Academic Advancement Program University of California, Los Angeles

Self-Review Report

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UCLA Academic Advancement Program

Self-Review Report

A. Introduction

UCLA's Academic Advancement Program (AAP) is a premier student academic enrichment program open to students of all races, ethnicities, and social backgrounds whose entering academic profiles indicate that they would most benefit from AAP's innovative services. A significant number of AAP students come from low-income families, are the first in their family to go to college, are immigrants, and are from underrepresented minority communities. All AAP students enter UCLA as high achievers who have demonstrated their potential to excel at, and graduate from, UCLA.

The Self Review provides an opportunity for AAP staff and students to re-examine its mission, programs, and academic purpose within historical context as well as to mark a significant transformation. Since 2005, AAP has recalibrated its philosophy, pedagogy, and methodology. No longer a program rooted in remediation and mired at the margins of UCLA life, AAP is today a national and international model for recruiting, retaining and graduating first-generation college, low-income, and historically underrepresented students.

The Self Review discusses eligibility for membership in AAP; documents the academic profile of AAP students in Fall 2011 and contrasts it with that of the rest of the UCLA undergraduate student body to highlight the impact of what has come to be known as AAP's Pedagogy of Excellence; provides an overview of each of the program's five major components; discusses the emergence of AAP on the national and international level; and concludes with a clear set of future directions and goals, all firmly rooted in AAP's historical mission. The report also includes feedback from students who graduated in Spring 2011. The Office of Assessment and Evaluation collected student feedback as part of the UCLA Senior Survey. Most other information and program data for this self-review is derived from 2010-11 institutional reports.

The Guidelines for the Self Review were used in preparing the report, with the exception of those that are not applicable. AAP differs from most academic programs in that it administers innovative programs for students and offers an array of academic support services in counseling and program administration.   It does not have a curriculum, nor does it resemble any academic programs within the university. AAP also does not have any faculty or any authority for hiring or promotion. The courses in AAP's Summer Programs are offered in collaboration with various departments.

Finally, this Self Review was discussed at several all full-time staff meetings and carefully reviewed with AAP's unit directors. AAP's full-time staff discussed and assessed their individual units and provided on-going feedback on the development of the Self Review. AVP/Director Alexander met with the AAP Student Advisory Committee to gather their input and ideas. All AAP students were invited to a Town Hall meeting and given information about the Self Review process. The Self Review has been endorsed by AAP's Faculty Advisory Committee, and read and approved by the AAP Faculty Advisory Committee Chair. In addition, copies have been given to the Dean and Vice Provost for Undergraduate Education, members of AAP's Faculty Advisory Committee, and the AAP staff.

B. General Information

I.   History and Mission

Without the resources provided by AAP, my transition to college level classes would have been considerably harder. It is this reality that has kept me from taking AAP's services for granted and it is my great desire that AAP continue to provide the same high quality support to students of color that it always has.

—An AAP Transfer Student

The Academic Advancement Program (AAP) was created in 1971 by consolidating UCLA's Educational Opportunity Program (EOP) and High Potential Program (HPP), two early efforts by Student Affairs to widen university access for students who had historically been underrepresented. In 1986, AAP was transferred from Students Affairs to a new unit of honors and undergraduate programs in the College of Letters and Science in recognition of its major academic mission. Today AAP is a major unit in UCLA's Division of Undergraduate Education, and the Associate Vice Provost for Student Diversity reports to the Dean and Vice Provost for Undergraduate Education and serves as the Director of AAP.

Built on principles of social justice, AAP has a threefold mission: 1) to ensure the academic success and graduation of students who have been historically underrepresented in higher education; 2) to increase the numbers of AAP students entering graduate and professional schools; and 3) to develop the academic, scientific, political, economic, and community leadership necessary to transform society. The successful integration of our three-fold mission strengthens our commitment to access, equity and excellence.

AAP is an academic community that proactively supports its students by providing comprehensive, integrated services. It sets the highest standards for its students, promotes academic and personal excellence, and builds communities of scholars who share learning. AAP staff members—peer learning facilitators (tutors), peer counselors, graduate mentors, computer lab monitors, professional counselors, clerks, and administrators—work with AAP students in a caring way. They inspire and challenge them to expand their personal and academic boundaries by building upon the great wealth of resources and talent they bring to the university.

Since the fall of 1986, the program has moved from a remediation model, weighted down by low expectations, to a philosophy and pedagogy of high expectations and excellence. This Pedagogy of Excellence is grounded in the belief that all AAP students have earned their right to be at UCLA, are capable of excelling academically, and have the academic potential to pursue graduate and professional school study; it demands and expects students to be the best and the brightest that their families, schools, and communities produce. And it is built on the notion that academic community and participatory citizenship in the life of both AAP and the larger university are essential to academic excellence.

The Pedagogy of Excellence is central to the experience of all AAP students. They are taught to believe in their right to be at UCLA, to take ownership of their undergraduate experience, to engage with the full range of campus programs, resources, and services, and to practice participatory citizenship as UCLA students. This Pedagogy has manifested itself in all AAP programs and services, has led to significant programmatic changes, and most importantly, has resulted in steadily increasing graduation rates for AAP students and an ever-increasing number of AAP students going on to graduate and professional school.

During the 2008-09 academic year, AAP adopted a new "Community of Scholars" model. To better achieve its mission within a challenging fiscal climate, AAP shifted from a service-delivery model, providing discrete services to any eligible students, to a membership-base model, recruiting students to become members of a community with access to comprehensive and integrated opportunities for scholarship and engagement. The goal is to enhance the academic experience of the students AAP serves by creating communities of high-achieving students, providing the stability they need to adjust to the academic rigors of UCLA, and supporting them throughout their undergraduate education with academic counseling, peer learning, summer academic programs, mentoring, outreach initiatives, and scholarships. AAP prepares, and strongly encourages, its students to look beyond their undergraduate experiences. They are encouraged to go to graduate school and to explore potential careers through mentoring and internships.

Charging this Community of Scholars to utilize all of UCLA's resources is critical to AAP's continuing success. With strong encouragement, the percentage of AAP students participating in College Honors has increased from 4% in the early 1990s to 17% as of Fall 2011. AAP students, particularly African Americans and Latinos, graduate at the highest rate ever: the 6-year graduation rate for African American and Latino students who entered as freshmen now exceeds 85%. Many AAP graduates continue their education by entering Ph.D. or other professional degree programs. They become doctors, lawyers, educators, urban planners, and political leaders, and a large number of AAP graduates focus their work on serving the poor and the underserved.

A tenet of AAP's philosophy that has resulted in spectacular graduation rates is the belief that when students work within a community to promote the success of other students, they gain the self-confidence and self-respect that propels them to graduate. By employing AAP students as Peer Learning Facilitators, Peer Counselors, and Peer Mentors, AAP sets up models of academic achievement and promotes the values of giving back to the community.

During the 2010-2011 academic year, AAP restructured its administration to maximize its resources. Since 2008, budget reductions of $244,000—or 11% of the unit's State allocations—have resulted in a reduction in both full-time and student staff, fewer course offerings for peer learning, and inadequate funding to support programs and services. The reorganization has made it possible to retain activities endangered by retirements and lay-offs. The merger of Peer Learning with Graduate Mentoring and Research also distributes operational funds more efficiently.

II.   **AAP since the Last (2005) Academic Senate Review - Brief Overview**

Since the last Academic Senate review, a new AAP Director was appointed after a national search. Under new leadership, AAP has addressed a number of areas that were cited for improvement or correction. As a result AAP is a much more cohesive program with a strong evaluation and tracking component. To become a stronger academic program AAP has:

- *Created a new office charged with the responsibility of analyzing and evaluating programs and following up on student participation*. The new Associate Director of Communications and Evaluation works under the general supervision of the Associate Vice Provost (AVP) for Student Diversity and serves as the primary data and technical support representative to design, implement, and troubleshoots database applications; provides data analysis to the AVP and AAP units; and manages the AAP Website.

- *Strengthened the capacity and reputation of the Center for Community College Partnership (CCCP).* CCCP has been recognized as a leader on the UCLA campus, the state, and nationally for recruiting and facilitating the transfer of students. It has been very instrumental in the Chancellor's work of reaching out to community colleges by facilitating and hosting visits, and has published and conducted training on creating a "culture of transfer."

- *Developed plans and raised funding ($2 million) to construct a new Learning Pavilion to provide much-needed space for Peer Learning in Campbell Hall;*

- *In 2006, the first floor of Campbell Hall was outfitted with air conditioning, which was a project that cost over $1 million dollars.* This project (costing nearly one million dollars) was funded by the Chancellor and Vice Provost for Undergraduate Education and it substantially improved the work environment for AAP staff and students, particularly during the summer months.

- *Increased enrollment in AAP's Freshman and Transfer Summer Programs as well as the number of scholarships awarded for participation.* With the assistance of Vice Provost Judi Smith, AAP was able to raise a significant amount of scholarship funding at its 35th Anniversary celebration. At the 40th Anniversary in 2011, it launched a two million dollar scholarship campaign to enable even more low-income students to attend summer programs.

- *Expanded the AAP Council membership to assist with reading scholarship applications and fundraising*. The Council is comprised of UCLA alumni and supporters of AAP who have demonstrated an interest in or commitment to the goal of increasing access, equity, opportunity and excellence for students from low-income, first generation, and historically underrepresented groups. They represent a variety of professional careers and diversity and have been instrumental in raising scholarship funds for AAP students and reading scholarship applications. The Council recently developed working subcommittees (Alumni, Scholarship, Strategic Planning, and Development) to help further the goals of AAP and to better engage in the program's activities and students.

- *Established an Alumni Council that fundraises, recruits and networks with alumni, and assists with strategic planning.* The College's Development Officer was very instrumental in creating a donor designation on the UCLA Giving site that has led to a significant number of gifts to fund an increased number of scholarships.

