Latino Student Eligibility and Participation in the University of California

Report Number Two of the
Latino Eligibility Task Force

November 1993

University of California
Latino Eligibility Task Force
Division of Social Sciences
University of California
Santa Cruz, California 95064

University of California Latino Eligibility Task Force

Members

Dr. Richard Duran
Associate Professor of Education
University of California, Santa Barbara

Dr. Troy Duster
Professor of Sociology
University of California, Berkeley

Dr. Leobardo Estrada
Associate Professor of Urban Planning
University of California, Los Angeles

Dr. Richard Figueroa
Professor of Education
University of California, Davis

Dr. Eugene E. Garcia,
(Chair through August 1993)
Professor of Education and Psychology
(on leave from University of California, Santa Cruz)
Director: Office of Bilingual Education and Minority Languages Affairs
Washington, D.C.

Manuel Gomez
Associate Vice Chancellor, Academic Affairs
University of California, Irvine

Dr. Eugenia Matute-Bianchi
Associate Professor of Education
University of California, Santa Cruz

Dr. Jose Miramontes
Assistant Clinical Professor of Medicine
University of California, San Francisco

Dr. Rachel Moran
Professor of Law
University of California, Berkeley

Dr. Jeannie Oakes
Professor of Education
University of California, Los Angeles

Dr. Flora Ortiz
Professor of Education
University of California, Riverside

Dr. Raymund Paredes
Associate Vice Chancellor for Academic Development
University of California, Los Angeles

Dr. Frank Rincon
Vice Chancellor for Student Affairs
University of California, Davis

Dr. Daniel Solorzano
Assistant Professor of Education
University of California, Los Angeles

Dr. Olga Vasquez
Assistant Professor of Communications
University of California, San Diego

Richard Duran

Troy Duster

Leobardo Estrada

Richard Figueroa

Eugene E. Garcia

Manuel Gomez

Eugenia Matute-Bianchi

Jose Miramontes

Rachel Moran

Jeannie Oakes

Flora Ortiz

Raymund Paredes

Frank Rincon

Daniel Solorzano

Olga Vasquez

Aida Hurtado

Resource Persons

Dr. Aida Hurtado, *Research Director*
Associate Professor of Psychology
University of California, Santa Cruz

Robert E. Jorgensen, *Administrative Director*
Assistant Dean of Social Sciences
University of California, Santa Cruz

Joyce Sauter, *Administrative Assistant*
Executive Secretary
University of California, Santa Cruz

Mary Ann Hult, *Assistant*
University of California, Santa Cruz

Karen Merritt
Director of Academic Planning
Office of the President

Michael Aldaco
Director SAA Outreach and Support Programs
Office of the President

Research Assistants

Patricia Cortez
University of California, Santa Cruz

Gilbert Murillo
University of California, Santa Cruz

Sandra Pacheco-McCauley
University of California, Santa Cruz

José Sahagún
University of California, Santa Cruz

Luis Vega
University of California, Santa Cruz

Anthony Gustavo Villar
University of California, Santa Cruz

Table of Contents

Executive Summary

Less than 4 percent of 1990 Latino California high school graduates were fully eligible to attend the University of California, compared to an overall average among all graduates of 12.3 percent. To address this shortfall, the Latino Eligibility Task Force was established in August 1992 by former UC President David P. Gardner. The Task Force expects to report to the Regents twice each year; this is its second report.

Last year, the Chicano/Latino Youth Leadership Project solicited essays on the causes of low Latino eligibility from high school students applying for the project's annual UC summer workshop in Sacramento. The essays consistently mention the building of bridges, strong reliable "puentes" to transport students from the everyday realities of life with their families and communities to the new and unfamiliar experience of the university.

The Task Force, too, wishes to highlight the significance of "puentes." The need is urgent to build substantive and effective bridges for Latino students between the university and other educational institutions, families, and communities. In particular, this report focuses on the university's student development efforts in schools and community colleges. Barriers for Latino students to progress as well as the means to widen the bridges to a university education are identified.

The primary bridge serving the schools is the university's Early Academic Outreach Program (EAOP), which serves 54,000 underrepresented students in 488 middle and high schools. Its campus-sponsored programs strive to develop student potential to attend four-year colleges by providing counseling and support to enroll and succeed in the academic courses necessary to be eligible for college-level work.

EAOP's record of developing student potential is impressive: Nearly all of its 1992 graduates (96.5 percent) attended a postsecondary institution; 2,650, or 52 percent, were fully or potentially eligible to attend the University of California; and 1,110 actually enrolled.

Of concern to the Task Force is that only 24.5 percent (682) of the fully and potentially UC-eligible Latino graduated seniors actually enrolled in the University of California. Another 34 percent (961) of this cohort enrolled in community colleges and can be viewed as potential UC enrollees at a later date.

Campus EAOP staff generally serve a small proportion of students within a given school. Particularly successful programs at several campuses are described in this report. However, EAOP must strive to affect a larger group of students if it is to have a systematic impact.

Latino enrollments have grown greatly at the community colleges. Latino student transfers to the university have likewise grown, but the number remains small. One of the exemplary bridges connecting community colleges to the university is the Puente Project. Since 1985, the California Community Colleges system and the University of California Office of the President have cosponsored the Puente Project.

Two-thirds of Puente Project students become eligible to transfer, and they transfer to the university at a greater rate than non-participating Latino students. The expansion of such programs should quickly increase Latino enrollment in the University of California.

This report includes the following school outreach recommendations:

1) Hold accountable those who have the responsibility for University of California outreach and articulation. This responsibility must include increasing the numbers of underrepresented students eligible to attend the University of California.

2) Focus on the students who reside within commuting distance of University of California campuses as the primary beneficiaries of outreach services.

3) Make certain that all campuses are disseminating information about admission and financial aid directly to students and to their parents in Spanish.

This report also includes the following transfer program recommendations:

1) Establish "Step-to-University" programs that consider the systematic collaboration of K-12 systems, the California Community Colleges, and the University of California.

2) Expand strategically targeted outreach services in the community colleges, modeled after the Puente Project, even at the cost of limiting other, less effective K-12 outreach activities.

