74.8	671	68.4	4281
URM	36.6	34	25.6	225	22.9	13.9
First Generation	100	93	41.6	364	39.2	2376
Low Income	52.7	49	37.4	299	35.5	19.21
EOP	49.2	46	27.1	243	22.1	1383
Veteran ⁵	4.3	4	-	-	-	-
Foster Youth ⁵	-	-	-	-	-	-
Students with Disabilities ⁵	-	-	-	-	-	-
<u>Ethnicity</u>						
African American	7.5	7	2.0	18	2.6	165
American Indian	3.2	3	0.8	7	1.0	63
Chinese	10.8	10	19.2	172	21.7	1357
East Indian	6.5	6	1.7	15	2.5	155
Filipino	3.2	3	3.0	27	3.0	185
Japanese	2.1	2	3.2	29	2.7	168
Korean			2.3	21	3.2	199
Latino	5.4	5	6.2	56	4.7	295
Mexican American	20.4	19	16.1	144	14.0	876
Other Asian	3.2	3	3.0	27	3.0	188
Pacific Islander	1.1	1	0.3	3	0.4	23
Vietnamese	15	14	4.8	43	4.6	286
White	20.4	19	34.7	311	33.5	2099
Did Not Disclose	1.1	1	2.7	24	3.2	201

¹Demographic groups are not mutually exclusive.

²ACCESS-R data for summer 2014.

³CDG and CA&ES data for 2008-2013.

⁴Numbers vary due to missing data. Numbers included in analysis: URM total n=6108; First Generation total n=6063; Low Income total n=5417.

⁵Data for the following variables were not available at the time of the analysis; Veteran, Foster Youth, and Students with Disabilities. These groups require Institutional Review Board approval for release of data. Window of time from release of nomination guidance to due date did not allow for Board review. These data will be provided for all progress reports.

University of California, Davis

**APPENDIX C:
Innovations for Educating the 21st Century Student**



INTRODUCTION

Over the past year, Student Affairs has channeled its resources into examining and enhancing services promoting student success in a fast-moving, dynamic global market. Student Affairs is committed to the success of our students by providing the resources necessary for their personal growth, timely degree completion and successful transition to fulfilling careers and lives through their experiences at UC Davis.

While working toward our goal of creating a more globalized and diverse student body that reflects the rich diversity of California's expanding population, we strive each and every year to attract and recruit an incoming class that represents the highest degree of academic excellence.

Gains in the academic quality of the entering freshman class reflect the advancing degree to which UC Davis competes as

a higher-education destination for California's brightest students. Moreover, while the UC system as a whole has experienced a decline in transfers from the community college system over the past two years, UC Davis has experienced an increase, with an unprecedented number of transfers entering as third-year students in fall 2014.

In addition to being the most academically qualified in campus history, the freshman and transfer admitted classes are also the most culturally and socio-economically diverse. Our multiple strategies to attract, retain and graduate students who reflect our state and global economy underscore our commitment to preparing future leaders who will change the world.



UC Davis
welcomed an
unprecedented
number of
transfer
students in
fall 2014.

ACCESS: PARTNERING WITH CALIFORNIA'S K-14 SECTORS

As Undergraduate Admissions increases the university's presence nationally and internationally, UC Davis remains cognizant of its obligation to our California resident student population. Outreach and recruitment efforts in California have helped to expand the geographic diversity of the UC Davis student body by identifying proven and successful practices that foster the interest of prospects as early as a student's elementary education, including prospects from disadvantaged communities.

UC Davis has a 30-year history of working hand-in-hand with K-14 partners to identify and attract academically talented students to its undergraduate programs. Strategic recruitment strategies, such as the Hispanic Serving Institution (HSI) and African-American Outreach initiatives, have expanded our activities in Southern California, increasing geographical representation from Orange County, Los Angeles County, Riverside, San Bernardino,

San Diego, Imperial Valley, and the South Coast. In recognition of the vast proportion of this state that is rural, we created a Rural Partnership Manager position to develop relationships and outreach programs with school districts, community colleges and community partners in remote or rural areas of California, to assist these communities in promoting a college-going culture. The scope of this outreach includes the San Joaquin Valley, Imperial Valley, Napa Valley and North State.

Following are highlights of some of our most successful recruitment programs that attract California's brightest students from diverse backgrounds to our campus.

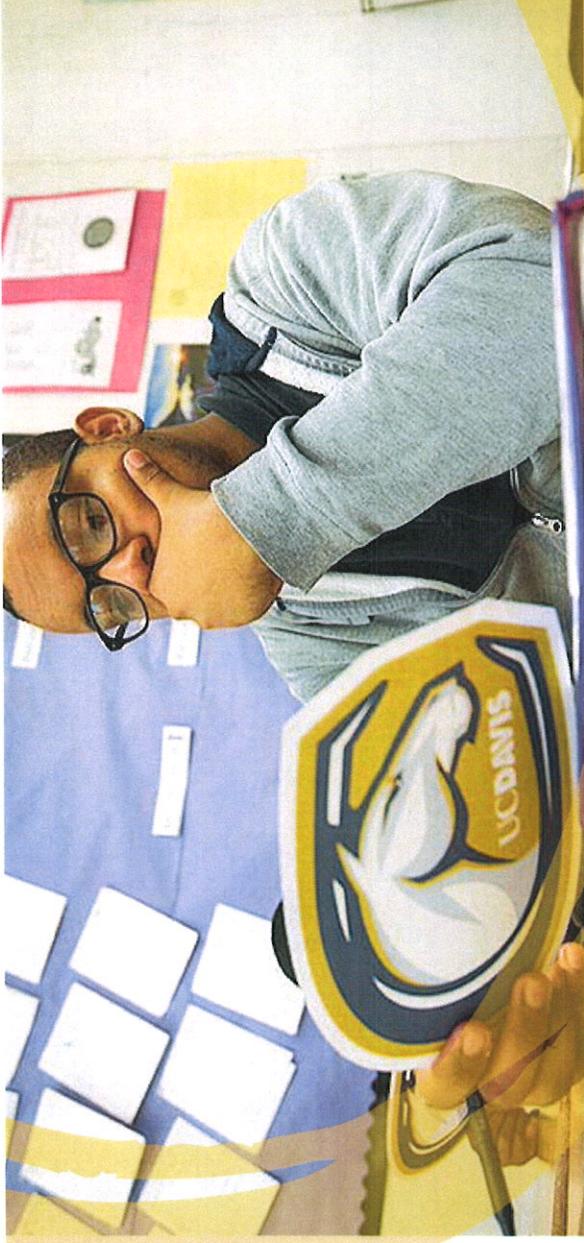
TRANSFER OPPORTUNITY PROGRAM

The Transfer Opportunity Program is a collaboration between UC Davis and select Northern California community colleges. The TOP's efforts have mitigated

the barriers that disadvantaged communities experience throughout the state, ensuring that students from rural and urban communities have access to the university. TOP coordinators from UC Davis Undergraduate Admissions regularly visit participating colleges to provide counseling to students and parents on admission and selection to UC Davis, major preparation, general education, financial aid, housing, internships, study abroad and other important student services.