- *Significantly increased graduation rates since the last Senate Review.* Currently, AAP graduation rates tend to be higher than any other program of its kind in the nation. The six-year graduation rate for AAP freshmen is 86%; the four-year graduation rate for transfer students is 88%. The establishment of a student database and new counseling model has led to better tracking of and intervention with all AAP students.

- *Changed the name of AAP Tutorials to Peer Learning and adjusted the delivery model.* Peer Learning Facilitators (PLFs) receive improved training, and meetings are held throughout the academic year. AAP students can now sign up for Peer Learning through an on-line system, and all courses are listed on the AAP website each quarter.

- *Implemented a staff development plan and held regular staff meetings to improve coordination among AAP units.* This includes providing updates and offering opportunities to collaborate on projects like training Peer Mentors. Both AAP administration and the units conduct regular in-service trainings, and directors are expected to participate in two professional development activities each year.

- *Created High AIMS, a cohort program for students interested in health careers*. This program alleviates pressure on science programs targeting students who aspire to academic careers. It prepares students for health careers and improves retention in gateway science courses.

Many of these new efforts required a reallocation of State funds, an investment of extramural funds, as well as development funds. AAP has changed yet the core of its programs for undergraduate students remains essentially the same. Budget cuts in recent years have posed challenges and been met with reorganizations designed to decrease administration and preserve funds for student services. Nonetheless budget reductions have substantially decreased services to AAP students, and this report documents many of the resulting challenges.

III. **AAP Administration**

Facilities in Campbell Hall

AAP has offices and learning laboratories on the first and part of the second floors of Campbell Hall. Four Peer Facilitated Learning laboratories located on the first floor of the building provide academic support to AAP students in Math, Physical and Life Sciences, Social Sciences, and the Humanities. Other units located on the first floor are Academic Counseling; Vice Provost Initiative for Pre-College Scholars (VIPS); and Mentoring, Research, and Peer Learning. In addition, AAP manages and supervises a 22-station computer lab located in the basement of Campbell Hall. The Computer Lab is staffed by 15 AAP student proctors who provide helpful support and technical assistance to AAP lab users, provide information and direction on computer hardware and software issues, update lab software, schedule proctors, and troubleshoot lab-related problems. The Center for Community College Partnerships is housed in four offices on the second floor of Campbell Hall. In 2007, the first floor of Campbell Hall was outfitted with air conditioning; this project was funded by the Chancellor and Vice Provost for Undergraduate Education.

Staffing

AAP's five major budget units that deliver programs; each is led by a director or an Assistant Vice Provost. In total, AAP has 24 permanent and 4 contracted staff employed in five units:

1) AAP Administration, Communications & Evaluation
2) Academic Counseling
3) Mentoring, Peer Learning and Research
4) Vice Provost Initiative for Pre-College Scholars (VIPS), and
5) Center for Community College Partnerships (CCCP).

AAP also employs an Assistant Director of Finance and Administration who serves as the chief operating officer. Appendix I contains an organizational chart detailing positions and units, and Table 1 offers a breakdown by ethnicity and gender of AAP full-time staff.

Table 1. AAP Staff by Race/Ethnicity/Gender and Unit

	Adm, C&E		Counseling		CCCP		MPLR		VIPS		Total
	M	F	M	F	M	F	M	F	M	F	
Asian/PI	0	0	0	0	0	1	0	1	0	0	2
Afr. Am.	2	2	2	1	0	0	1	0	1	1	10
Latina/o	0	1	0	5	2	2	1	2	0	0	13
White	0	0	1	1	0	0	0	1	0	0	3
Other	0	0	0	0	0	0	0	0	0	0	0
Totals	2	3	3	7	2	3	2	4	1	1	28

Eighty-five percent (85%) of the staff members are from historically underrepresented groups, and sixty-four percent (64%) are women.

In addition to its full-time staff, AAP has a Faculty Advisory Committee that provides guidance and support. AAP hires approximately 31 instructors and 8 Teaching Assistants for its Freshman and Transfer Summer Programs to prepare up to 380 students for the rigors of a research university. Three of the academic administrators employed by AAP teach and conduct research.

Budgets: Sources of Funds and the Allocation of Permanent State Funds

In 2010-11, AAP posted annual expenditures of $5.477 million. The funding sources for these expenditures are summarized in Table 2. Of the total expenditures, 45% were covered by State Funds, which include General Funds and Student Fees/Tuition. Non-state funds from Sales and Services, Contracts and Grants, and Gifts and Endowment covered 55% of AAP's expenditures.

Table 2. Summary of State and Non-State Funds Expenditures (2010-11)

Funding Sources	Expenditures	% of Total	Comments
State Funds	$2,444,430*	45%	Counseling, Peer Learning, Evaluation, New Student Programs, CCCP, and AAP Administration and Operations.
Sales and Services	$1,837,605	33%	From FSP and TSP and IEI fees, computer lab, summer peer learning
Contracts & Grants	$344,500	6%	Federal and state grants to support McNair, work-study, and CCCP.
Gifts and Endowments	$872,860	16%	Scholarships awarded to students from private donors and foundation; foundation support for student programs such as VIPS and High AIMS.
Total	$5,477,395		

*Includes expenditures from the benefits pool held centrally in the Division of Undergraduate Education.

Included in "Gifts and Endowments" is a scholarship fund that disburses over $250,000 annually to AAP students. The AAP Council is very instrumental in raising and contributing scholarship dollars. Currently, the fund's endowment exceeds $3 million dollars. Annual scholarships range from $2,500 to $9,000.

This past year (2011-12), AAP's permanent allocation of State funds was $1.986 million. Table 3 shows how the distribution of State funds in AAP has changed since the 2005 Academic Senate Review. In addition, a table detailing AAP's annual allocations from 2005 to 2011 is provided in Appendix II.

Table 3. A Comparison of the Allocations of Permanent State Funds: 2005 and 2011

AAP Budget Unit	July 1, 2005	July 1, 2011	Comments of major differences
Academic Counseling	$568,857	$554,917	One counselor position deleted.
Graduate Mentoring Program	0	$143,160	Funding for graduate mentoring was established over a three-year period (2006-08) with funds reallocated from peer learning.
Humanities/Social Science Peer Learning	$361,247	$178,986	Reduction primarily due to reallocation of funds to create the mentoring unit.
Science/Math Peer Learning	$201,249	$198,000	
AAP Administration (includes Peer Learning Directors)	$753,297	$744,205	Created two new positions: a Director of Evaluation & Communication and an Assistant Director for Finance & Administration; eliminated two positions: Director of Humanities Peer Learning and Director of New Student Programming
Center for Community College Partnerships (CCCP)	0	$169,405	CCCP was established in 2006; the initial allocation of permanent funds was provided by the Chancellor and the Vice Provost for Undergraduate Education
Total Allocation of Permanent Funds	**$1,884,650**	**$1,985,673**	The 2011 permanent allocation of State funds listed here reflects the two cuts noted below.
DUE budget cuts		($122,704)	The Vice Provost levied an across-the-board of ~5% in 2010; all AAP units faced cuts.
Contribution to DUE benefits pool		($120,293)	Funding for health benefits and retirement contributions transferred to central DUE budget

Data in Table 3 illustrate the results of a strategic decision to reduce AAP's peer-learning budget (particularly for humanities/social science) to establish a permanent allocation for AAP's Graduate Mentor Program. During this same period, AAP also received permanent funding from the Chancellor and Vice Provost to establish core funding for CCCP staff. In 2010-11, AAP's permanent budget was reduced when UCLA experienced a substantial reduction in State funds. AAP's budget was reduced again when funds were needed to establish a divisional benefits pool. AAP's contribution to the benefits pool was considerably less than its share dictated because of the Vice Provost's decision to discontinue Covel Tutorials and apply most of its State funds (~$400,000) to the Division's central benefits pool.

In summary, AAP's permanent State budget has been reduced by over quarter of a million dollars during the last few years—an overall reduction of 11% in permanent funds. Furthermore the purchase power of AAP's budgets in all units has been compromised because mandated salary increases and staff merits

must be paid from existing funds. These budget cuts which will be discussed in various sections of this report have led to substantial reductions in services to AAP students. And the "Community of Scholars" model adopted in 2008 was designed to adapt to this reduction of State funding and free up resources to maximize services to students. AAP participation is now by membership and has reduced the number of students the program serves from over 6,000 to approximately 5,400.

AAP Communications and Evaluation

As a result of the 2005 Senate Review, AAP established a "Communication and Evaluation" unit and the director of the new unit was identified and transferred from AAP's Academic Counseling program. The unit's goal is to establish and maintain communication channels between the program and the students its serves. To meet this goal, an email list and address roster of all current and former AAP students was developed and is maintained. Electronic messages about upcoming AAP events and activities are sent frequently to students and staff.   *MyUCLA*'s notifications feature allows further interaction with students. Staff from various AAP units frequently post messages to several MyUCLA groups (AAP Students, McNair students, AAP Student Advisory Committee, Mentoring, CCCP Students, etc.). The Communication and Evaluation staff are also charged with managing AAP's website—which in addition to expressing the program's mission and goals and offering an overview of all units—is now interactive, allowing visitors to provide direct feedback to the unit's director. Recent improvements to the website include social networking linkages (Facebook and Twitter) from the AAP home page.

A 50-inch high-definition plasma digital display was recently installed in the Campbell Hall corridor. It greets AAP students, staff, and guests with a range of textual and graphical information and digital images. AAP was the first unit at UCLA to install this kind of communication device. Now more than a dozen digital displays populate the campus, and the new "Bruin Zone" feature allows AAP information to be posted throughout campus.