In conclusion, the Latino Eligibility Task Force understands that the University of California's quest to enhance Latino student eligibility and participation is an important task for all Californians. The University of California cannot accomplish this worthy goal alone, but it can acknowledge its responsibility to become a full partner in developing the state's human resources. This would be a critical step in creating the perception and reality that California's educational institutions are beginning to act as "*all one system.*"

The Task Force: Where We Began, Where We Are Now

Less than 4 percent of 1990 Latino[1] California high school graduates were fully eligible to attend the University of California, compared to an overall average among all graduates of 12.3 percent. To address this shortfall, the Latino Eligibility Task Force was established in August 1992 by former UC President David P. Gardner. The Task Force was commissioned for three years and charged to assess existing research and programs, conduct new scholarship, and recommend policies, programs, and other actions designed to improve future Latino student eligibility. The Task Force expects to report to the Regents twice each year; this is its second report.

In March 1993, the Task Force's first report detailed its preliminary findings and recommendations to the Regents and the larger community. The report recommended that the University of California:

1) restructure financial aid for needy students in the form of grants rather than loans, particularly for beginning students;

2) place greater emphasis on providing eligibility and admissions information in Spanish using various media;

3) improve coordination between its campuses and K-12 schools, community colleges, community organizations, and businesses;

4) address Latino eligibility issues in all relevant university programs and research units;

5) change specific UC policies that negatively affect Latino eligibility, admission, and enrollment: allow ESL/Bilingual content courses to meet more "A-F" requirements; coordinate the timing of student admission, financial aid, and housing determination; and admit community college transfers earlier.

Since the March report, the University of California faculty committee, the Board of Admissions and Relations with Schools (BOARS), has agreed to add ESL/Bilingual content courses to those that can meet the requirement in the "overall college prepa-

[1] "Latino" in this report refers to individuals whose families originated recently or historically in Mexico, the Caribbean, Central America, or South America.

ration" category. The committee will also be discussing the larger issues of the use of bilingual/sheltered English courses to fulfill the A-F requirements.

The internal report from a university workgroup on undergraduate student employment is helpful in addressing the Latino Task Force's concerns about financial aid. The report recognizes that given the growing gap between grant funding and the cost of education, increased earnings from part-time employment during the academic year and employment during the summer are a necessary alternative to additional borrowing. It identified a need for expanded employment opportunities in three general areas in order to increase students' income without having a negative impact on academic performance:

- higher-paying employment;
- employment opportunities related to a student's academic or career interest;
- academic credit for paid employment.

UC President Jack W. Peltason has agreed to meet with the chancellors from the eight undergraduate campuses to discuss how to develop campus plans for improved and coordinated outreach, recruiting, and retention as outlined in the Task Force's recommendations.

The Task Force also convened a broadly representative Advisory Council, held a research symposium in May 1993, began planning for a forum with state legislators, and started a data base of Latino high school transcripts. Finally, four action studies were commissioned on eligibility issues raised since the first report. The topics include: proposing alternatives to current methods of defining eligibility; probing how links between the university and schools are established and how well they work; investigating effects of university/community ties on student learning; determining what cultural and institutional processes allow students to receive consistent access to academic assistance and guidance; and examining educationally successful Chicanas over three generations.

This report builds on these Task Force activities and further analyzes relevant issues, while presenting action-oriented recommendations that can immediately affect Latino student participation and success in the University of California.

This report presents action-oriented recommendations that can immediately affect Latino student participation and success in the University of California.

Chicano/Latino Youth Leadership Project
Participants at College Fair, Sacramento
August 1993

Student Voices

This past year, the Chicano/Latino Youth Leadership Project solicited essays on the causes of low Latino UC eligibility from high school students applying for its annual summer workshop in Sacramento—at the same time the Task Force was starting its work.

These two activities are not coincidental. The educational community and the broader communities of California citizenry have made clear their concern about educating the future population and leaders of their state. Demographic studies project that by the year 2040, Latinos will constitute the majority of California residents (California Department of Finance, 1993). As throughout its history, the University of California will be expected to prepare future generations of leaders in business, science, public life, and the professions. A significant portion of those leaders must come from the Latino community.

The solicited student essays speak volumes about how to meet this challenge. They consistently mention the building of bridges, strong reliable "puentes" to transport students from the everyday realities of life with their families and communities to the unfamiliarity of the university. The students emphasize the degree of motivation needed, the importance of attending the university to prepare intellectually, and their intention to contribute to building their communities.

Here are excerpts from the student essays:

The goals should be to inform parents of special programs that are already established to help students continue their education, organize events where parents could meet important school officials and be able to form a network....

-Rene Barba

Counselors need to stress the fact that there are grants, financial aid and scholarships out there. Money should not be a set back for anyone who wants to attend college.... maybe we need to have a conference for parents to show them how to guide their children.

-Julie Aguilera

Rene Barba

Julie Aguilera

Erika Hernández

If the students can not receive help from their teachers, there is no where else to turn.... College students should maybe "adopt" students by becoming their mentors and provide an example.

-Erika Hernández

Se necesita que den mas oportunidades. Por ejemplo que ofrezcan cursos de preparación para los examenes. Y si no aprueba en la primera, que se de una segunda oportunidad.... Si los Latinos tuvieran mas soporte de su familia, la escuela y su comunidad, el porcentaje de Latinos que irian a la universidad sería mayor y los jóvenes tuvieran mejores ejemplos en su vida

-Alejandro Avila

More opportunities need to be offered. For example, courses to help prepare for entrance exams could be offered. And if the results of the first exam don't turn out well, a second chance should be given.... If Latinos had more support from their families, schools and communities, the rate of Latinos going to the university would be higher and our youth would have better role models in their lives.

-Alejandro Avila

Verónica Pérez

Children and teens...need to know that they have a chance and that there is something to look to in the future...we need to know that there is hope for us, just like everyone else.

-Andrea Escobedo

Traditionally, Hispanic families have placed a great value on education and family. Hispanics have great respect for teachers and educational institutions. However, the parents, for the most part, have a limited education and are not able to give their children the proper guidance and support they require.

-Norma Citali Deaztlan

A solution to this problem would be to develop programs not only for the students, but families as a whole so that they are aware....

-Verónica Pérez

Mi plan para solucionar el problema va a ser un programa educativo. Se va llamar Programa Educacional Planeando un Futuro. Este programa se ofrecera a toda la comunidad con enfásis en Chicano/Latino comunidad. Este programa tendrá tres diferentes secciones: padres, cursantes de primaria y cursantes de secundaria.

-Lorena Bernal

My plan to solve the problem would be to implement a program called "Educational Program—Planning a Future". This program would be offered to all communities with an emphasis in Chicano/Latino communities. This program would focus on three different groups: parents, students in the elementary school and students in high school.