TRANSFER ADMISSION GUARANTEE

Developed in 1985 by UC Davis, the Transfer Admission Guarantee (TAG) program guarantees junior-status admission to the university. Now adopted by six of the nine undergraduate UC campuses, the TAG program ensures that prospective transfer students complete lower-division coursework that aligns directly to UC's upper-division content in specific majors. UC-faculty review and approval of



ACCESS FOR TRANSFER STUDENTS

- The Transfer Opportunity Program (TOP) increased UC Davis' reach from 17 to 21 schools between 2012 and 2014. The expansion plan aims to extend to 34 schools by fall 2019.
- California community college applications from 2013 to 2014 has increased 5 percent, from 12,145 to 12,725, and the enrollment rate increased by 2.2 percent.
- Transfer Admission Guarantee (TAG) applications increased by 19 percent in 2014 vs. 2013.
- From 2013 to 2014, TAG admissions increased by 17 percent; during this period, the general transfer application pool became more competitive.
- TAG enrollment increased by 17.2 percent during the same period, with this year's transfers being of the highest academic caliber to date.

each participating community college course enables the awarding of full UC credit upon transfer from the community college.

With this articulation guaranteeing credit transfer, TAG-admitted transfers with high numbers of units in the articulated coursework are more likely to attain a four-year degree than non-TAG transfers. UC Davis has led the system in reviewing courses for negotiating course articulation with the community college system, giving transfers to the UC Davis campus a three-year advantage in the time it takes for students to graduate compared to the state average.

COLLEGE OPPORTUNITY PROGRAM AND COLLEGE OPTIONS:

UC Davis' College Opportunity Program is designed to increase student preparation for postsecondary opportunities through academic enrichment, academic advising, motivational activities and K-12 partnerships. These activities are offered both on the UC Davis campus and at elementary, middle and

high school sites throughout Sacramento, Solano, Yolo, Shasta, Siskiyou, Modoc, Trinity and Tehama counties.

Created specifically to address the needs of students and their families living in California's northern remote, rural communities, College OPTIONS assists students with forming a plan for their future and taking the right steps to make it happen. College OPTIONS impacts preparation for, knowledge about, and access to postsecondary education in Shasta, Siskiyou, Tehama, Trinity and Modoc Counties. Participating schools receive free programs and services to strengthen the college and career readiness culture in the North State, so students of all ages and their families make informed decisions about post-high school educational opportunities.

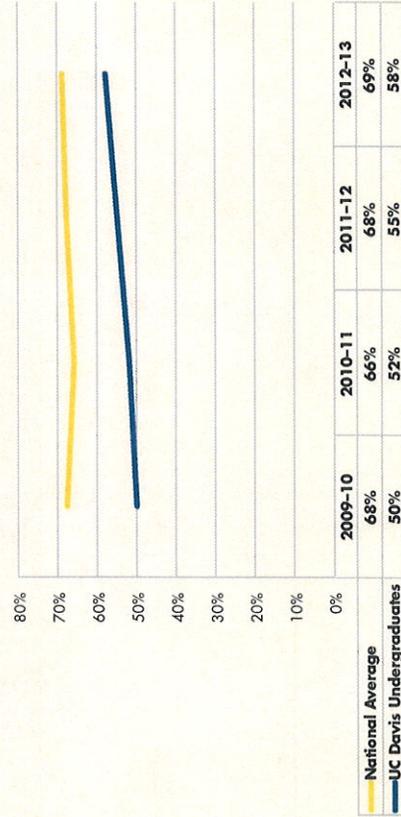
In today's financial climate, it is vital for UC Davis to ensure all students are able to obtain a high-quality education with minimal debt service.

AFFORDABILITY: MAKING UC DAVIS ACCESSIBLE FOR ALL INCOME LEVELS

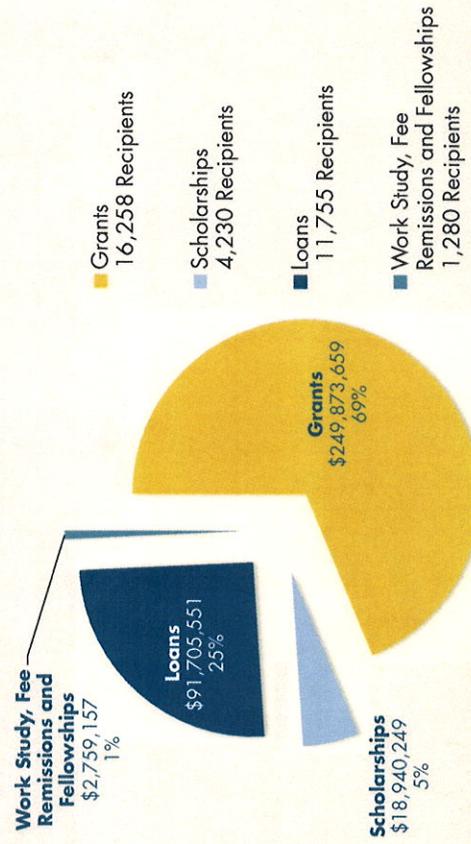
- UC Davis undergraduates receive significantly more grant and scholarship support than loans, with the average combined award covering tuition and fees.
- In 2013–14, UC Davis disbursed nearly \$270 million in grants and scholarships to undergraduates, with loans making up only 25 percent of the financial aid disbursed.
- Over the last two years, UC Davis has reduced the amount undergraduate students are expected to contribute via working or borrowing.
- In 2012–13 our average loan indebtedness upon graduation was \$19,970 compared with \$28,400 nationwide, with fewer UC Davis students borrowing than students on other campuses nationwide.
- Established in 2013, the UC Davis Aggie Grant Plan ensures that qualifying UC Davis students with family incomes between \$80,000 and \$120,000 will have at least 25 percent of their systemwide tuition and fees covered by gift aid.
- More than 500 undergraduates received Aggie Grants in 2013–14 and, to date, 1,400 students are eligible for Aggie Grants in 2014–15. We anticipate this program will continue to grow in coming years.



AVERAGE STUDENT LOAN INDEBTEDNESS AT GRADUATION | NATIONAL VS. UC DAVIS



FINANCIAL AID DISBURSED TO UNDERGRADUATES BY AWARD TYPE | 2013-14





OPPORTUNITY: INCREASING RETENTION AND GRADUATION RATES

As the cost of providing a college education continues to rise, it is in the best interest of our students and our university to ensure their pathway to earning a degree is as smooth and successful as possible. This objective includes ensuring that every entering freshman wishing to graduate within four years is able to do so.