The AAP Evaluation component is charged internally with tracking and monitoring progress and quantitatively measuring outcomes for all AAP students, cohort programs, and activities. To meet this challenge, software applications were developed to track and assist student advising and to report statistics. An active interface across units for collecting, tracking, and transferring student data was established. As a result, the AVP and all Unit Directors can easily oversee a range of reports tracking the performance of AAP students. The evaluation unit monitors the following cohort groups:
- AB540
- AAP Eligible
- AAP Eligible Non-Members
- AAP Members
- Blue and Gold Scholars; Wasserman Scholars; Edison Scholars
- California Community Foundation (CCF)
- Center for Academic and Research Excellence (CARE)
- Center for Community College Partnerships (CCCP) Scholars
- Bruin Guardian Scholars
- Jackie Robinson Scholars
- McNair Scholars
- Program for Excellence in Education and Research in the Sciences (PEERS)
- South Central Scholars
- Vice Provost Initiative for Pre-College Scholars (VIPS)

In addition, descriptive data for other AAP documents, including annual performance reports for federal grants and data administration and support is provided to ensure that data sources are accurate and readily accessible to AAP staff. The Communication and Evaluation director also monitors database policies and procedures; identifies and addresses technological needs of AAP staff and students; and serves as liaison between AAP units. This unit also evaluates candidates for AAP scholarship competitions, submitting scoring data to Undergraduate Information Technology (UIT) and the scholarship committee to determine the final winners. Communication and Evaluation unit staff also has significant external responsibilities. They frequently interact with other offices on campus, including the Division of Undergraduate Education, Center for Educational Assessment, College Information Services, UCLA Registrar, University Admissions and Relations with Schools (UARS), Student Financial Aid, Scholarship Resource Center, Office of Academic Planning and Budget, and Student Affairs, to address data and evaluation needs.

The unit works closely with Undergraduate Information Technology (UIT) to obtain data necessary to determine program utilization, to perform program assessment and evaluation, and to enhance the AAP student management programs currently in use. It provides data and information to the AVP for Student Diversity, the Vice Provost for Undergraduate Education and other offices, and writes reports when necessary. It participates in several College workgroups dedicating to enhancing overall program success and accountability (College On-Line Tutorial, CIS Restructuring, AAP Data Task Force, and Institutional Assessment for WASC), and regularly seeks guidance from the AAP Faculty Advisory Committee in all these efforts.

Another significant change since the last review is gaining access to the Senior Survey administered by the Center for Educational Assessment. In Spring 2011, questions were included on the survey asking respondents about AAP's programs and services. These questions were designed for AAP students specifically and provided them an opportunity to evaluate the five components of the program. The survey results are located in Appendix III of this report. Overall, students rated AAP programs and services highly and shared very positive comments about their experience in the program.

C. Bylaws

Because AAP has no authority or responsibility for hiring or voting on academic personnel or matters, it does not have any Bylaws. It does have a Faculty Advisory Committee, appointed by the College and approved by the Academic Senate, charged with oversight of the program. The Faculty Advisory Committee Roster for 2011-12 is included in Appendix IV.

D. Undergraduate Programs

AAP has been essential to my success at UCLA. Had AAP not been there, I would not have graduated. This would be especially true if I continued in the Engineering field. Thank you AAP!   —A graduating AAP student

FSP was amazing. Made lasting friendships and learned more about UCLA and the resources offered to me.
                                                                                —AAP Summer Program Student

I found the computer lab the most rewarding service from AAP. It's very helpful to have a computer lab open until 6pm near North Campus. Although the Young library is not too far off, the AAP computer lab always has space and, if not, a table outside for your own use.   —An AAP student

I.   **New AAP Students and Eligibility Requirements**

Over 6,000 students, 23% of the UCLA student population, are eligible for AAP services. However, to adapt to budget reductions, fewer staff, and diminishing resources, AAP created a "Community of Scholars" in 2008, adopting a membership-base model targeting students who actively seek participation in the program. This model was also created to better track program participants and the services that they utilize. Students seeking membership in AAP must attend a one-hour workshop or an AAP-approved course through an existing program (like VIPS, CCCP, PEERS, or F/TSP) to be eligible for AAP services. There is also an AAP course offered as part of the summer program curriculum that reviews the history and relevance of the program and its services and instructs students how to negotiate the UCLA environment and achieve academic success.

In 2008, AAP created an office for New Student Programs (NSP) to coordinate programs and activities for admitted AAP students. Recently, however, budget reductions led to the phasing out of the office and its director, and the activities of the office were distributed to AAP staff members who now manage all yield events, eligibility and AAP membership processes and administers all functions of our Freshman and Transfer Summer Programs (F/TSP). Ms. Chante Henderson, Assistant Director for Finance and Administration, is now the overall manager of NSP. She is specifically responsible for the day-to-day operations, supervision and financial administration of all NSP staff, projects, and activities, including annual yield events. Mr. Masai Minters, Associate Director of Communications and Evaluation, is responsible for identifying, recruiting and coding AAP eligible students. He also manages the processing of AAP applications for those students who are not initially identified as AAP eligible but are interested in joining the Community of Scholars.

This office outreaches to eligible students even before they have made their final decision to attend UCLA. Whether prospective students receive a personal phone call or attend a yield event, these initial contacts allow them to experience the support and guidance that AAP offers UCLA students from low-income, first generation, and historically underrepresented backgrounds. The staff in NSP encourages eligible students to join AAP's Community of Scholars by attending an orientation workshop to activate their membership (for details, see *Programs to Recruit and Orient New AAP Students*).

Eligibility for AAP membership is determined in the following ways:

1) The Office of Undergraduate Admissions and Relations with Schools (UARS) identifies students whose academic profiles and personal, familial, and financial backgrounds may impact their academic experience at the university, their graduation from UCLA, and their access to graduate education.
    a) The review of the academic profile analyzes the student's overall academic record (including grade point average, test scores, and number of advanced placement and honors courses) within the context of the high school or post-secondary curriculum available to the student.
    b) The review also analyzes the student's family income and resources, the level of education achieved by the student's parents, and the social barriers that may impact the student's academic experience and performance at UCLA.
2) Students who are part of any federally funded program that requires counseling, tutoring, and/or mentoring services are referred to AAP.

3) Entering or continuing students may apply to AAP by documenting the specific academic, economic, or social obstacles and barriers that have affected their academic experience and performance in high school or post-secondary education and that may affect their academic performance at UCLA. A sub-committee of the AAP Leadership Team (directors) reviews applications for AAP membership.

## II.   Profiles of AAP Undergraduate Students

AAP is a very diverse program; students represent many ethnic and racial groups. Students typically come from low-income families and are first in their families to attend college. Approximately 90% of the undergraduates AAP serves are on financial aid, and 73% are eligible for federal Pell grants, which are awarded to students from families with incomes less than $60,000. The majority of students are from historically underrepresented populations, and 63% of UCLA students from historically underrepresented populations choose to join the program. Of AAP's student population, 23% are transfer students, and 66% are females. Table 4 lists the ethnicity and race of AAP students in Fall 2011.

Table 4 Ethnicity of AAP Students, Fall 2011		
	Number	Percent
Asian	1,354	25%
Black	833	15%
Latino/a	2,603	48%
Native American/Alaskan Native	42	Less than 1%
Other	137	2%
Pacific Islander	6	Less than 1%
White	502	9%
Grand Total	5,477	100%

Once in the program, students are coded as AAP students in the Registrar's database. This coding is of great value to AAP and to the university, providing the data necessary to measure the effectiveness of the program and its various components in the short and long term and to compare the academic performance of AAP students to that of the rest of the undergraduate student body.

AAP also serves another important demographic: approximately 97% of AAP students are the first in their family to attend college. Figure 1 illustrates that only 3% of AAP students have one parent with a college degree, compared to 57% of all UCLA undergraduates.
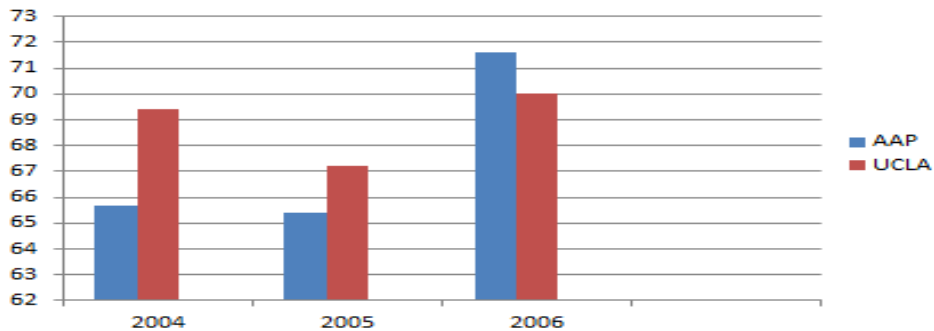
Figure 1

At Least One Parent with College Degree
Fall 2011
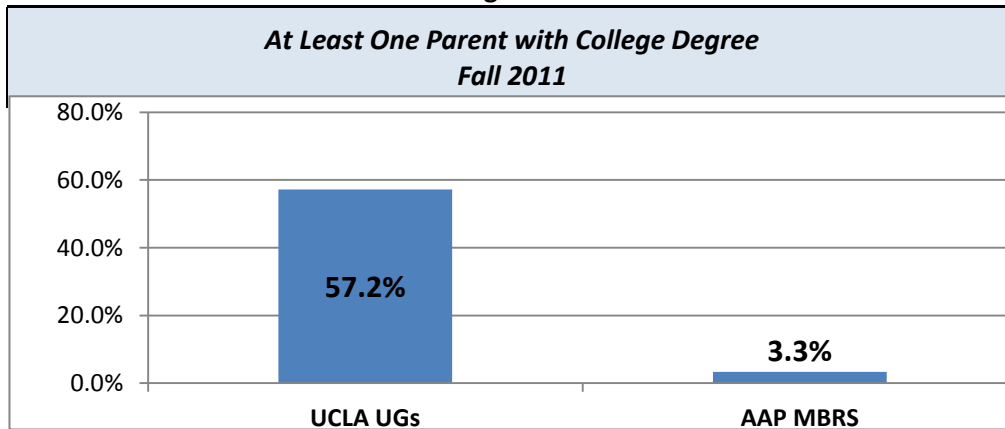
The program's success is most evident in its students' graduation rates, which are on par with and in some cases exceed those of the UCLA student body as a whole. AAP students have also done well, compared to the UCLA student body as a whole, as evidenced by their graduation rates. Figures 2-5 highlight the graduation rates of both AAP freshmen and transfer students compared to the overall UCLA graduation rates.
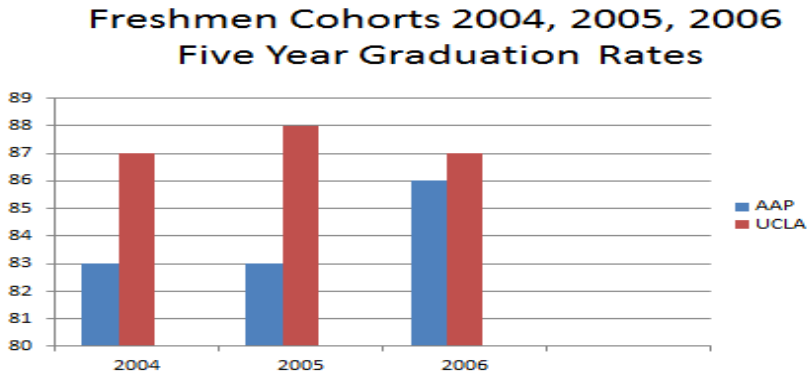
Figure 2