-Lorena Bernal

Lorena Bernal

University Outreach Revisited

Latino community college enrollment has increased dramatically in the last decade, but transfer rates to the University of California have remained extremely low.

THIS REPORT HIGHLIGHTS THE SIGNIFICANCE OF "PUENTES"—AN ECHO in support of these student voices and a confirmation of the Task Force's own work and analysis. The need is urgent to build substantive and effective bridges for Latino students between the university and other educational institutions, families, and communities.

The main reason for urgency is that less than 4 percent of Latino public high school graduates in 1990 were fully eligible to attend the University of California. An additional 2.9 percent would have been fully eligible had they taken all the required tests (*see figure 1*).

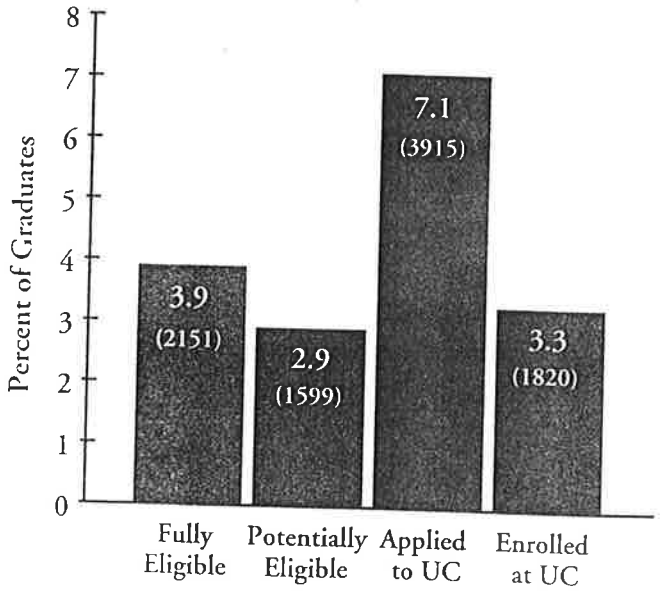
Another urgent concern is that less than one-third of Latino graduates in predominantly Latino high schools are known to have enrolled in any postsecondary institution at all (*see figure 2*). Those that do enroll choose mostly the community colleges. Latino community college enrollment has increased dramatically in the last decade, but transfer rates to the University of California have remained extremely low (*see figures 3* and *4*).

The Task Force wishes to continue to serve as a kind of "North Star" by guiding efforts to expand the pool of Latino high school and community college students who might become eligible to attend the university. Thus, this report will focus on the university's student development efforts in schools and community colleges.

Figure 1. Latino Public High School Graduates by Eligibility Status, Application Rates, and Enrollment Rates, 1990

Data Source: California Postsecondary Education Commission, Report 92-14, and UC Office of the President, Admissions and Outreach Services, September 1992

Figure: Generated by the Latino Eligibility Study



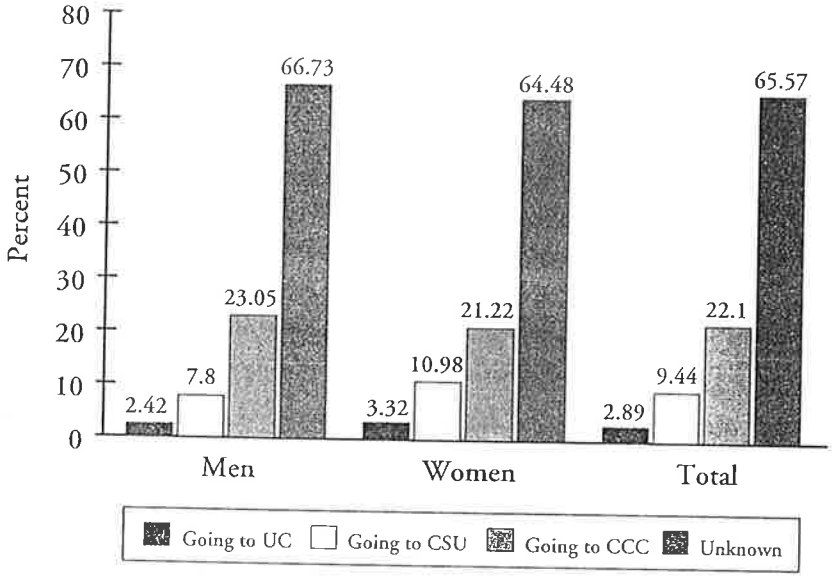


Figure 2. Top 15 Public High Schools with Largest Number of Latino Graduates and Where They Went, 1991*

* Percentages reflect only Latino students

Data Source: California Postsecondary Education Commission, Student Profiles, 1991 and 1992 Supplemental

Figure: Generated by the Latino Eligibility Study

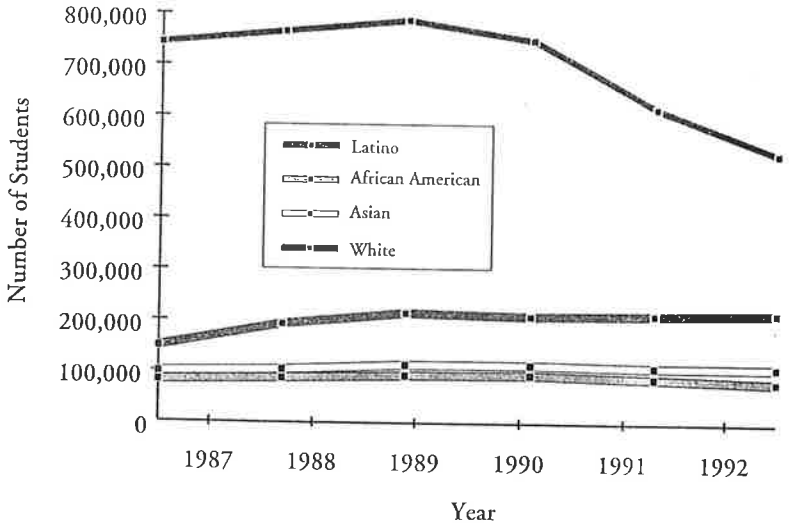


Figure 3. Attendance at California Community Colleges, Includes All Students Except Those Enrolled Simultaneously in High School, 1987-1992

Data Source: California Postsecondary Education Commission, Student Profiles, 1991 and 1992 Supplemental