Using a holistic approach, the programs and services in Student Affairs aim to enhance student learning and create an environment that promotes academic success, social engagement, personal development and student community. Our Student Academic Success Center delivers numerous co-curricular programs to support the general student population, as well as others that specifically serve first-generation students, economically challenged students, and underrepresented student communities. Additionally, our community resource and retention centers work to improve the retention of all students by promoting student-centered approaches that advance equity.

During the past 12 months, Student Affairs has collaborated with the Academic Senate, the Office of the Vice President for Undergraduate Education, the Center for Excellence in Teaching and Learning and other campus stakeholders in developing

implementation plans in response to the 2013 report completed by the Blue Ribbon Committee (BRC) for Enhancing the Undergraduate Student Experience. The implementation plans resulting from this framework will provide the campus with specific direction for enhancing student retention and timely degree completion as the university prepares for

growth of the undergraduate student population as outlined in the 2020 Initiative. (*The 2020 Initiative: A Path to Academic Excellence and Economic Opportunity*. http://chancellor.ucdavis.edu/initiatives/2020_Initiative/)

While this work is ongoing throughout the 2014–15 academic year, the recommended enhancements in advising; first-year experience; student life and co-curricular experiences; and academic and career experiences will profoundly impact student retention and success. Some key recommendations from the Advising and First-year Experience committees:

- Establish new training protocols for faculty and staff academic advisers that are nimble, relevant and impactful for today's students.
- Develop online tools to support advising services for faculty and staff academic advisers.

- Develop and implement mechanisms that proactively identify first-year students who are experiencing difficulties adjusting to campus life and our academic rigor.

The BRC implementation committees seek to model best practices and evidence-based service delivery systems that are proven in helping students learn how to navigate a high-powered academic institution toward successful degree completion and career preparation. For example, a team of UC Davis representatives visited The University of Texas at Austin in December 2014 to review their unique first-year-experience program for undergraduates, which has achieved statistically significant results on increasing academic performance and retention. The UC Davis team will provide a report to the Academic Senate on its findings and recommendations.

Another example are the surveys and research that show a positive correlation between the level of involvement in co-curricular activities and the degree to which alumni felt they met certain “educational objectives” [sic] established by the Academic Senate. Regardless of the type of activity (sports, leadership, student clubs, etc.), students who felt connected to the campus through involvement in activities and clubs outside the classroom performed better in the classroom and, as alumni looking back on their experiences, have a more positive impression of the education they received as undergraduates.

This information is being reviewed by the Academic and Co-Curricular Committee to provide recommendations on how to best incorporate these program principles to enhance the overall academic learning experience.



INNOVATION: IMPROVING SERVICE AND INCREASING EFFICIENCY

MYUCDAVIS STUDENT WEBSITE

The *myucdavis* student website is designed to ease the day-to-day interactions between students and administrative units throughout the campus. Launched in October 2013, it provides a technology-based platform for registration, financial aid, accounting, advising and other related services to support timely and more efficient completion of institutional processes. Through *myucdavis*, students also receive important alerts, such as critical hold notifications and campus WarnMe messages.

UC DAVIS STORES

The UC Davis Stores have been a leader in campus innovations to meet the needs of the 21st-century student. Technology has played a vital role in

enhancements made over the past year to maximize the availability of academic resources while minimizing cost to students:

Textbook Price Comparison Tool

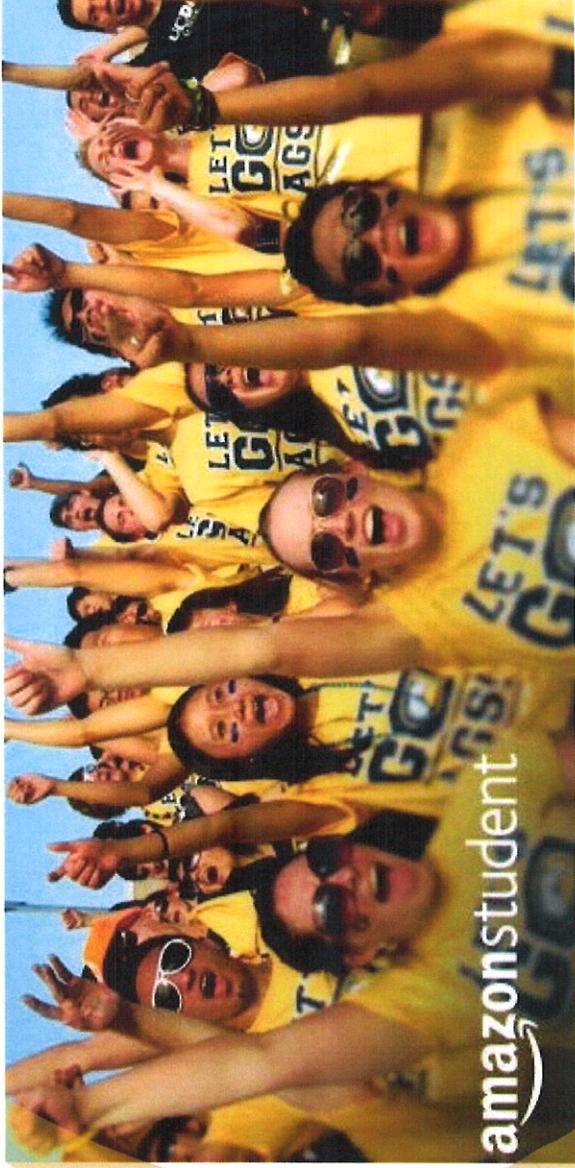
UC Davis is the first university in the nation to show students course material pricing information from UC Davis, as well as more than a dozen competitors. Transparency and trust is created when students are shown the lowest price available, regardless of the seller. This program is allowing more students to afford access to their textbooks. From this tool, students can order from UC Davis or other textbook suppliers right from the UC Davis stores website. This tool is also accessible from both the course registration and *myucdavis* websites.

Textbook Rental Program

With the largest textbook rental program per capita in the nation, UC Davis reduces student costs by up to 71 percent compared to the purchase price of a new print textbook. An average of approximately 15,000 UC Davis students participate in this program per quarter.

ucdavis.amazon.com

UC Davis is the first university in the nation to partner with the world's largest online retailer to enhance retail services for our students on campus. A portion of the proceeds from this program are being used to support need-based course material funding for our students through the We Are Aggie Pride program, which offers support to students who are experiencing financial hardship.