Freshmen Cohorts 2004, 2005, 2006
Four Year Graduation Rates

The four-year graduation rate has been steadily increasing. In 2010, AAP graduated approximately 71 percent of its 2006 freshmen cohort, compared to 70 percent of all UCLA students.

Figure 3

Freshmen Cohorts 2004, 2005, 2006
Five Year Graduation Rates

In recent years, AAP students have also narrowed the gap in five-year graduation rates. The 2006 entering AAP cohort graduated 86% of its students within five years, compared to 87% of all UCLA students. Ninety-one percent of AAP's 2006 freshmen cohort eventually graduated.

Figure 4

Transfer Cohorts Two Year Graduation Rates,
2005, 2006, 2007
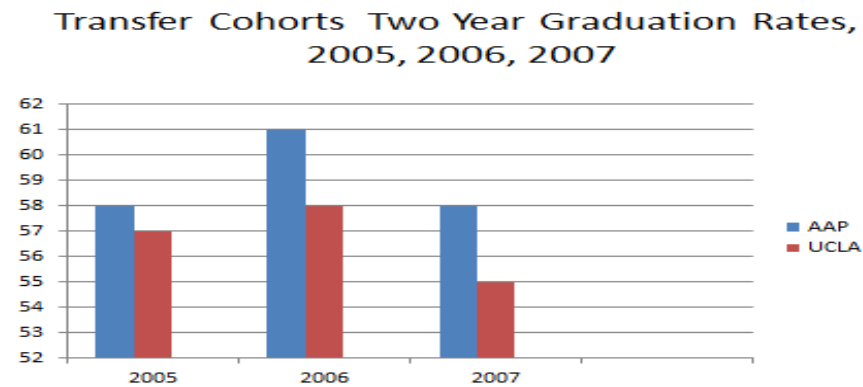
AAP transfer students have a two-year graduation rate higher than the UCLA transfer population as a whole.

Figure 5

Transfer Cohorts Three Year Graduation Rates, 2005, 2006, 2007

AAP transfer students have three-year graduation rates comparable to the overall UCLA transfer student rates.
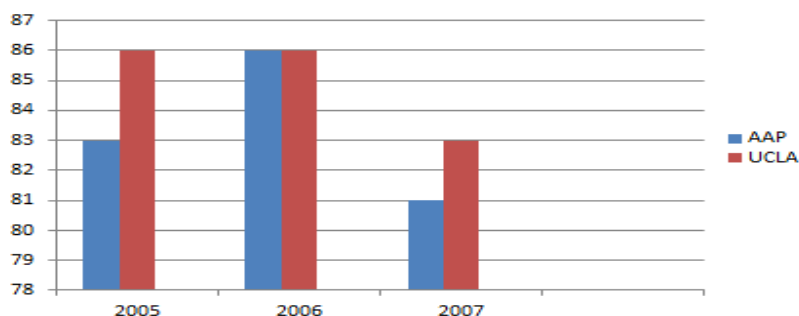
Although AAP students graduate at rates comparable or near comparable to those of UCLA students overall, there is still room for improvement. It should be noted that freshmen six-year graduation rates have increased since the last Senate Review, from 82% in 2005 to 85% in 2010, and they continue to rise.

III.   AAP Activities and Programs

To enhance education and academic life for low-income and first generation students, AAP has created programs to address three major areas of need: 1) boosting students' educational preparedness and competitiveness and facilitating the entry of high school and community college students into the University of California and other institutions of higher education; 2) supporting matriculated students through academic counseling, educational workshops, collaborative peer learning and scholarships; and 3) preparing students for graduate and professional education.

i.   *Programs to Recruit and Orient New AAP Students*

Orientation Workshops: To join the Community of Scholars and utilize AAP services, eligible students must attend an AAP Orientation workshop or other program-sponsored activity to become a member. The Orientation introduces students to the history and relevance of AAP in the institution and provides an overview of the program's services. It also helps students understand how the program can help them negotiate the UCLA environment to achieve academic excellence.

Bruin Day: AAP conducts workshops during the campus-wide *Bruin Day* yield events. AAP-eligible students are invited to attend the workshops by special invitation and telephone calls from current AAP students. The costs of all *Bruin Day* activities are covered by Chancellor's funds. Before *Bruin Day* was instituted, AAP conducted its own Scholars Day for entering AAP-eligible freshmen and costs were covered by funding for F/TSP.

AAP Transfer Scholars Day: The purpose of Scholars Day is to encourage community college students to choose to continue their education at UCLA by giving them a sense of what AAP's Community of Scholars has to offer. Students engage in discussion with current transfer students, tour the campus, residence halls, and science labs to experience firsthand the opportunities available to them. Revenue generated via F/TSP covers the costs associated with AAP Transfer Scholars Days (see Table 5).

Each spring, AAP implements an extensive campaign to recruit provisionally admitted transfer students who are AAP-eligible. This campaign is, in fact, the beginning of building AAP's academic community. AAP sends all eligible students a clear message that they have earned the right to attend UCLA and that the University and AAP want them to matriculate. AAP makes the recruitment process as personal as possible, beginning with two separate mailings from the Chancellor, the first congratulating the students on their admission and inviting them, their parents and family to AAP Scholars Day and a reception hosted by the Associate Vice Provost. A second letter is sent to parents in both English and Spanish. AAP students then call all AAP-eligible admitted students to invite them personally and to answer any questions they have about UCLA. After Scholars Day, AAP students call prospective students who attended, urging them to submit their Statement of Intent to Register (SIR) and to enroll in the Transfer Summer Program. Students who do not attend Scholars Day are mailed information about UCLA, AAP, and AAP's Transfer Summer Program, and they also receive a phone call from an AAP student who will answer any questions they may have.

Students, parents and families who attend Scholars Day listen to and have an opportunity to meet with the Chancellor or Executive Vice Chancellor, the Provost or Vice Provost, the Associate Vice Provost and AAP Director, and UCLA faculty, as well as with AAP students and full-time staff. They learn about the programs and services provided by AAP and by UCLA, of the opportunity to attend AAP's Transfer Summer Program, and of the benefits of belonging to AAP's Community of Scholars. While parents and families attend a workshop, conducted in either English or Spanish, designed to answer their questions and to address and allay the fears of first-generation college, low-income, and immigrant families, students attend small group sessions, grouped by majors, where they are able to ask questions and to dialogue with AAP full-time counselors, Peer Counselors, Peer Mentors, and Peer Learning Facilitators.

The evolution of the actual day and program to which provisionally admitted students and their parents are invited is indicative of the change that has marked AAP since 1986. Prior to that time, the program was called a *Pre-Registration Conference*; then, in the late 1980s, it became the *AAP Spring Conference*; by the mid-1990s, it had become *AAP Scholars Day*. The current name sends a clear message to the students and their parents: AAP students have been admitted to UCLA because of their academic record; because of their ability to excel as undergraduates; and because of their academic potential to continue their education in graduate or professional school.

The theme of personal and academic excellence pervades AAP Scholars Day, letting prospective students know from their first contact that AAP sets the highest expectations for every one of its students. Every speaker—be it the Chancellor, the Vice Provost, Associate Vice Provost and AAP Director, a faculty member, or the AAP undergraduates who tell their own stories to the students and their parents—speaks of academic excellence and of academic community, the touchstones of AAP's philosophy and pedagogy.

Freshmen and Transfer Summer Programs: F/TSP is a seven-week, academically rigorous residential program that prepares students to excel at UCLA by exposing them to the demands of academic life and familiarizing them with undergraduate programs, services and resources. Each summer these programs

introduce approximately 400 entering freshmen and transfer students to the wide range of campus programs, services, and resources; to a network of fellow AAP students; and to the AAP and larger UCLA academic communities. Almost all of the students (85-90%) live in the residence hall, and 70-75% are eligible for AAP Summer Programs financial aid.

Dr. Jonli Tunstall, Director of VIPS and Summer Programs, serves as principal coordinator for the Freshmen/Transfer Summer Program (F/TSP). Responsible for management and oversight of all summer programs activities, she works with the entire team to plan and develop F/TSP; serves as the point of contact for both internal and external constituents; and assures that all student, parental, and campus concerns are addressed. She is also responsible for implementing recommendations for program enhancement; seeking new ways to strengthen the quality of F/TSP; and recommending new strategies to the AVP to address the needs of AAP students.

Dr. Alice Ho, Director of Academic and Research Programs, is responsible for developing the F/TSP curriculum and for the recruitment, hiring, and training of F/TSP instructors. She also hires and trains the Peer Learning Supervisor who oversees the Peer Learning Facilitators for the program. The F/TSP Faculty work in instructional teams that include Peer Learning Facilitators for each class to ensure that students are both challenged and supported academically through their transition to the university.