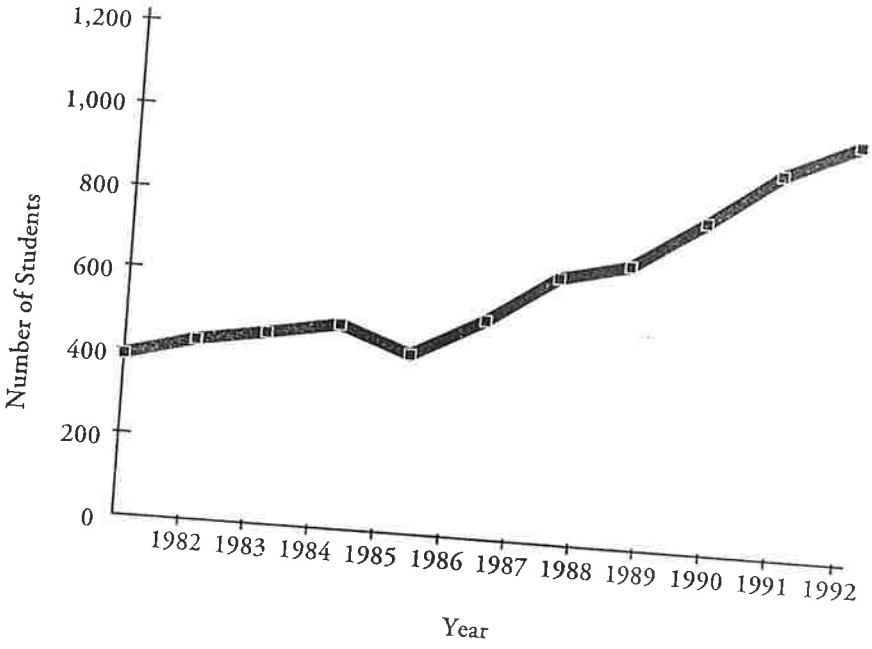
Figure: Generated by the Latino Eligibility Study

In the United States, most people believe that the path to a financially and personally fulfilling life includes a college education. Despite aspirations that are equal to those of the dominant population, Latino students generally have not been able to capitalize on opportunities to attend a college or university. In this section the Task Force will explore the institutional barriers and bridges to attending the University of California.

Figure 4. Number of Community College Latino Students Transferring to UC, 1982-1992

Data Source: UC Office of the President, Information Digest, Fall 1992 and Supplemental

Figure: Generated by the Latino Eligibility Study



The Barriers

The following barriers for Latino students are identified in reports and in interviews with selected University of California directors of admission and outreach staff:

1) Latino students often do not receive adequate counseling, advice, or support from educational institutions.

2) Institutional environments have not encouraged Latino students to take themselves seriously as learners.

3) Latino students and their parents do not feel they are equal partners in the educational environment of their schools.

4) Latino students often have not taken a coherent pattern of courses that will prepare them for the next level of college-preparatory study.

5) Outreach efforts are shared broadly across the university with no one person in charge of the overall responsibility.

6) Transfer from one educational system to another is at best characterized as a series of loosely coordinated steps, as opposed to a cohesive academic plan understandable to all.

The Bridges

Similarly, there are agreed-upon ways to widen the bridges that carry students from high school to postsecondary educational institutions:

1) education that is connected to life goals, the world of work, and experiences beyond the classroom;

2) access to and utilization of a strong college-preparatory curriculum and institutional practices that facilitate learning;

3) creation of positive expectations for all students;

4) institutional environments that promote and maintain high standards;

5) monitoring systems that allow advisers to know where students are in their educational process and that create early-warning systems for students who are in difficulty;

6) persistent contact between Early Academic Outreach Program staff and students;

7) the presence of identified and committed role models and mentors;

8) students' ownership of their successes;

9) academically oriented peer groups.

School Student Development Efforts

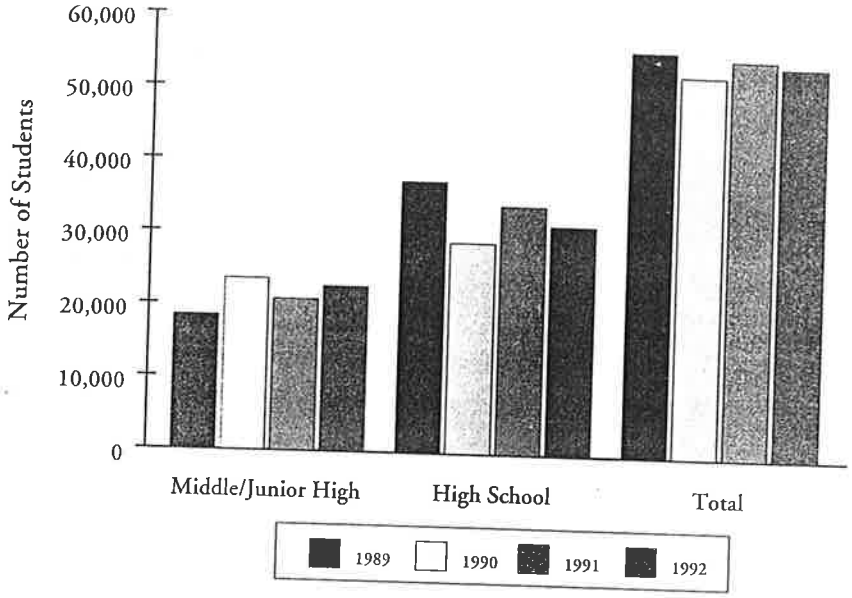
Funded by the University of California at approximately $3.6 million, the Early Academic Outreach Program (EAOP) currently serves approximately 54,000 underrepresented students in 488 middle and high schools at a current per-student cost of about $69. (All data are from the UC Office of the President, Student Academic Services.) The programs are offered by each UC campus and strive to develop student potential to attend four-year colleges by providing counseling and support to enroll and succeed in the academic courses necessary to be eligible for college-level work. Activities include tutoring, mentoring, course-selection advising, financial aid and admissions workshops, and sessions especially designed for students' parents. Participating students are not directed per se toward the University of California, but to four-year colleges generally. (UC recruiting activities are conducted in the Immediate Outreach programs, which are not reviewed in this report.)