CENTER FOR STUDENT ASSESSMENT—OBJECTIVES

- Create synergy toward an institutional assessment plan that reduces the time it takes for students to earn their degrees.
- Create and sustain a longitudinal database to better understand factors impacting student efficacy toward degree attainment from the freshman and transfer pathways.
- Assess the impact of campus services in the Division of Student Affairs that positively affect student success.
- Establish efficiency and effective models that contribute to the institution's return on investment.
- Facilitate informed decision-making through data practices.
- Assist in the design, implementation and analysis of ongoing programmatic initiatives.

Digital Course Materials

This fall, the UC Davis Stores began a pilot called the Inclusive Access program. Nearly 4,000 students from multiple disciplines participated in this program. Digital course materials are more like software than a traditional book, therefore a licensing model can result in much lower prices (up to 80 percent lower than a new print copy of a book). This pilot is receiving national attention as a possible solution to high textbook costs and has made UC Davis a national leader in the delivery of digital content to our students. Our initial assessment shows decreased study times, improved learning outcomes and high student satisfaction. The content is adaptive and interactive compared to traditional course materials and eBooks, which do not adapt to student performance or interact. The service also allows faculty to customize their course materials.

CENTER FOR STUDENT ASSESSMENT

The Student Affairs Center for Student Assessment (CSA) was established December 1, 2014, to link Student Affairs activities and initiatives with a formal assessment framework that supports evidence-based planning and decision support. The CSA's goal is to explicitly link Student Affairs units' outcome metrics to the overall institutional goals of providing undergraduates with enriching and supportive services to facilitate high student retention and graduation rates.

80 percent of UC Davis students have participated in at least one internship.

COLLEGE TO CAREER: TRANSFORMING PERSONAL AND CAREER DEVELOPMENT

In our stewardship of undergraduate students, UC Davis has the responsibility to guide them toward alignment of their academic objectives with their career objectives. The UC Davis Internship and Career Center is uniquely positioned to make a difference in student outcomes. As a centralized broker for career-development guidance and experiential learning experiences, the ICC serves students from all disciplines and provides a full spectrum of services.

For those who are not yet focused in career aspirations, the provision of a robust, broad-ranging menu of co-curricular experiences offers the opportunity to examine thoughtfully their place in the professional market. Examples include internships, campus-based employment, study abroad, and other experiences designed to promote

career preparedness. Coupled with advising, this opportunity is a powerful tool for engaging students in their undergraduate experiences. The goal is to nuance these opportunities so they enhance—not impede—progression toward degree completion.

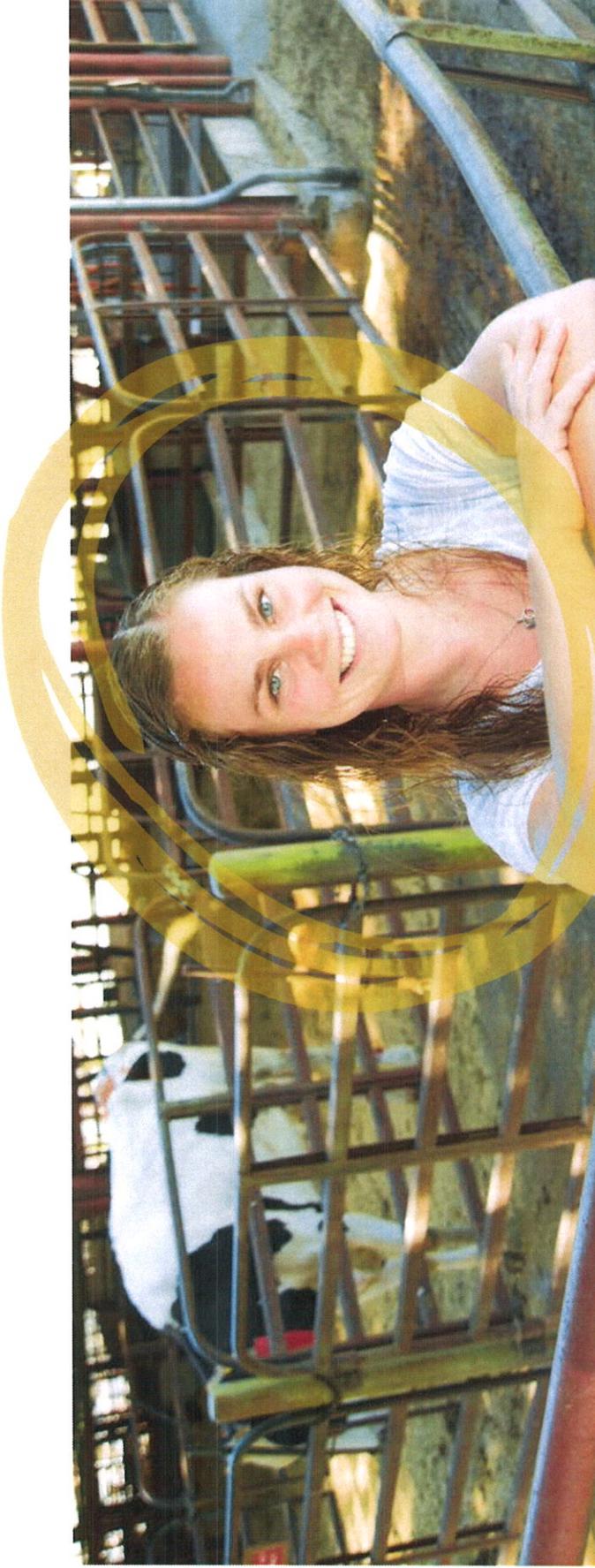
Alumni have indicated that the thoughtful career exploration provided by the ICC has been influential in their ability to pursue meaningful careers upon graduation.

- Statistics on young alumni employment trends reveal that students who participate in an internship are 1.5 times more likely to be employed when they graduate than those who do not have this experience.

- Likewise, students who work are 1.5 times more likely to be employed when they graduate. Students who work and have internships are twice as likely to be employed when they graduate.

- 80 percent of UC Davis students have participated in at least one internship, compared with 60 percent nationwide. (National Association of Colleges and Employers)

- The ICC jobs database posted 14,422 jobs and internships during the past year, resulting in 6,925 internship placements in local, national and international locations.



THE CENTRAL VALLEY: FOSTERING ECONOMIC VITALITY

CENTRAL VALLEY SCHOLARS

The Central Valley Scholars Program (CVSP) is an innovative approach to improving educational attainment and workforce development through partnerships with schools, community colleges, businesses and organizations. The objective of the CVSP is to provide recruitment pathways, scholarships, mentoring and internships within targeted disciplines to prepare an educated workforce to live and work in the Central Valley upon graduation.

The program primarily serves students who come to UC Davis from Central Valley communities, but any student with aspirations to work in this

region of California will be considered. Many of the employers in the Central Valley are remote-rural, thus challenged in their ability to attract an external professional workforce to relocate for jobs in schools, businesses, civic leadership, social services and health.