Ms. Vivian Salazar, Director of Counseling, manages the counseling component of the program. This includes selecting and training the Residential Hall Coordinator who lives in the residence hall and supervises resident student Peer Counselors for the duration of F/TSP. The Residential Hall Coordinator, Peer Counselors, and AAP College Counselors play integral roles supporting and guiding students in their first university experience through workshops and activities, communication with instructional staff, and one-on-one counseling with program participants.

FSP has two components: a Writing Intensive and a Science Intensive. Students in the FSP Writing Intensive take a general education course (either Political Science 40 or Comparative Literature 1D) and a composition course (English A, 2, 3 or 100W, depending on their score on the Subject A Placement Exam). The general education course meets six hours per week, with an additional four hours per week for discussion section. The composition course meets two hours per day, ten hours per week. The Writing Intensive links the composition course to the GE course in what, in AAP, is known as an *adjunct*. The composition instructors link their course readings to themes and concepts covered in the GE class, and the GE and composition instructors work together to develop at least one joint writing assignment required of all students.

FSP students who intend to major in the sciences are enrolled in the FSP Science Intensive. Based on their score on the UCLA Mathematics Placement Exam, students are placed in either Mathematics 1, which meets eight hours per week and prepares students for calculus; or Chemistry 96, which meets eight hours per week and introduces chemistry and calculus topics. In addition to their regular classroom hours and course lectures, Mathematics 1 and Chemistry 96 students attend 2 two-hour EXCEL Workshops every week, during which, under the guidance of instructors and Peer Learning Facilitators, they work collaboratively in small groups to solve problems on topics discussed in their Mathematics 1 or Chemistry 96 class. Math 1 students also attend 5 one-hour discussion sections every week. All FSP Science Intensive students also take either a composition course (English 2 or 3, depending on their score on the Subject A Placement Test) or Honors Collegium 26 (if they enter the

university with credit for English 3). The composition class meets ten hours per week, two hours per day, and the Honors Collegium course meets six hours per week.

TSP students enter the university as upper-division students who have already completed the general education requirements and have been admitted to their major. They are placed in the TSP lecture course most closely aligned with their major. For the last six years, TSP has offered three lecture courses: Chicano/a Studies M124, *Immigration and Latino Identity*; English 178, *Interracial Encounters in Contemporary American Literature*; and Psychology 175, *Community Psychology*. Each of these lecture courses meets 6 hours a week. Every transfer student also enrolls in English 100W, an upper-division advanced composition course that meets 10 hours a week. As is the case in the FSP Writing Intensive, TSP composition and lecture courses are linked, with at least one joint writing assignment. Since 2002, every TSP student has also been enrolled in Honors 101, a two-unit research course that introduces students to faculty and graduate students, as well as to research methods and research opportunities, and that requires students to develop a research proposal that they can submit for either SRP credit or a 199 course proposal.

Be it in FSP or in TSP, AAP's adjunct model—linking lecture and composition classes together—requires that instructors work collaboratively. They must meet to plan their courses, develop assignments, agree on course readings, and weave writing instruction into their courses. During FSP and TSP, they must meet weekly to discuss students' academic performance, in-class participation, and adjustment to UCLA. At its best, the collaboration allows instructors to work together to rethink their pedagogy and to discuss what they do, how they do it, and why they do what they do. The adjunct model allows instructors to learn from each other, to experiment with new pedagogies and innovative classroom activities and assignments, and to grow as teachers. FSP and TSP not only create an academic community for students, they also create an intellectual and academic community for those who teach in the program. Peer-Facilitated Learning is provided for all FSP and TSP courses. All students must attend weekly small-group and one-on-one sessions.

Over the last ten years, AAP has worked closely with UCLA's Honors Program to develop an Honors component for FSP and TSP. This includes two Honors courses (Honors Collegium 26 for FSP and Chicano/a Studies M124 for TSP), as well as Honors sections in the remaining lecture classes. In addition, students who excel in FSP and TSP and achieve a minimum grade point average of 3.4 are eligible to join the Honors Program. At the beginning of fall quarter, AAP outreaches to all eligible FSP and TSP students and urges them to join Honors; more than 80% do so. A reception is held during the fall quarter to honor those F/TSP students, each of whom receives a Vice Provost's Recognition Award.

Major Accomplishments and Impact

- **Implemented a Community of Scholars Model:** A cohort-style model to better track what services AAP students are utilizing was successfully developed and implemented. In this model, all AAP students must attend a one-hour AAP Orientation Workshop focusing on the history and relevance of AAP to join the program and access services. Prior to this, eligible AAP students were automatically coded as AAP members entitled to access services even though they had little or no sense of what it meant to participate in AAP.

- **Improved F/TSP Curriculum:** Special courses were developed for both FSP and TSP that orient students to the depth and diversity of academics at UCLA; introduce entering students to research opportunities; and provide students with the skills

necessary to achieve academic excellence. Also to ensure that transfer students take courses that count toward their degrees; the TSP curriculum has been expanded to include courses in the most popular majors: Political Science, Anthropology, Psychology, History, and the Life Sciences.

- **Integrated Academic Counseling into F/TSP:** AAP College Counselors are now more involved in F/TSP. Counselors attend all weekly curriculum meetings, promoting interaction among instructors, TAs, and Peer Learning Facilitators. Collaboration with instructional staff in F/TSP, combined with their presence in the residence halls, has allowed for more timely response and intervention.

- **Initiated Collaboration between UCLA and Vrije University (VU) Amsterdam:** AAP has partnered with Vrije University (VU) Amsterdam in an exchange of faculty, students and programs. In Summer 2011, two AAP students went to the VU to attend their "Summer school on Black Europe" and two VU students attended TSP.

- **New F/TSP Funding Model:** Three years ago, budgeting for F/TSP changed and F/TSP became a self-supporting program. Income generated by tuition and fees cover all program expenses. Unlike other UCLA summer programs, net revenues are not returned to departments that sponsor courses. For F/TSP, the balance can be applied to directly to scholarships, and Financial Aid permits AAP to fully fund the most needed students. The new funding model for F/TSP is illustrated in Table 5.

Table 5. Funding for F/TSP (Summer 2011; with 385 student participants)

Fee Revenues		
Summer Session Tuition (10 units @ $247)		950,950
Other fees (campus, orientation, etc.)		89,020
	Total	1,039,970
Expenses Passed Through the Budget		
Campus fee @ $62 and IEI at $6/unit		(46,970)
Tuition return to financial aid (28%)		(266,266)
		(313,236)
Net Revenue	NET	726,734
Program Expenses		
Administrator (partial salary)		(22,592)
Faculty and Teaching Assistants		(309,367)
CEM rooms; AV; S&E and student office staff		(101,870)
Tutors and Peer Counselors		(230,849)
	Total Costs	(654,677)
Program Balance		72,057
(Minus cost of AAP Transfer Scholars Day)		(25,500)
Final Balance		46,557

Scholarship Awarded	
Financial Aid to buy out loan and student work-study	280,000
Final Balance (used for scholarships)	46,557
Scholarship funds from AAP and the Dean/Vice Provost	220,000
TOTAL Scholarships	546,557

Challenges and Impact of Budget

- **Need for scholarships:** With increases in summer session tuition, AAP needs to generate more funding for F/TSP scholarships. The annual contribution made by the Chancellor's Office has been eliminated under the new F/TSP budgeting but program revenues can be applied. Also Financial Aid permits AAP to provide full funding for students with greatest need.
- **Yield and FSP Recruitment:** The creation of *Bruin Day*, the single yield event for admitted freshman, has created major challenges for AAP. Because the AAP workshops compete with other *Bruin Day* workshops, attendance is reduced, which impedes efforts both to increase the yield of underrepresented, low-income and first-generation students and to recruit for FSP.

ii. AAP Academic Counseling

AAP really caters to students and I know people who really benefit from AAP services. As a parenting student, it has been very difficult to access services due to time constraints. Nevertheless, the first counselor I spoke to at UCLA was an AAP counselor who helped guide me initially. My academic situation has always been in good standing and as far as academics have never faced a course that I could not handle on my own. If my situation were different, however, I would not hesitate to seek help from AAP. —An AAP student

I enjoyed the peer counselors as many had taken the same classes as me and would help me in scheduling classes. —An AAP student

As a student initiated program, AAP College Counseling originally focused solely on the personal and social transition of students to UCLA. AAP students received academic guidance through College Academic Counseling along with all students enrolled in the College of Letters and Science. In 1994, AAP College Counseling transitioned to a more holistic model, assuming responsibility for all College academic counseling services. In the past, AAP counselors could only help students understand academic policies and regulations. Now they have the authority to process College student petitions. This transition has taken some time to complete. Even though students who join the Community of Scholars are now required to receive their college counseling through AAP, the Counselors have not always been perceived as "official" college counselors. To eliminate the confusion, the unit has recently been renamed AAP College Counseling. Empowering the Counselors to carry out essential academic policy and regulations greatly benefits AAP students, who can now access the full range of academic support and guidance in a single location.

AAP College Counseling's current mission is to guide students holistically, facilitating academic and personal success by empowering them with the knowledge required to thrive in their undergraduate careers and beyond. The Counselors enact intrusive counseling methods to better assess students' needs and goals and work with them to identify options based upon their personal circumstances.

Budget reductions brought on by the current fiscal crisis have necessitated further transformation of AAP's counseling model. Recently the unit moved from a model of discipline-based counselor caseload assignments to a non-discipline one with no caseload assignments to keep pace with increasing student needs. This new model gives students greater access to appointments and enhances counselors' knowledge of all university policies and regulations.

Structure, Staffing, and Responsibilities

The Counseling unit employs eight full-time academic advisors (referred to as AAP College Counselors). Counselors are trained in all University and College of Letters and Science rules and regulations. Each counselor undergoes a two-month training administered by an academic trainer from College Academic Counseling as well as supplemental training on AAP services and counseling procedures. Utilizing an approach that is proactive and intrusive, Counselors send regular communications to students reminding them about upcoming appointments and encouraging them to reschedule if they miss appointments. They also track students' academic progress and work individually with those who fall behind to ensure they return to good academic standing.