The total number of students served by EAOP from 1989 to 1992 remained relatively constant at 52,000-55,000 (*see figure 5*). Almost 5,100 or 2 percent of all

Figure 5. Students Participating in the Early Academic Outreach Program, 1989-1992

Data Source: UC Office of the President, Student Academic Services

Figure: Generated by the Latino Eligibility Study



1991-92 high school graduates were connected to EAO Programs. In this cohort of EAOP graduates, 96.5 percent attended a postsecondary institution. Nearly 2,650, or 52 percent, were fully or potentially eligible to attend the University of California, and 1,110 actually enrolled. This is an impressive record.

Looking exclusively at 1991-92 Latino high school graduates who had been served by EAOP, 1,696 (52.1 percent) were fully or potentially eligible to attend the University of California. The percentage who became eligible is impressive. However, the number fully or potentially eligible represented just 2.5 percent of the statewide Latino public high school graduating class. Between 1990 and 1992 the total number of Latino high school graduates in California grew by 12,433 (22.5 percent) (*see figure 6*). Thus, there is tremendous untapped potential if successful programs can be expanded.

Of concern to the Task Force as well are data from the same source showing that only 682 or 24.5 percent of the fully and potentially UC-eligible Latino graduated seniors actually enrolled in the University of California. Another 34 percent (961) of this cohort enrolled in community colleges and can be viewed as potential UC enrollees at a later date; hence the recommendations below to expand outreach efforts in the community colleges.

Put differently, a large proportion of the UC-eligible graduated seniors served by UC-funded EAOP chose to enroll in other colleges and universities. The number of Latino EAOP graduates choosing California independent colleges

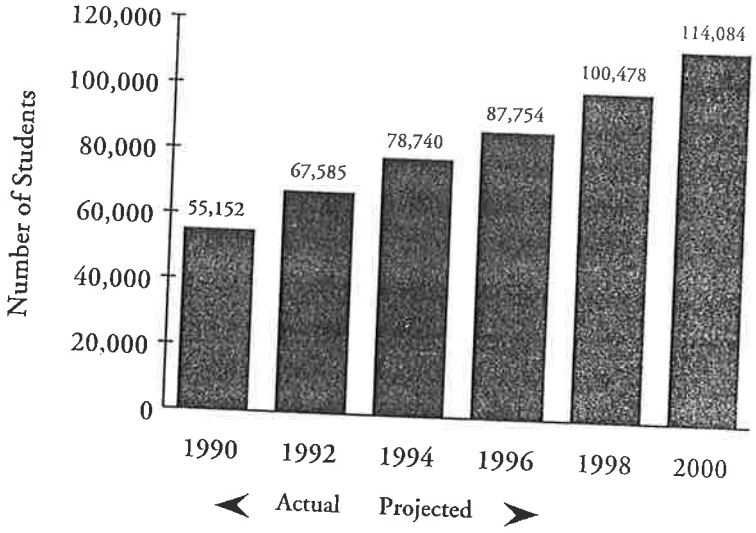


Figure 6. Number of Latino High School Graduates, Actual and Projected, 1990-2000

Data Source: State of California Department of Finance Demographic Research Unit

Figure: Generated by the Latino Eligibility Study

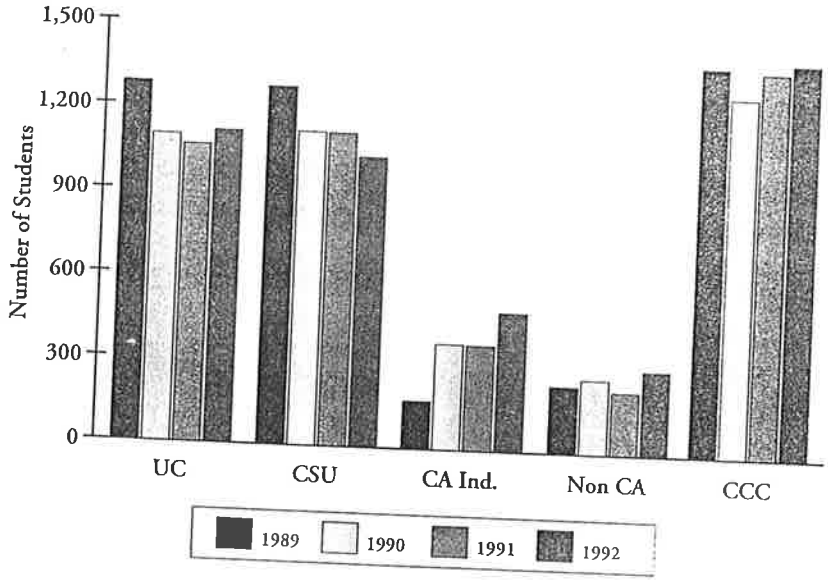


Figure 7. Enrollment of Early Academic Outreach Program Graduates at Postsecondary Institutions, 1989-1992

Data Source: UC Office of the President, Admissions and Outreach Services

Figure: Generated by the Latino Eligibility Study

climbed 187 percent between 1989 and 1992 (*see figure 7*), possibly because of reductions in the scope of University of California recruitment activities in that period. The number of postsecondary enrollments outside of the University of California can be seen as a sign of EAOP service to the state. Yet it raises the question of whether other segments should be encouraged to participate in funding these successful activities, especially since there is such a large and growing population of Latino high school students who could benefit.

Campus EAO Programs generally serve a small proportion of students within a given school. This does not diminish the accomplishments of the students who otherwise might not have been able to attend the University of California, but became eligible in connection with their participation with EAOP. However, EAO Programs must strive to affect a larger group of students if they are to have a systematic impact.

To illustrate the success of EAOP, several programs will be examined more closely, beginning with a program in a single high school, moving to a school district, and finally describing an entire campus-based EAO Program. Throughout, the Task Force intends to portray what works, why it works, what principles underlie the effort, and (implicitly) what it will cost to expand.

During 1991-92, outreach efforts of the **University of California, Berkeley,** included a program reaching 35 high schools in the greater Bay Area. The eligibility rate for the 491 underrepresented graduating seniors in the program from these 35 schools was 42.8 percent. A closer look at one of the most successful schools, Logan High School, where 62 percent of the program graduates were UC-eligible in 1991-92, is revealing.

Elizabeth Chavez, EAOP outreach coordinator, attributes Logan's success to seven characteristics of the program:

1) development of positive rapport with high school administrators;

2) easy access to student records for evaluation and counseling purposes;

3) program visibility and credibility among parents, students, and school administrators;

4) development of a holistic approach that integrates academic components with counseling;

5) Saturday scheduling of the Berkeley activities to avoid overloads during a student's regular classroom day;

6) cooperation among several postsecondary institutions to reduce the number of competing precollege programs;

7) creation of positive group identity and belief in the possibilities for success among all participating students.