Given that this region is also the heart of the state's agricultural economy, the need for a well educated and innovative workforce knowledgeable in the global economy is of ongoing concern. UC Davis has made a targeted effort to recruit top students from this region and to promote the vast array and diversity of employment opportunities in the Central Valley.

In fall 2014, there was a 5.2 percent increase in the number of admitted students from California's San Joaquin Valley.

The Central Valley Scholars Program offers a comprehensive approach to supporting this important region of California, where more than 13,000 UC Davis alumni live. The continuing growth and development of this program could serve as a model for other targeted areas of our state, advancing our land-grant mission and positioning California for future economic prosperity.

IN CONCLUSION

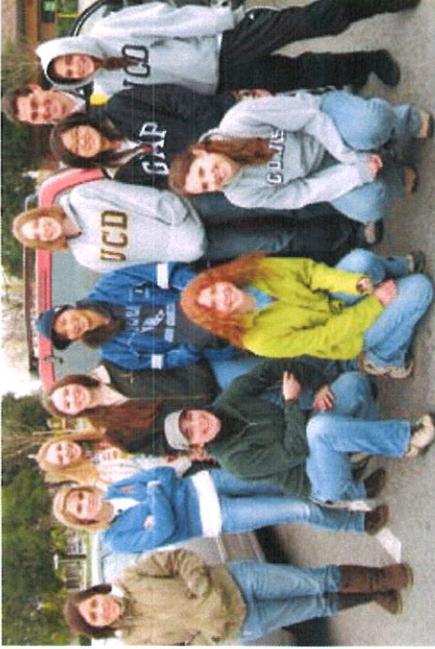
Student Affairs has dedicated its efforts to attracting, recruiting, retaining and graduating the brightest of California's richly diverse student population. Our ability to adapt, innovate and build a body of evidence to guide our strategies and decisions will enhance the undergraduate experience and prepare our students to become citizens of the world.

As we move closer to 2020, when the campus is expected to have increased enrollment by 5,000 undergraduates, Student Affairs will remain focused on enhancing programs and learning outcomes centered on global citizenship and cultural understanding to better prepare our students to become leaders in the 21st century. This is the hallmark of the educational leadership and culture of excellence that defines UC Davis.



University of California, Davis

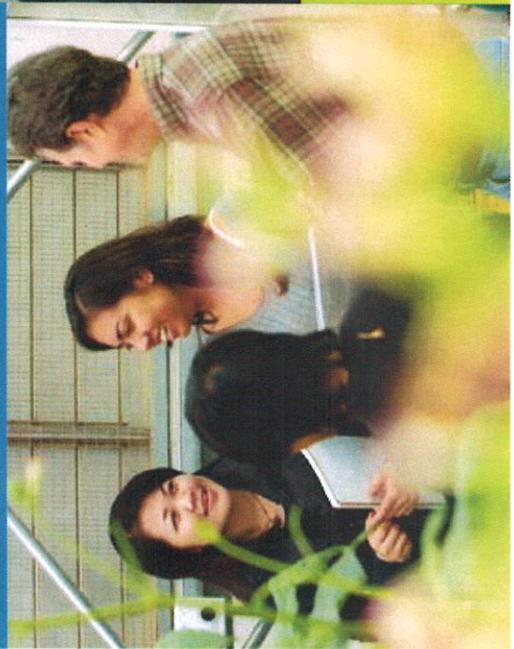
**APPENDIX D:
Career Discovery Group
ACCESS-R**



Career Discovery Groups

Whether you are undeclared or know your major, Career Discovery Groups are designed to help you begin your career planning right away.

Choose an area of emphasis and discover related careers or choose exploratory and explore an array of careers with 20 fellow students. The Career Discovery Group program gives you a graduate student mentor and special limited-enrollment seminars that will introduce you to potential career paths and get you started in meeting graduation requirements. There are only 20 students per CDG so you will have a group of friends who share your interests and quest for discovery from day one.



Career Explorations of Current CDG Students

- A Career in Ecology
- A Snapshot into a Forestry Career
- Art Director, Magazine
- Avian Veterinarians
- Becoming a Zoo Veterinarian
- Calculating a Career in Financial Management
- Career Discoveries in Law
- Career Discoveries in Social Work
- Careers in Biotechnology
- Environmental Educators
- Environmental Scientist
- Exploring a Career as a Sustainability Analyst
- Farm Manager
- Fashion Buyer
- Fashion Designer
- Green Architects
- I Want to be a Supermodel
- Landscape Architecture
- Large Animal Veterinarian
- National Park Service Ranger
- Menu for Owning a Restaurant
- Plant Geneticist
- Registered Dietitian
- Scientists Finding Foods for Health
- Veterinarians: Small Animal Practice



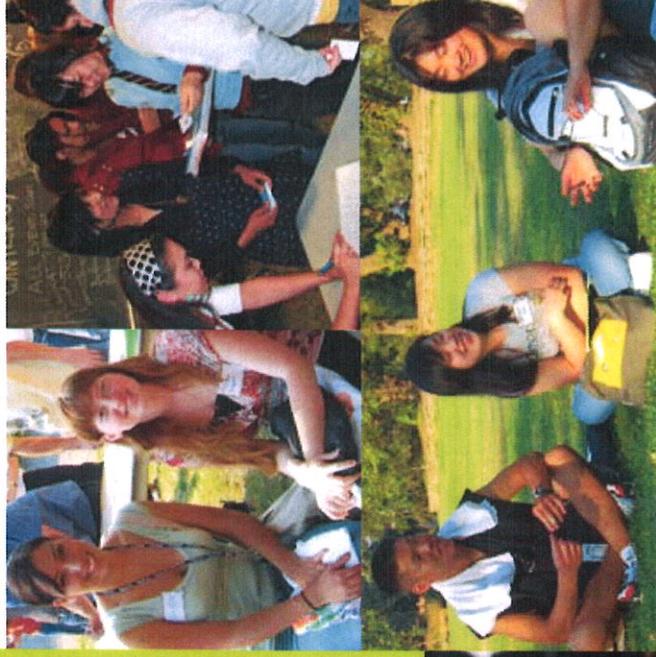
LEARN MORE ABOUT OUR PROGRAM!

<http://sas.ucdavis.edu>

SCIENCE & SOCIETY PROGRAM

CAREER
DISCOVERY
GROUPS

at UC Davis



UC DAVIS
COLLEGE OF AGRICULTURAL
AND ENVIRONMENTAL SCIENCES

UC DAVIS
The Internship & Career Center
Find Your Direction



CDG program eligibility

ALL freshmen in the College of Agricultural and Environmental Sciences (CA&ES) are eligible.

Undeclared/Exploratory Students in CA&ES who want to explore an array of career pathways and gain decision-making skills.

Students with a declared major in CA&ES who want a head start on career development skills in their area of interest.