Part-time student Peer Counselors (PCs) are a significant component of the counseling team, working collaboratively with the full-time College Counselors. To become a Peer Counselor, undergraduates must undergo training in both the personal and academic aspects of counseling. To gain interpersonal counseling skills, Peer Counselors take a quarter-long course, "Counseling Diverse Communities," taught by the Director for AAP Counseling each spring. The course involves discussions of issues such as identity development, promoting student involvement and developing effective helping relationships. The course's emphasis on interpersonal dynamics is complemented by a seven-day training that details academic policy. Prior to the onset of the current budget crisis, Peer Counselors worked with students taking the same or a similar academic curriculum. To meet the needs of more students with fewer Peer Counselors, the training now prepares them to work with students in different disciplines and at various levels of academic progress.

Both full-time Counselors and PCs are actively involved with the Freshman and Transfer Summer Programs (F/TSP). As mentioned above, AAP Counselors are incorporated into the F/TSP team approach of supporting students holistically by participating in the weekly "adjunct" curriculum meetings. They also offer academic workshops and drop-in counseling hours in the residence halls on each floor throughout the seven-week program. Peer Counselors have a critical role in F/TSP, living in the residence halls to provide immediate access to the academic guidance and personal support the AAP student population needs during the transition to the university.

Counseling Activities and Workshops

AAP Counselors organize two to three workshops per year on topics of interest to large segments of the population. Graduating Senior Workshops introduced in 2008 to better prepare students for graduation have been particularly successful. Enrolling over 300 students per academic year, these workshops contribute to AAP's steadily increasing graduation rates.

To provide additional workshops without adversely impacting counselors' time, collaborative relationships with other campus offices, like Counseling and Psychological Services (CAPS), the Community Programs Office (CPO), and the Bruin Resource Center (BRC), have been established. Since Fall 2008, CAPS has had great success providing workshops in Campbell Hall. Topics like "Academic Power Training, "Stress Busters," and "The Psychology of Happiness" enroll 30 to 50 students per quarter. UCLA's Career Center has also provided collaborative support for AAP students by advertising their services and providing information at the beginning of each quarter. Since Winter 2010 they have been providing drop-in counseling to students in Campbell Hall. Since the fall of 2010, AAP Counseling began working closely with the Bruin Resource Center to assign specific AAP College Counselors to

students in their targeted populations, such as Guardian Scholars (former foster youth), Transfers and Veterans, who are also AAP-eligible.

AAP Counseling uses a variety of delivery methods to provide students with both academic and personal guidance.   As illustrated in Table 6, there has been a consistent decline since 2005 in one-on-one counseling appointments.

Table 6
Student Utilization of Counseling Appointments per Academic Year 2005 through 2011

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Counselors	12331	11898	9602	9157	9121	7924
Peer Counselors	3411	3029	3032	2683	2118	1622
Total	15742	14927	12634	11840	11239	9546

Several factors have contributed to this decline. The most dramatic decline occurred between Spring 2010 and Fall 2010 as a result of the loss of the federally funded PLUS (Program Leading to Undergraduate Success) grant. Prior to Fall 2010, 200 entering PLUS freshmen were held to a contract that required them to schedule two appointments with their PLUS counselor and three appointments with their Peer Counselor each quarter during their first year. The loss of the PLUS grant contributed greatly to the decline in counseling appointments. Though reduction in the total number of appointments remains a concern, an unexpected outcome of this loss of funding is that AAP students overall now have greater access to AAP College Counselors.

Another factor in the decline in the number of counseling appointments is the assistance offered students at the front counter in Campbell Hall. Currently, AAP Counselors staff the front counter from 8:30 a.m. until 4:00 p.m., answering quick academic questions that do not require full appointments and providing referrals to appropriate campus offices. Thus the decline in counseling appointments is also the result of a more efficient method of servicing students' needs while reducing the frustration that results when appointments are difficult to schedule.

Major Accomplishments and Impact

- **Shifted to a Non-Discipline Based Model without Caseload:** To meet increasing students' need in a time of budget reductions, AAP Counseling shifted away from a discipline-based counselor caseload model to a non-discipline model with no caseload assignments. This allows students greater access to counseling since they no longer have to wait until an assigned counselor is available. They can now see the first available counselor.
- **Revised Appointment Procedures:** New appointment procedures provide greater access to same-day appointments. Prior to 2009, all students had to preschedule appointments with specific counselors. Appointments were scheduled up to two weeks in advance, and students complained when they had to wait too long to see a counselor or if they had to return to make an appointment. Under the new system, morning appointments (8:00 a.m. until noon) are prescheduled, and afternoons are reserved for same-day appointments. This new appointment policy allows for more flexibility and gives more students greater access to AAP counselors.

Challenges and Impact of Budget

- **Reduction in Counseling Staff**: AAP has lost two full-time counseling positions in the last four years. In this same period, changes in University rules and policies and stricter guidelines within the majors have increased not only the need for students to meet with Counselors but also the amount of time Counselors must devote to processing student petitions, reviewing appeals, and filing other paperwork. The gap between availability of counselors and students needs is one of the program's primary areas of need.
- **Reductions in Other Staff:** Reductions in both support staff and the number of Peer Counselors mean increased workloads for the full-time AAP College Counselors. **Loss of PLUS Grant:** Due to the loss of the PLUS grant, workshops and student programs have been drastically reduced. Through Fall 2010, Peer Counselors worked with AAP College Counselors to organize and lead at least four workshops per quarter. Currently, no workshops have been developed to replace PLUS grant workshops.
- **Transfer Student Center:** AAP has developed plans for a Center to address the specialized needs of transfer students. However, given space limitations and the current fiscal climate, this project has not been fully realized. To address this need in the meantime, a third AAP College Counselor has been assigned to work exclusively with transfer students.

iii. AAP Mentoring, Research and Peer Learning Programs

AMAZING mentors and office staff! Friendly, concerned, supportive, knowledgeable & approachable! (Same experience w/ the staff in the other AAP offices/depts.) I definitely feel that the cohort program experiences are all that much greater and "successful" because of the very people working with AAP and the GMP office.
                                                                                        —An AAP student

For many of the lower division courses, the peer facilitators have been phenomenal and helpful. Their knowledge in the subject and tactics to present the overarching ideas of these condensed lectures given in our fast paced quarter system.   —An AAP student

One of the strategic moves AAP made in its 1989 Internal Review Report was to establish a Graduate Mentor Program that would help upper-division AAP students focus on career goals and explore the possibility of advanced academic study at the graduate level. The establishment of the Graduate Mentor Program highlighted AAP's move from remediation to excellence. The first Graduate Mentor Program was established in 1991 with the award of annual funds from the Associate Vice Chancellor's diversity funds; permanent AAP funds for this program were not allocated until 2006. At that time, AAP decided to reallocate funds from the tutorial program to establish a mentoring program with permanent State funds. The program was built on AAP's developing Pedagogy of Excellence, which places high expectations on all AAP students. Initially, graduate students mentored AAP undergraduates and encouraged them to believe in their capacity to go beyond an undergraduate education. AAP had now established a program that recognized and developed students' potential for graduate and professional school study.

In 2010, the Graduate Mentor Program changed its name to Graduate Mentoring and Research to reflect the nature of its programs and the amount of scholarly research that AAP students participated in with UCLA faculty. As a part of AAP's reorganization in 2011, Peer Learning was merged with Graduate

Mentoring and Research to create a single administrative unit – Mentoring, Research, and Peer Learning.

The overarching mission of AAP Mentoring, Research, and Peer Learning is to transform the academy by 1) empowering students to become active and critical thinkers who recognize their own intellectual agency and 2) increasing the number of low-income and historically underrepresented students who enter graduate and professional school. While Peer Learning works to ensure that AAP students excel and graduate, Graduate Mentoring and Research Programs aim to prepare them for graduate and professional school.

Structure, Staffing and Responsibilities

The Mentoring, Research, and Peer Learning unit consists of six full-time staff members: the Director, two Assistant Directors, two Peer Learning Lab Coordinators, and two Administrative Assistants. One Assistant Director, Erica Villanueva, works specifically with the federally funded McNair Research Scholars Program (described below). The Assistant Director for all of Mentoring, Research, and Peer Learning, Maria Ramas, also serves as the Humanities and Social Sciences Peer Learning Lab Coordinator. Another staff member, Emmanuel Owaka, coordinates the Math and Sciences Peer Learning Lab. Part-time student positions include 80 to 90 Peer Learning Facilitators (PLFs) and 10 to 15 Graduate Mentors.

Graduate Mentoring and Research Programs

Today, Graduate Mentoring and Research Programs aim to increase the number of AAP students pursuing research, graduate studies and professional programs in all fields. The objectives are to offer AAP students broad exposure to research across academic and professional fields; develop their analytical and independent thinking by encouraging them to undertake independent research projects; and encourage and support them in their pursuit of graduate and professional studies (particularly in the humanities and social sciences) by providing individualized mentoring, workshops, graduate school preparation courses, and targeted cohort programs. Together these programs prepare students to see themselves not only as consumers of knowledge but also as producers of knowledge.

General Graduate Mentoring: Graduate Mentors meet with undergraduates one-on-one to identify graduate and professional school programs, discuss entrance exams and funding, review the components of the application process, and encourage them to participate in research and internship opportunities that will make them more competitive applicants. Mentors also organize workshops and panel presentations throughout the year on topics related to graduate and professional school.

Graduate Preparation Course: During each summer session, a six-week non–credit intensive graduate preparation course is offered to AAP students. The course aims to increase AAP students' awareness of the graduate school application process and their competitiveness for graduate or professional school admissions and beyond.