The program that Berkeley developed, Saturday Academy, is packaged into a ten-week spring activity held on the campus of Chabot College in Hayward.

Scheduled each Saturday are a math class, an English class, a counseling session, and on many occasions, a parent session as well.

Another example of a successful EAOP effort is the program created between the **University of California, Irvine**, and the Santa Ana Unified School District. The UC Irvine EAO Program focuses on: (1) direct delivery of information to students and parents; (2) increased teacher and counselor expectations; and (3) student access to college-preparatory classes. Students are able to acquire the academic skills necessary to do college-level work, parents participate as partners in nurturing their child's education, and schools create the kind of environment conducive to a student's positive academic development.

In 1992, 86.2 percent of the program graduates were eligible to attend the university. Deborah Brandon, director of the Irvine EAOP, summarized the program characteristics responsible for its success:

1) school support for unlimited access to student records and direct access to students and parents;

2) increased teacher and counselor levels of expectation for EAOP students;

3) successful scheduling of EAOP students in A-F courses;

4) coordination with other intersegmental precollegiate programs (e.g., STEP);

5) student and parent knowledge of the college-preparatory process;

6) parents' confidence in their role as educational partner.

In the same year, the **University of California, Los Angeles**, worked in partnership with 36 high schools in the greater Los Angeles area. A total of 1,251 participating seniors graduated from these schools with an eligibility rate of 69.1 percent. Rae Lee Siporin, director of admissions, pointed out the following attributes of this successful UCLA-EAO Program:

1) AEOP was fully integrated into the admission and outreach function of the campus.

2) EAOP staff were fully trained to evaluate students for admission.

3) Each staff member had clear and measurable goals.

4) Annual audits of the program resulted in eliminating techniques that did not work and implementing more widely those that were successful.

5) The program was allocated a stable budget.

Underrepresented students have for some time populated community college ranks, while seldom transferring to four-year institutions.

6) Staff established strong rapport with high school personnel, who were viewed as full partners in the educational process.

Summary of School Student Development Efforts

For over 30 years, the University of California has been actively involved in preparing historically underrepresented students for college work. Overall, more than half the EAOP-participating students graduating from high school are fully or potentially eligible to attend the university. However, the number of students participating is very small relative to the pool of students, and especially to the rapidly growing Latino school population.

The Task Force has identified program characteristics that work well and should be replicated. These include:

- developing positive rapport with high school administrators;
- making the program visible and credible to parents and students;
- creating positive group identity and belief in the possibilities of success;
- delivering information directly to students and parents;
- increasing teacher and counselor expectations for their students;
- integrating the program fully with campus admissions and outreach efforts;
- setting clear, measurable goals for each staff member;
- auditing the program to eliminate less useful techniques and expand successful measures.

In the future, the University of California will have to identify successful programs carefully to invest its resources as wisely as possible.

Community College Student Development—Building a Bridge

The California Community Colleges grew out of a California law authorizing secondary school boards to offer postgraduate courses like the studies presented in the first two years of university courses. As these informal courses coalesced into formal curricula at community colleges, they served as a point of first entry for many students. The concept that students should progress from the community colleges to the university was embedded in the California Master Plan for Higher Education of 1960 (Cohen, 1993).

Today the schools, community colleges, and University of California are best described as three separate, loosely coordinated, educational systems. With closer articulation, community colleges would seem to be an ideal first step for any

student wishing a successful academic career in the University of California.

For Latino and other minority students, however, the bridges between community colleges and the university are inadequate. Underrepresented students have for some time populated community college ranks, while seldom transferring to four-year institutions.

For instance, Latino community college attendance has grown in the last decade from 148,500 to 217,000 (*see figure 3*). However, during this same period, annual Latino student transfers to the University of California grew only from about 400 to 1,000 (*see figure 4*). The number of Latino student transfers who graduate from the University of California has increased over the last decade in approximately the same proportion as their transfer rates (*see figure 8*). This suggests that the community college remains an untapped resource for Latino students who might become eligible to attend the University of California and complete their baccalaureate studies.

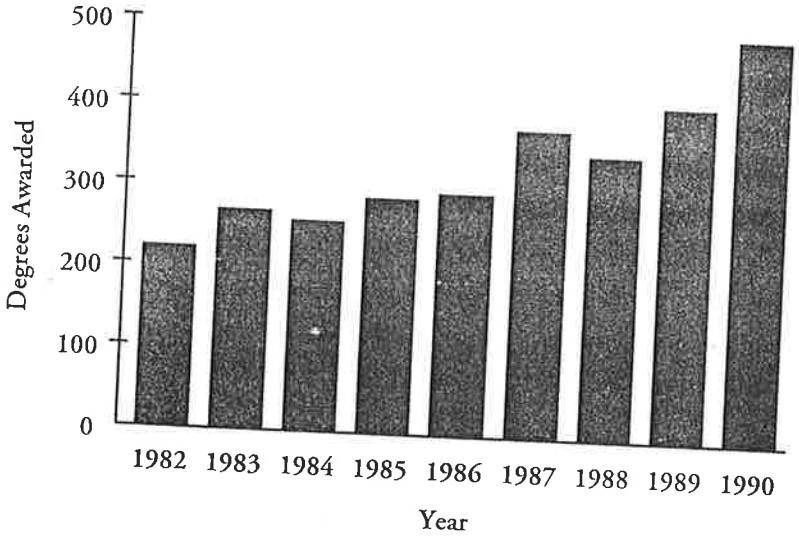


Figure 8. UC Baccalaureate Degrees Awarded to Latino Students Who Transferred from California Community Colleges, 1982-1990

Data Source: California Postsecondary Education Commission, Student Profiles, 19

Figure: Generated by the Latino Eligibility Study

The Puente Project

Puente was conceived in 1981 by English instructor Patricia McGrath and Assistant Dean Felix Galaviz of Chabot College in Hayward. They hoped to increase the number of Latino community college students transferring to four-year colleges and universities, thereby allowing the students to open doors leading to professional and economic success.

For Puente's first year as a pilot program, 25 underachieving Latino students were enrolled by Galaviz in McGrath's writing classes. Each student was then

Sixty-six percent of students who complete the Puente Project transfer to four-year institutions.

matched with a professional in the Latino community. Students were provided with academic counseling and intensive preparation to ease the transition into a four-year college or university.