Participating in CDG

As an Undeclared/Exploratory student, receive special guidance that lets you explore potential careers in a specific area of emphasis **OR** explore an array of career pathways by choosing the Exploratory emphasis.

As a student with a declared major, receive special attention and guidance that lets you begin your career planning from day one. Learn all the basics of career success and meet accomplished professionals in your area of interest.

Enjoy unique opportunities to learn and discover strategies for career success with a small group of student colleagues who share your interests.

Receive special instructions and guidance from experts in the UC Davis Internship and Career Center.

ALL WHILE EARNING CREDITS TO MEET GRADUATION AND MINIMUM PROGRESS REQUIREMENTS.

How the program works

1) Your mentor will help you adjust to campus and focus your interests by guiding you through two special seminars (fall and spring) and the Career Discovery Seminar (winter). With your mentor at your side, you will meet professionals and alumni from throughout California during field trips and special events like "career speed dating."



2) Guided exploration with special seminars throughout your first year (required for all participants). **FALL:** *Positioning Yourself for Success at UC Davis and Beyond (SAS 098)* (1 unit, 1 hour/week). Explore how campus resources enhance your academic success and your career path. Begin career explorations with professionals and alumni and get recommendations for guided exploration through general education (GE) courses in our unique Science and Society Program.

WINTER: *The Career Discovery Seminar (SAS 5)* (3 units, 1 1/2 hours lecture and 1 1/2 hours discussion /week). **MEETS GE REQUIREMENTS.** Experts from the Internship and Career Center and your mentor will teach you how to succeed in the work place and connect to a rewarding career path. Career assessments will help you discover more about yourself and decision making skills. Discussions will focus on careers in your area of interest **OR** in the Exploratory emphasis help you narrow your interests and career options. **SPRING:** *Entering the Professional World (SAS 098)* (1 unit, 1 hour/week). Your mentor will help you continue exploring careers with professionals and alumni through field trips and face-to-face meetings.

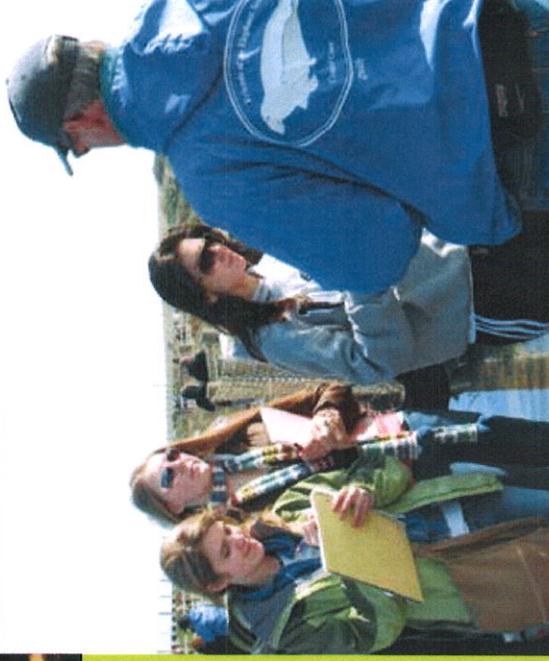
CDG areas of emphasis

To tailor your CDG experience to your needs and interests, you will be asked to select one of the following areas as an emphasis:

- Animal Sciences/Wildlife
- Ecology/Environment
- Food Science/Nutrition
- Sustainable Agriculture
- Exploratory

Your choices are important because discussion sections in the Career Discovery Seminar will focus on careers relevant to your area of emphasis or helping you to explore. Also, your graduate student mentor will have experience in the area of emphasis you have selected.

IF YOU JUST WANT TO EXPLORE AN ARRAY OF CAREERS, CHOOSE THE EXPLORATORY EMPHASIS.



Discover for yourself!

Register for the CDG program during Orientation.

ACCESS-R Email Invite to Participate

(2014-2015 and 2015-2016)

Dear UC Davis transfer student,

You have been selected to participate in STEM research opportunities at UC Davis this summer! Placements are limited. We invite you to join ACCESS-R, a **unique** research program for STEM transfer students offered by the UC Davis Office of Undergraduate Education.

Benefits to You

Participating in ACCESS-R will help you develop research skills, help you adjust and succeed at UC. It will open a world of opportunities for your career development, enhance the quality of your interactions with faculty, and make you part of a diverse campus student community. You will participate in:

- _A two-week research intensive (Summer 2014), where you will participate in laboratory scientific research.
- _One research seminar per quarter (Fall 2014, Winter and Spring 2015), where you will further develop your research skills and learn how to navigate the post-transfer experience at UCD.
- _One-week professional development training during the summer of your senior year (Summer 2015).

NOTE: These are only offered to ACCESS-R students. The summer portions of the program are at no cost to you and we don't offer financial support or housing for participating. The research seminars are part of your course load during your first year at the university.

Be Part of a Research Study

By accepting to participate in ACCESS-R you will be part of a study performed by UC Davis researchers to analyze and document strategies that lead to STEM transfer student success at research institutions. Please carefully review the 'ACCESS-R Consent Form' attached. You will be asked to sign the document in person on the first day of the program.

If You Decide to Join ACCESS-R

Register at this link within 48 h of receiving this message. Placements are limited and if we don't hear back from you or you decide not to participate, we will select other students for the program. NOTE: Once the groups are full, there will NOT be later opportunities to join.

You can choose to participate in one of the following Research Intensives:

- Research Intensive 1: Mon through Friday on July 14 -25, 10 am - 4:30 pm
- Research Intensive 2: Mon through Friday on Aug 4 -15, 10 am - 4:30 pm
- Research Intensive 3: Mon through Friday on Aug 25 - Sept 5, 10 am - 4:30 pm

You can choose to participate in one of the following two-unit research seminars in Fall 2014:

- Research Seminar 1, Title TBD
- Research Seminar 2, Title TBD
- Research Seminar 3, Title TBD

For more information, write to iamstem.info@gmail.com. Don't miss this unique opportunity!