Cohort Programs: The **Junior Scholars Program** introduces AAP students early in their undergraduate career to research and exposes them to actual research experience in the humanities and social sciences. Second-year AAP students who are selected to be Junior Scholars work with a Faculty Advisor and Graduate Mentors to learn valuable research skills that facilitate their academic success and

enhance their academic experiences. Scholars also present their research at the annual UCLA Westwind Research Conference and receive a stipend from the Undergraduate Research Center (URC).

Many Junior Scholars apply for and continue into one of the following cohort programs open to AAP juniors and seniors:

- **Arts Initiative (Arts IN)** is a one-year program that provides support for a small cohort of AAP students chosen for their interest in arts-related research, arts administration careers, a working artistic life, or graduate studies in the arts.
- The **Community Development and Social Justice Program (CDSJ)** prepares AAP students to become community-based practitioners in the areas of Public Health, Social Welfare, Public Policy, and Urban Planning. CDSJ Scholars receive stipends funded by the AAP Wilson Scholarship for seeking internships and opportunities to gain professional experience that would make them more competitive applicants for graduate programs in these fields.
- **Educators for Tomorrow Program (EFT)** prepares students to become much-needed teachers, educational program directors, and advisors in underserved areas.
- The **Ronald E. McNair Research Scholars Program** is a federally funded TRiO program open to first-generation, low-income, and underrepresented students who have completed their sophomore year or have transferred to UCLA. McNair prepares students to enter and successfully complete Ph.D. programs in the Humanities and Social Sciences. Two-year requirements of the program include seminars, an intensive Summer Research Institute, and conference presentations.

Peer Learning

In 2009 Tutorials became Peer Learning. The new name reflects the shift in AAP philosophy and pedagogy. Peer Learning moved away from the deficit perspective that viewed tutoring as a remedial service for students who are underprepared for university-level coursework to a student-centered and pedagogically-progressive vision that focuses on students' strengths. Today, Peer Learning practices are based on the understanding of and confidence in AAP students' inherent strengths and their capacity, in the right academic setting, to find solutions to their academic challenges themselves.

Peer Learning holds to the belief that critical thinking and intellectual independence are fostered through dialogue and debate that best takes place in student learning communities built around coursework. Peer Learning's emphasis is not only on skill building, but also on community building. The overarching goal is to create learning communities within which AAP students can challenge and support each other as they negotiate the terrain of academic arguments and problem solving. Peer Learning's pedagogy emphasizes collaboration and student dialogue over authoritarian, directive tutorial models. While the immediate goal is to provide spaces in which students can appropriate course material and integrate it into their broader educational development, the larger goal is to foster a sense of belonging and promote academic and social integration into the UCLA community.

From Peer Learning's inception in 1971 until 2009, there existed three distinct labs. In 2009, as a result of budget cuts, the Humanities and Social Science Labs were merged. Peer Learning services are now offered through two labs. The *Humanities and Social Science Lab* offers facilitation in Anthropology, Chicana/o Studies, Classics, Economics and Management, English Composition, English Literature, Philosophy, Political Science, Psychology, and Sociology. *The Math/Science Lab* provides peer-learning

services in Astronomy, Atmospheric Sciences, Chemistry, Computing, Life Sciences, Mathematics, Physics, Earth and Space Sciences, Physiological Science, and Statistics.

Since 1995, AAP Peer Learning has followed the *AAP Tutorial Policy on Consultation with Faculty*, which was developed by the AAP Faculty Advisory Committee and approved by the UCLA Academic Senate. Each quarter, AAP sends a letter to every instructor teaching a course for which peer learning services are provided introducing AAP and the facilitator assigned to his or her course. Facilitators visit instructors twice each quarter to meet them in person and discuss course material. Facilitators are compensated for attending lectures once per week, more frequently if the professor is new to the facilitator.

After two years of planning with the Undergraduate Information and Technology Office (UIT), Peer Learning moved to an online sign-up system in Fall 2010. AAP students can now sign up for Peer Learning sessions through MyUCLA during the first three weeks of the quarter. They may drop through the same system at any time during the quarter. This Peer Learning Manager system (PLM) eliminates the long lines that students had to wait in to sign up for sessions. Peer Learning staff continue to meet regularly with UIT to develop the PLM system. Eventually, the system will improve communication with students, track utilization, cut administrative costs by managing payroll, administer evaluations and generate relevant reports. Most importantly, the PLM system eases the data collection process to better track student outcomes.

Major Accomplishments and Impact

- **Merged the Administration of Graduate Mentoring and Research with Peer Learning:** Even though it was necessitated by budget reductions, merging these programs into one administrative unit has allowed for improved collaboration, cross-promotion, and student outreach. Peer Learning staff encourage undergraduates to seek Graduate Mentoring, while Graduate Mentors encourage their mentees to become Peer Learning Facilitators. Most graduating seniors who have met with a Graduate Mentor reported being satisfied with their meetings (UCLA Senior Survey, 2011).
- **Increased Number of AAP Students Pursuing Graduate Studies:** In the McNair Research Scholars Program alone, over 50% of graduating scholars enroll in a graduate school program immediately after completing their baccalaureate degrees.
- **Renewed McNair Program Grant:** In 2007, the McNair Research Scholars Program was funded for a second cycle and continues to celebrate many successful alumni who pursuing doctorates. Since UCLA's program was established in 2002, more than 20% of the first cohort has obtained doctorates.
- **Established Partnerships with Medical and Dental Associations:** In 2010, Graduate Mentoring and Research Programs established new partnerships with the Student National Medical Association and the Student National Dental Association to pair UCLA medical and dental school students with AAP pre-med and pre-dental students for one-to-one mentoring.
- **Launched High AIMS:** The High Achievement in Math and Science Program (High AIMS) was established in 2010. A three-year, single cohort program funded by the California Wellness Foundation, High AIMS provides support to 30 AAP students interested in the health sciences.
- **Transformed Tutorials into Peer Learning:** Changing the name from AAP Tutorials to Peer Learning reflects the extension of Pedagogy of Excellence to this level of the AAP Community of Scholars. Since the last Senate Review Peer Learning has been able to measure the effectiveness

of peer learning through GPAs and through student responses on the UCLA Senior Survey. Responses to the AAP 2011 Senior Survey indicate that Peer Learning continues to be the most utilized service within AAP. Additionally, over 80% of graduating seniors who participated in peer learning for at least one of their courses while at UCLA reported that AAP Peer Learning was helpful or very helpful to their effectiveness as a student.

Challenges and Impact of Budget

- **Overall Reductions in Peer Learning:** The major challenge facing Peer Learning over the past years has been maintaining the quality and effectiveness in the face of major budget cuts. Since the 2005 Senate Review, Peer Learning has had to reduce the number of peer learning facilitators, particularly in the Humanities and Social Sciences Lab, due to unfunded wage increases and operating cost. In 2009, the Humanities and Social Sciences Labs were merged, resulting in the loss of one full-time coordinator position. In addition, between 2005-2006 and 2011-2012, the number of student facilitators in humanities and social science courses was drastically reduced from 99 PLFs to 30, a 70% reduction. Subsequently, the number of courses for which Peer Learning is offered has dropped from 137 courses to 36, a 74% reduction. As a result, the number of students enrolled in Peer Learning sessions has decreased from 3941 students to 1801, a 55% reduction. The courses cut from Peer Learning are listed in Appendix V.
- **Peer Learning Support for Math and Science:** To keep up with growing demands for workshops in Math and Science, AAP reallocated funds from Humanities/Social Sciences to meet the growing need. But as workshop costs increase, the number of workshops offered have decreased, and courses no longer supported and other results of the reduction are listed in Appendix V. To compensate for reductions in the total hours each PLF can work, the number of students in each section has been increased. Nonetheless, demand for Peer Learning sessions in Math and Science still significantly exceeds capacity. Larger group sizes make it difficult to practice AAP's preferred collaborative-learning pedagogy and provide the kind of individualized attention that students require.
- **Specialization of Graduate Mentoring:** Over the past three years, the Graduate Mentoring and Research Programs unit has also had to reduce the number of Graduate Mentors due to budgetary constraints. As a consequence, staff can no longer specialize in specific fields. Instead, General Graduate Mentors work with students across disciplines, including those with which they are not familiar, which reduces their effectiveness. To compensate for the reduction in staff, Graduate Mentoring and Research Programs has partnered with various departments and groups, but campus-wide cuts make such collaborations difficult to establish.
- **Funding for Cohort Programs:** With the exceptions of the McNair Research Scholars (whose stipends are funded by a federal grant) and the Junior Scholars (whose stipends are provided by the URC), all of the Graduate Mentoring and Research Program cohorts had stipend resources defunded in 2009. There was some discussion of discontinuing Arts IN, Community Development and Social Justice (CDSJ), and Educators for Tomorrow (EFT) in light of this fact. However, because need and student demand for these specialized research opportunities remains high, the programs have been maintained despite the loss of scholarship resources.

iv. Vice Provost Initiative for Pre-College Scholars (VIPS)

> *I would describe my experience in VIPS as enlightening, because the information that I learned here would be the information that I would use in the outside world […] when I see these things in the news or society, I can then critically analyze it and see why it happens and question if it's the right thing to do or not.*
>
> —A VIPS Student from Cohort 5

In 2006 by the Vice Provost for Undergraduate Education and AAP established the *Vice Provost Initiative for Pre-College Scholars* (VIPS) to increase the number of underserved students from Los Angeles County who are eligible for admission to competitive universities. By enrolling students from 10 Southern California high schools in on-campus residential summer programs and Saturday Academies throughout the school year and supporting them with an array of activities and programs, the Initiative prepares a significant number of historically underrepresented students for admission to UCLA and other flagship universities. Using a social justice framework and a holistic approach, VIPS also encourages pursuit of graduate and professional education. Funding for VIPS has been provided by grants from local foundations (The Rosalinde and Arthur Gilbert Foundation and the Ahmanson Foundation) and more recently by a generous donation to the Vice Provost from the UCLA Dream Fund. Currently no permanent State funds support VIPS staff or programs.