Puente's innovative approach proved successful. Twenty-four of Puente's original students returned to the program and all 25 were still enrolled at Chabot. After taking Puente's two-course sequence, students' mean grade-point average doubled. Furthermore, 33 percent of Puente's students successfully transferred to a four-year institution compared to fewer than 5 percent of all Latino community college students (*Puente, Creating Leaders,* 1992, page 5).

In 1985, the California Community Colleges system and the University of California Office of the President agreed to cosponsor the Puente Project. The Office of the President houses Puente's central staff and acts as its administrative and fiscal agent. Facilities, instructors, counselors, and staff are provided by the California Community Colleges system. The private sector contributes significant funds to the Puente Project. Serving on Puente's special advisory board are representatives from the Latino community, educational institutions, and the business community.

Puente's twelve-year history exhibits notable accomplishments:

- Sixty-six percent of students who complete the Puente Project transfer to four-year institutions.
- Since its inception in 1981, the Puente Project has successfully expanded to 30 California community colleges serving over 3,500 students.
- Twenty-five percent of Puente students who transfer enroll in the University of California.

The success of the Puente Project has attracted more donors and volunteers, allowing expansion to additional community colleges, enlargement of programs at existing campuses, expansion of the mentor-training program, and development of conferences to prepare Puente students for the transfer process.

The conferences, jointly planned by Puente community college staff and University of California outreach personnel, provide concrete information about the transfer process and motivate students to continue their studies. Since the conferences are held on UC campuses and feature former Puente students now enrolled at the University of California, they help students envision themselves succeeding at the university. The conferences also provide an opportunity for community college and university staff to build an ongoing partnership to ensure that Puente

students transfer in greater numbers to the university. With private grants, Puente is conducting a four-year pilot program in 18 high schools, bringing its successful model to younger students.

The Task Force conducted its own analysis of the effect of the Puente Project on Latino student transfers. A total of 23 participating community colleges were sampled together with 23 non-Puente community colleges. Each participating community college was matched with a non-Puente community college enrolling almost the same number of Latino students (maximum 3 percent difference). On average in 1991, Puente-participating community colleges transferred 44 percent more Latino students than non-Puente participating colleges, although the number of transfers was still very small (*see figure 9*).

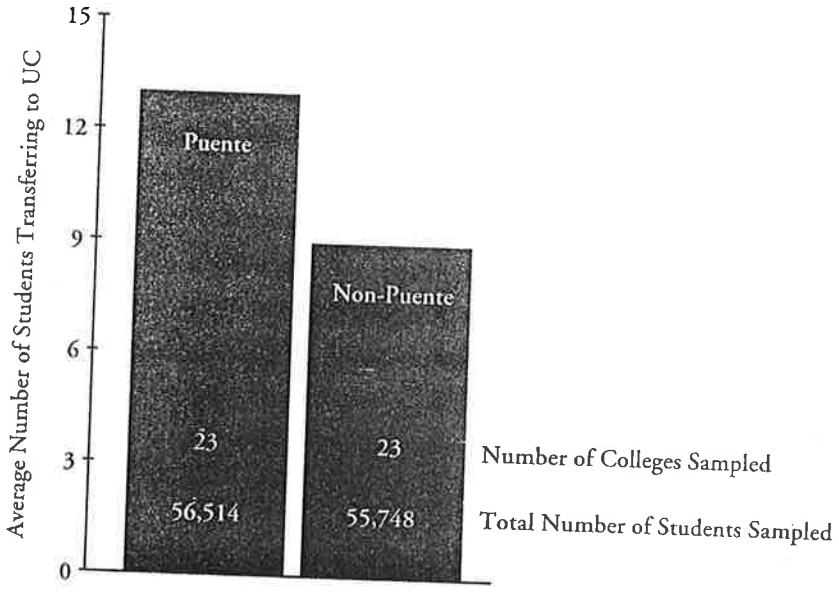


Figure 9. Matched Sample of Puente-Participating Community Colleges with Community Colleges Not Participating in the Puente Program for 1991: Comparison of Student Transfers to the University of California

Data Source: Puente Program, UC Office of the President and California Postsecondary Education Commission

Data Analysis and Figure: Generated by the Latino Eligibility Study

Summary of Community College Outreach

Latino enrollments have grown greatly at the community colleges. Latino student transfers to the university have likewise grown, but the number of transfers remains small. Thus, an untapped reservoir of student talent is available, a portion of which might be made eligible for UC. Since two-thirds of the Puente Project students become eligible to transfer and program participants transfer at a greater rate than other Latino students, an expansion of such programs should quickly increase Latino enrollment in the University of California.

Recommendations

Still in the early stages of completing its charge, the Task Force feels a sense of urgency. The university and its institutional partners in the school and community college sectors must work cooperatively to increase Latino enrollment at the University of California. This will require enhancing current successful efforts and formulating creative new initiatives.

As in its previous report, the Task Force presents concrete recommendations that can be carried out immediately. The effect of their implementation can be assessed over the remaining life of the Task Force.

With these specific recommendations, we assume that the California educational institutions—from elementary school to the university—are "all one system." For Latino students in particular, enhancing university participation rests on the integration of what are currently three, only slightly interdependent, systems. **We will need a K-14 strategy to achieve this goal.**

School Outreach Recommendations

A large cohort of Latino students who could become eligible to attend the University of California is presently enrolled in California high schools and community colleges (i.e., K-14). Examples abound of outreach programs that have reached some Latino student in this pool who became eligible. However, the University of California, as a system, has not adopted the best practices that have emerged from these successful endeavors and expanded them to produce systemic reform of student outreach. Below, the Task Force makes several recommendations to guide the reform of the University of California's outreach efforts for Latino students:

1) Hold accountable those who have the responsibility for University of California outreach and articulation. This responsibility must include increasing the numbers of underrepresented students eligible to attend the University of California.

Outreach efforts currently reside in various administrative units of the University of California and vary within campuses. In order to clarify accountability, it may be necessary to consolidate authority and responsibility on some campuses.

Further, outreach services vary from activities targeting auditorium audiences with highly general information to those targeting small groups with more specific advice, counseling, and workshops to enhance potential eligibility (e.g., practice in taking standardized tests). Successful University of California outreach programs assign clea

responsibilities, set specific mission frameworks and goals, and expend staff resources on targeted students. These attributes seem key to the success of such programs.

2) Focus on the students who reside within commuting distance of University of California campuses as the primary beneficiaries of outreach services.