Sincerely,

Ana M. Corbacho, PhD
ACCESS-R Director
Associate Director for Undergraduate Research and Diversity
iAMSTEM Hub
University of California, Davis

University of California, Davis

**APPENDIX E:
Financial Calculation Detail**

UNIVERSITY OF CALIFORNIA

Average Annual Cost of Education per Student

	Annual	Per quarter	Avoided cost for two quarters	# Students with Reduced Time to Degree	Annual Avoided Cost
Total, net of financial aid ¹	\$ 18,060	\$ 6,020	\$ 12,040	430	\$ 5,177,200
State support	7,090	2,363	4,727	430	2,032,467
Tuition	8,360	2,787	5,573	430	2,396,533
UC support (not financial aid)	2,610	870	1,740	430	748,200

Average Annual Financial Aid Grants Per Transfer Student

Average financial aid grant ²	\$ 16,384	\$ 5,461	\$ 10,923	430	2,395,341
UC Return to Aid	8,356	2,785	5,571	430	1,268,122
State (Cal-Grant)	4,424	1,475	2,949		
Federal (Pell)	3,604	1,201	2,403		Excluded: 22,480

CALIFORNIA COMMUNITY COLLEGES

	Annual	Per Semester	Avoided cost for two semesters	# Students with Reduced Time to Degree	Annual Avoided Cost
Total net of financial aid	\$ 5,000	\$ 2,500	\$ 5,000	930	\$ 4,650,000
Average financial aid grant	Unknown				Unknown

Total Avoided Cost: Students (Tuition), State (including financial aid), and Higher Ed Institutions (including financial aid for UC Davis)

\$ 13,490,662

Distribution of UC Avoided Cost

UC (UC Support and Return to Aid)	\$ 3,143,541
State (State Support and Cal-Grant)	\$ 3,300,588
Student (Tuition)	\$ 2,396,533

CCC Avoided Cost (Distribution Unknown)

\$ 4,650,000

University of California, Davis

**APPENDIX H:
Summary Table for Program Evaluation**

**University of California, Davis - Appendix H
Summary Table for Program Evaluation**

Goal 1: Significantly increase the number of bachelor's degrees awarded.¹

Desired Outcomes	Formative Measures	Summative Measures	Population	Data Source	Analysis
2% increase per year in proportion of transfer students who are retained between the junior and senior year in the initial admitted major for each University college. Baseline (Fall 2012): 92%	Frequency nominal categorical count by college for the major change causes on a quarterly basis.	The proportion of transfer students who remain in the admitted major by the end of the junior year.	The admitted cohort of California students through the Transfer Admissions Guarantee (TAG) during their junior year at the University.	Registrar's Banner System; UC Census system.	Descriptive statistics; chi-square statistics and/or logistic regression to compare TAG to non-TAG admitted transfer students.
2% increase in persistence rate between first and second year at UC Davis Baseline (Fall 2008-2012) 98%	Number of students each quarter enrolled in and remaining in University college in which they were admitted.	The proportion of students who remain enrolled at UCD in second year	ACCESS-R and CDG cohorts compared vs. general population (matched for similar majors)	UC Census enrollment data	Chi-square statistics and/or logistic regression and descriptive statistics among CDG cohorts and general population
4% increase per year in the proportion of junior level transfer students who complete 45 upper division units toward degree. Baseline (Fall 2012): 61%	The proportion of transfer juniors who earn a "B-" or greater each quarter in 15 units of upper division courses at the University.	The proportion of transfer juniors who complete 45 upper division units and maintain a 3.00 GPA prior to the senior year.	Admitted CA transfer students through the Transfer Admissions Guarantee (TAG)	Registrar's Banner System; Degree Navigator.	Descriptive statistics: compare TAG and non-TAG transfer admitted students / comparable fresh. admitted students now juniors.

¹ Baselines currently known are indicated. All outcomes will have measurable baselines that will be identified in progress reports.

University of California, Davis - Appendix H
 Summary Table for Program Evaluation

Desired Outcomes	Formative Measures	Summative Measures	Population	Data Source	Analysis
5% increase per year in the proportion of senior level transfer students who complete 45 upper division units toward the intended degree. Baseline (Fall 2011): 34%	The proportion of transfer level seniors who earn a “B-“ or greater each quarter in 15 units of upper division courses at the University.	The proportion of transfer seniors who complete 45 upper division units and maintain a 3.00 GPA prior to the senior year.	Admitted CA transfer students through the Transfer Admissions Guarantee (TAG).	Registrar’s Banner System; Degree Navigator.	Descriptive statistics; chi-square statistics and/or logistic regression to compare TAG and non-TAG transfer / comparable freshmen-admit students now at junior level in the college.
4% increase per year in the number of TAG applicants who enroll at the UC system immediately following community college graduation. Baseline (Fall 2014): 1292	Survey of declined SIR of admitted transfer admissions guarantee (TAG); % of applicants interested in R-ACCESS-R and CDG.	Frequency count of TAG transfer cohort who engage w/ ICC researching opportunities by end of fall quarter after ACCESS-R / CDG program.	TAG enrolled participants who participate in CDG or ACCESS-R the summer prior to junior level enrollment.	ACCESS-R & CDG database; Internship Career Center via the Center for Student Affairs Assessment.	One-way Analysis of variance (ANOVA) between ACCESS-R, CDG and TAG enrolled transfer students who do not participate in CDG/R-ACCESS.
10% increase per year of transfer students who seek employment opportunities during senior year (non-5 th year seniors) in intended graduated majors.	Number of career and professional representatives visited during University fairs; attitude survey to prevent ‘super seniors’ or 5 th year seniors.	Proportion of transfer students in second year of enrollment who have position placement upon degree.	Admitted CA transfer students through the Transfer Admissions Guarantee, participants of R-ACCESS and CDG.	Registrar’s Banner System; Internship & Career Center; Center for Student Affairs Assessment; Career Psychom. survey.	Descriptive statistics; chi-square statistics and/or logistic regression; factor analysis on cognitive development of employment skills.

**University of California, Davis - Appendix H
Summary Table for Program Evaluation**

Desired Outcomes	Formative Measures	Summative Measures	Population	Data Source	Analysis
10% increase in number of students taking advantage of college or major advising during their first year Baseline: ~80% (based on retrospective survey of 2014 graduating seniors)	Number of first year students each quarter who attend in person advising in college or major.	The proportion of first year students who attended an in person advising meeting at the college or major level at the end of the first year.	CDG cohort compared to general population.	Surveys of college and major advisors; OASIS data.	Descriptive statistics and chi-square statistics and/or logistic regression comparing TAG, CDG, ACCESS-R, and general population (matched for similar majors).

University of California, Davis - Appendix H
 Summary Table for Program Evaluation

Goal 2: Allow students to complete bachelor’s degrees within four years of beginning higher education.²

Desired Outcomes	Formative Measures	Summative Measures	Population	Data Source	Analysis
5% increase per year in the NUMBER? of transfer prospects who submit a transfer admissions guarantee (TAG) application to their community college upon the start of the fall semester of the sophomore year.	Completion of 2 UC transferable English composition courses with a “C-“ or greater AND 1 UC transferable math course at the community college by the start of the sophomore year.	Maintain a GPA of 3.00 or greater on transferable course work attempted in the freshmen year at the community college. The proportion of TAG approved by the UC campuses relative to the initial TAG applications.	High school graduates who participated in K-12 outreach projects such as EAOP, MESA and Puente	UC Review Transfer Academic Planner & Transfer Admissions Guarantee data repository; California Community College Unofficial transcripts	Bivariate Linear Regression; Descriptive Statistics. Submitting TAG to Community College (True outcome).
% increase of the number of UC approved Transfer Admissions Guarantees (TAG) by spring semester of the sophomore year of transfer students. Baseline (Fall 2015): 72.6% (2769 of 3812)	Completion of 4 additional courses with “B-“ or better from two of the subject areas necessary to meeting transfer requirements.	The proportion of UC Transfer Admissions Guarantee (TAG) approved by the Community College and UC campuses.	High school graduates who participated in K-12 outreach projects such as EAOP, MESA and Puente and are at sophomore level at the community college.	UC Review Transfer Academic Planner & Transfer Admissions Guarantee data repository;	Logistic regression; Descriptive Statistics.