Extensive studies show that Latino parents prefer to have their children near home. It is also cheaper to live at home, and student jobs can help support families. Effective outreach services for those wishing to stay close to home will require consistent contact and direct assistance in filling out University of California applications. (UC outreach services are based on geographic areas assigned to each campus, while UC recruitment efforts cross those geographic lines.) However, it appears that a more-targeted focus on students in schools near University of California campuses may yield more Latino enrollments.

Moreover, the effective programs will build an interactive relationship that matures over time as new circumstances arise affecting eligibility (such as new course requirements). Systematic data collection must also become part of the effort in order to target the most promising students effectively. Such systems will require detailed information on entry to and exit from an outreach program, updated eligibility requirements, and higher-education enrollment rates by ethnicity, for example. Furthermore, these data should be shared to begin to convert interuniversity competition for the same students to collaboration. Some collaborative data efforts are under way, for instance, with the Chicano/Latino Youth Leadership Conference and other groups and programs.

3) Make certain that all campuses are disseminating information about admission and financial aid directly to students and to their parents in Spanish.

Latino parents are best reached at home through television or, better yet, contacted directly to convince them of the accessibility, desirability, and financial feasibility of higher education for their children. This approach not only aids in recruiting the student who is of age but also plants seeds about the opportunities for younger children in the family.

The university must also strive to keep counselors at the high school and community college level fully informed about the policies and procedures of the system and each of the eight campuses. Counselors often report difficulties due to the

university's changing admission and financial aid requirements. In addition, their decreasing numbers due to budget cuts make it necessary for university recruiters to take a more active role in dispersing information. (This is not to say that the most effective long-run approach would be increased resources to high schools to allow them to inform parents more thoroughly about higher education options and procedures for enrollment.)

Transfer Program Recommendations

Transfer rates of Latino students to the University of California from the California Community Colleges have remained almost constant over the last decade, even as the number and percentage of Latino students attending these colleges have dramatically increased. These students have already taken an initial step toward university education.

1) Establish "Step-to-University" programs that consider the systematic collaboration of K-12 systems, the California Community Colleges, and the University of California.

Many Latino students enrolled in the community colleges are mostly ignored by our current outreach activities because they were not "on the eligibility track" when they were in high school. However, with direction, a substantial number could become eligible while at community college. To attract them requires creation of an intersegmental collaboration, bringing together the University of California, community colleges where transfer rates are already relatively high, and high schools feeding those community colleges.

2) Expand strategically targeted outreach services in the community colleges, modeled after the Puente Project, even at the cost of limiting other, less effective K-12 outreach activities.

Puente has pioneered innovative collaborations between English instructors and counselors and between students and professionals from the Latino community. These individuals join working teams who attend to various intellectual, personal, and financial needs of Latino community college students. Some 66 percent of Puente Project students who complete the program transfer to four-year institutions—25 percent directly to the University of California. A steady expansion of this program would soon increase the number of Latinos becoming eligible for and attending the University of California.

Next Steps

The Task Force plans five major activities in the coming year:

1) developing a data base of Latino students' high school transcripts in order to track student progress after high school and to do follow-up studies with students now enrolled in the University of California, California State Universities, and California Community Colleges. The study will anchor the overall work of the Task Force.

2) completing the commissioned action studies designed to pinpoint issues and develop policy recommendations to be made to the Regents. The researchers are examining alternate admissions criteria, programs that link schools and the University of California, university-community linkages, access to high school academic assistance and guidance, etc.

3) producing and distributing an annotated bibliography and monographs with research relevant to Latino eligibility issues.

4) organizing subcommittees within the Task Force (and Advisory Council) to investigate matters that will become the basis for upcoming reports to the Regents. The subcommittees will focus on changes to relevant campus/systemwide policies, broader educational policies, campus initiatives, and follow-up reports from the data base of high school transcripts.

5) convening the Advisory Council to address the enhancement and development of programs, successful activities, and resources required to motivate Latino students and their parents to overcome obstacles to achieving a University of California education.

Conclusion

Joaquin Juarez

The Latino Eligibility Task Force understands that the University of California's quest to enhance Latino student eligibility and participation is an important task for all Californians. The University of California cannot accomplish this worthy goal alone, but it can acknowledge its responsibility to become a full partner in developing the state's human resources. This would be a critical step in creating the perception and reality that California's educational institutions are beginning to act as "*all one system.*" Doing so would help us respond to future leaders of California, like Joaquin Juarez, a Chicano/Latino Youth Leadership Project participant:

> *We have heard our parents lecture and we see that a college education is a necessity and the idea of college is instilled in our minds.*

References and Related Sources

Cabrera, A. (1993). Financial Aid: Barriers to Latino Students. Paper presented to the Latino Eligibility Study Task Force, Spring Symposium, May 1993.

Cohen, A. M. (1993). Calculating the rate of transfer from community colleges to public universities in California. *California Policy Seminar (CPS) Brief,* 5, (7), pp. 1-10.

CPEC (1992). Eligibility of California's 1990 High School Graduates for Admission to the State's Public Universities: A Report of the 1990 High School Eligibility Study, Report 92-14. California Postsecondary Education Commission.

Kowarsky, J. (1993). The 1990 Eligibility Study. University of California Office of the President. Presented to the Latino Eligibility Study Task Force, Spring Symposium, May 1993.

Ludwig, J. (1993). The 1990 CPEC Study. California Postsecondary Education Commission. Presented to the Latino Eligibility Study Task Force, Spring Symposium, May 1993.

Mehan, H. (1993). Attributes of Effective College Sending High Schools. Presented to the Latino Eligibility Study Task Force, Spring Symposium, May 1993.

Nora, A. (1993). Retention of Latino Students in Higher Education. Presented to the Latino Eligibility Study Task Force, Spring Symposium, May 1993.

Rendon, L., and Romero, J. (1993). The University and Community College Paradox: Why Latinos Do Not Transfer. Presented to the Latino Eligibility Study Task Force, Spring Symposium, May 1993.

University of California (1990). Undergraduate Student Affirmative Action Five Year Plan 1990-1995, January 1990.

University of California Office of the President (1992). *Information Digest.* A reference guide for student affirmative action efforts at the University of California. Fall 1992.

University of California Office of the President (1992). *Puente, Creating Leaders*.

University of California Office of the President (1993). Report on University Undergraduate Student Affirmative Action Programs. Meeting of May 20, 1993.