² Baselines currently known are indicated. All outcomes will have measurable baselines that will be identified in progress reports.

**University of California, Davis - Appendix H
Summary Table for Program Evaluation**

Desired Outcomes		Formative Measures		Summative Measures		Population		Data Source		Analysis	
4% increase in UCD TAG admitted students from CC Baseline (Fall 2015): 52.7% (1292 of 2453)	Survey to determine cause why admitted TAG students did not enroll at the University by fall quarter.	Survey determining whether admitted TAG student enrolled at another four-year institution not affiliated with the UC system.	TAG admitted transfer students from K-12 outreach.	National Clearing House; UCOP Undergraduate Admissions	Descriptive statistics on transfer cohort;						
5% increase in the number / proportion of transfer students who use programs and services offered by the University.	Post survey on transfer orientation prior to fall enrollment.	Frequency count of attendance at each of the 24 units of student affairs services and advising services at the colleges.	TAG enrolled participants.	UC Registrar's Data; OASIS; and, Center for Student Affairs Assessment.	Descriptive statistics						
5% increase in number of first year students meeting minimum progress requirements	Number of first year students each quarter meeting minimum progress requirements	Percentage of students who maintain minimum progress during first year	All program cohorts compared to general population	UC Registrar's enrollment data	chi-square and or logistic regression and descriptive statistics						
5% increase in number of students maintaining minimum progress through 12 quarters	Number of students each year meet minimum progress through 12 quarters	Percentage of students who maintain minimum progress through 12 quarters	All program cohorts compared to general population	UC Registrar's enrollment data	chi-square statistics and/or logistic regression and descriptive statistics						
25% reduction in time to when students choose a final major.	Benchmark surveys of student interests and majors	Number of times students change majors	CDG cohorts compared vs general population (matched demographically for majors)	UC Registrar's enrollment data	t-test and descriptive statistics						

**University of California, Davis - Appendix H
Summary Table for Program Evaluation**

Goal 3: Ease transfer through the state’s education system by better recognizing learning that occurs across the state’s education segments and elsewhere.³

Desired Outcomes	Formative Measures	Summative Measures	Population	Data Source	Analysis
2% increase per year in the number of high school graduates who enroll at a two-year institution within 3 months after graduation in a declared major. Baseline (Fall 2013): 64%	Post survey concluding Transfer Academic Planner (TAP) sessions by K-12 outreach.	The proportions of high school graduating cohort participants who successfully complete the TAP enroll application.	High school graduate participants of K-12 outreach projects	Transcript Evaluation Service (TES), UCOP Student Academic Preparation & Education Partnerships; UC Review Transfer Academic Planner (TAP)	Descriptive Statistics
10% increase in number of high school graduating students enrolling at 2-yr institution and minimally complete 30 semester of transferable courses with “B” or greater as outlined in the TAP Baseline (2014) 34%	Survey to determine student’s request “Incomplete” and “Withdrawal” notation. Satisfaction survey on enrollment process during the community college’s matriculation process in fall semester.	The proportion of freshmen transfer who do not deviate from their course enrollment in the fall and spring semester plan proposed in the transfer academic planner (TAP).	High school graduate participants of K-12 outreach projects who engage in the Transfer Academic Planner (TAP) tool.	UC Review, Transfer Academic Planner Tool	Descriptive Statistics;

³ Baselines currently known are indicated. All outcomes will have measurable baselines that will be identified in progress reports.

**University of California, Davis - Appendix H
Summary Table for Program Evaluation**

Desired Outcomes	Formative Measures	Summative Measures	Population	Data Source	Analysis
10% increase per year in number of returning CC students from initial HS cohort who complete 30 semesters of transferable courses with "B" or greater as outlined in the TAP, with a career interest. Baseline (2014): 34.3%	Matriculation enrollment application on career interest.	The proportion of an entering student cohort who actively enrolled in a degree program at a community college like an Associate's degree.	High school graduate participants of K-12 outreach projects who engage the career center at the community college.	TBD	Descriptive Statistics
7% increase in the number of entering transfer students at the community college who do not enroll in any Basic Skills courses upon first term of enrollment. Baseline (2010): 43.6% English; 30.6% Math	Placement Exams: The proportion of students identified as lacking basic skills who earn a grade of "C-" or better in non-developmental college courses after having completed developmental coursework.	The proportion of transfer students enrolled in or completing programs (a) with organized, sequential courses or (b) leading to a degree, who demonstrate a mastery skills and competencies specific to predetermined program learning outcomes.	High school graduate participants of K-12 outreach projects	UC Registrar's Banner; OASIS;	Descriptive Statistics
Desired Outcomes	Formative Measures	Summative Measures	Population	Data Source	Analysis

**University of California, Davis - Appendix H
Summary Table for Program Evaluation**

Desired Outcomes		Formative Measures	Summative Measures	Population	Data Source	Analysis
10% increase in the persistence rate through first and second year at UC Davis per year (see also Goal 1 above)	The number of students each quarter who are enrolled in and remain in the University college in which they were admitted.	The proportion of students who remain enrolled at UCd in second year	ACCESS-R CDG cohorts compared vs general population (matched for similar majors)	UC Census enrollment data	Statistics to compare CDG cohorts and general population, controlled for student demographics and cohort enrollment	
10% increase in the proportion of students engaged in campus resources (e.g., ICC or Undergrad Research Confer.)	Number of students participating in ICC activities/events and participation in Undergraduate Research Conference	Proportion of students participating in Internship and Career Center activities/events and Undergraduate Research Conference	TAG/TAP, ACCESS-R, CDG cohorts compared to general population	Internship and Career Center surveys; Undergraduate Research Conference surveys	Chi-square statistics and/or logistic regression and descriptive statistics	
10% increase in student assessment of program impact on academic success and sense of belonging on campus	Student surveys and qualitative measures of student success and satisfaction	Student self-assessment ratings of their own academic success, feelings of community, and understanding of personal and career goals	CDG, ACCESS-R, and TAG cohorts compared to general pop)	CDG student surveys	ANOVA between ACCESS-R, CDG and TAG enrolled transfer students compared to general population	