At participating high schools, UCLA-VIP Scholars staff and mentors work with counselors who nominate the most eligible students to be "scholars." In selecting the scholars, the schools give preference to those who are on-track for UC admissions, show leadership potential, could benefit from the services this program provides, and who would be eligible to participate in the MARC and McNair programs once admitted to UCLA. Counselors at each high school identify qualified tenth graders who are invited to apply, and our mentors select the top five candidates who are invited to interview. Interviews are held with the applicant and her/his parent/guardian.

Structure, Staffing and Responsibilities

VIPS consists of two full-time staff: a Director, Jonli Tunstall, and an Assistant Director, Jerry Morrison II. The unit also shares a full-time Administrative Assistant with CCCP, Claudia Salcedo. The part-time staff positions include 12 Undergraduate Mentors, two Undergraduate Office Assistants, and one Graduate Student Researcher, Neshemah Keetin. The VIPS summer staff includes Education 98 Instructor Dr. Tyrone Howard of the Graduate School of Education and Information Studies, two Graduate Student Teaching Assistants, one Writing Instructor, one Math Instructor, two Summer Program Coordinators, as well as 10 Undergraduate Mentors and one Undergraduate Office Assistant.

Activities and Events

VIPS is now preparing to enter its seventh year of hosting an academically rigorous residential summer program for 60 rising eleventh and twelfth-grade high school students from underrepresented backgrounds. A social justice agenda is incorporated into every aspect of the VIPS Summer Program to encourage students to think critically about social issues. Central to the success of VIPS are two residential summer programs that provide these students with a unique opportunity to take academic courses at the university that emphasize critical thinking.

Junior Scholars Summer Program: The objective of VIPS' two-week residential summer program is to improve math and writing skills, along with SAT scores. Scholars entering the eleventh grade enroll in a writing course as well as a math seminar designed to give them tools that will translate into success during their junior year of high school. Scholars receive 45 hours of classroom instruction over the course of two weeks. Focusing on social justice issues, the writing course exposes students to diverse topics and genres and provides them with substantive guidance and feedback in the writing process. The math seminar dispels the cultural fear of math by introducing students to everyday applications as well as equipping them with tools useful in all math disciplines. Scholars also enroll in an SAT preparation course taught by UCLA Extension instructors.

The instructors measure skill development outcomes through pre and post-tests and course evaluations. Post-test scores indicate that students in the writing seminar learn to focus their thinking and writing, better develop thesis statements, increase their critical thinking skills, and use texts more effectively to support their claims. Program staff also uses course and program evaluations to improve the curriculum design and enhance teaching methodologies each year.

Senior Scholars Summer Program: The summer following their junior year, these same scholars return to participate in the Senior Scholars five-week residential program that includes an undergraduate course in the Education Department and a Fiat Lux seminar. Additionally, each scholar receives an individual assessment from a UCLA admissions officer and one-on-one guidance about the college application process from program Mentors and staff.

In Education 98, *Critical Issues in Education*, taught by Professor Tyrone Howard from UCLA's Department of Education, Senior Scholars are expected to write a two-page analytical paper based on a scholarly article twice a week. In addition to learning to critically analyze scholarly work, scholars also gain skills imperative to collegiate academic success. They learn the importance of attending office hours, establishing a rapport with professors and teaching assistants, actively participating in class, writing several drafts of papers, forming study groups, conducting peer editing, and presenting findings based on their individual research interests.

Senior Scholars also take a *Fiat Lux* seminar that enables them to participate in critical discussion of an important intellectual topic with a small group of peers. Topics vary each year. In 2010, the topic was "Building Bridges." Focused on implementing change, the seminar guided students through a process of self and community examination in order to develop a model for an outreach program. Students reflected on their values, personal experiences, and community influences in order to think critically about themselves and their environment. Examining how contemporary and past struggles were represented in the media, students incorporated elements of social justice into their outreach programs.

Senior Scholars also take a course taught by UCLA's Admissions Office designed to provide valuable insight into the UC application process. Upon completion of the 5-week summer program, Senior Scholars have a strong draft of their UC application including a complete list of extracurricular activities and awards, a personal statement, and a list of courses taken and grades earned. These core elements of the application receive a thorough review in a one-on-one appointment with an admissions officer before the end of the program.

Saturday Academies: In addition to completing both residential summer programs, VIP Scholars must attend six Saturday Academies during their junior and senior years. VIPS hosts two Saturday Academies per quarter for the Scholars and their families. Each Saturday Academy focuses on a theme or issue

relevant to access to higher education. The students and their parents receive assistance in preparing for college and are equipped with skills to become better advocates for their education.

During the academic year, VIPS delivers college preparation services to ten partner high schools that have high populations of historically underrepresented students. The partnering high schools include four schools in Pasadena (Blair, Marshall, Muir, and Pasadena High) and six schools in Los Angeles (Crenshaw, Dorsey, Hamilton, King-Drew, LACES, and Westchester High). Services offered and events held for VIP Scholars and the larger population at these schools during the academic year include Mentoring; Individual Academic Assessments; Student Clubs; Bruin Buddy Days; College Application, Financial Aid and Scholarship Workshops; Research Opportunities; and other academic and culturally relevant workshops. Below is a description of VIPS' premier academic year services.

Mentoring: One or two Undergraduate Mentors are assigned to each partner high school to provide college guidance on a weekly basis for ten to twelve hours each week. The Mentors are UCLA undergraduates who are AAP students and who play an active role in the planning and execution of several aspects of the program: arranging meetings with students; preparing presentations; assisting students with their assignments; advocating on students' behalf with teachers and administrators; providing support, guidance and advice to students; and most importantly, developing a college-going culture at each high school. The Mentors serve as liaisons between UCLA and the high schools, providing both the VIPS cohort and general population students with regular and consistent academic advising to help them become not only eligible but also competitive candidates for admission to four-year universities.

Bruin Buddy Day: Buddy Days give high school students the opportunity to become UCLA students for a day. Each high school student accompanies a UCLA student throughout his or her day, attending classes, visiting the residential halls, and asking questions.

Student Clubs: VIPS cohort students are encouraged to establish clubs in their high schools to extend the college-going culture into the larger student body and enact change within their communities. Working with VIPS Mentors, cohort students develop clubs that organize college visits and cultural field trips, implement mentoring programs between upper classmen and lower classmen, and arrange speakers to talk about selecting a major, choosing a college, and effective study habits. Sharing the information they gain through VIPS with their peers and the high school administration addresses educational inequities (access to college in particular) at the same time that it strengthens their own trajectories. When VIP Scholars identify problems and issues within their schools and communities, the program supports their efforts to find solutions.

VIPS is evaluated each year to measure outcomes and determine program effectiveness. Undergraduate Mentors, Scholars, and their parents are assessed and are in turn given the opportunity to evaluate the program. Daily operations of the process are entrusted to the Graduate Student Researcher (GSR), who not only coordinates evaluation of the program but also engages the VIP Scholars in some research. Scholars participate in a 3-quarter research class, conduct and analyze data, and present their findings.

Major Accomplishments and Impact

- **Increased Number of Historically Underrepresented Students from Los Angeles County Attending College:** A total of 119 VIP Scholars are now attending a university or college, despite the fact that many had no definite plans to attend college when they entered the program.

- **Provided Comprehensive Support to VIP Scholars at UCLA:** Currently 40 VIP Scholars are enrolled at UCLA as freshmen, sophomores, juniors, and seniors. All receive a four-year Vice Provost Wasserman Scholarship (valued at $20,000); are assigned to an AAP Counselor who supports them throughout their undergraduate careers at UCLA; enroll in a Fiat Lux seminar designed specifically for them during their first year; and complete 20 hours of volunteer service through VIPS.

Challenges and Impact of Budget

- **Program Expansion**: VIPS has grown over the past seven years from a program charged with enabling students to gain admission to competitive universities into one that ensures they graduate and continue on to professional school by supporting them and engaging them in research. To adequately support VIP Scholars while they complete high school and once they enroll at UCLA or colleges across the country, more funding is required. There is significant potential for growth and expansion of this program.
- **Space:** With the exception of the Director, the entire staff shares one office. This includes 15 student employees and the 40 UCLA VIP scholars who need a place to study and stay connected to each other, the program, and AAP.
- **Retention Efforts:** With the first cohort graduating this year (Spring 2012), retention has become a new focal point. A future goal is to hire a full-time Retention Coordinator who would be responsible for ensuring that the UCLA VIP Scholars meet requirements, overseeing the Fiat Lux seminar they take, and keeping track of VIP Scholars at other universities. Additionally, the Retention Coordinator would help VIP Scholars prepare for graduate school by facilitating workshops and meeting one-on-one with Scholars.

v. Center for Community College Partnerships (CCCP)

I really wasn't planning to transfer but this program motivated me to do it, try and persevere even though it is going to be hard but not impossible.

—A CCCP Student Participant

SITE is the most incredible program I have been a part of. The staff really cares about all the students and gave us the information and courage we all need. SITE gave me the tools to know I can take my education to the next level.

—A SITE Student

The Center for Community College Partnerships (CCCP) was founded in 2006 by the Vice Provost for Undergraduate Education and permanent State funds from the Chancellor and the Vice Provost provided salaries for core staff, while program funds were expected to come from grants awarded by UCOP, various Community Colleges, as well as foundations. The Center's principal goal is to increase the academic preparation of first generation, low-income and underrepresented community college students to make them competitive candidates for transfer to a four-year university. Through a multi-faceted approach that targets students, faculty, and administrators, CCCP works to develop a transfer-sending culture at community colleges and to build a transfer-receiving culture at UCLA.

The goals of CCCP are to promote awareness of and to increase the commitment to community college students from across the state; to create and administer innovative academic programs for first generation, low-income, immigrant and historically underrepresented students who enroll in community colleges; to make a UC education accessible to community college students from across

California's increasingly diverse populations; to support a diverse population of transfer students in their pursuit of academic excellence; and to promote diversity and inclusion across UCLA's academic programs and to advance a commitment to and understanding of diversity not only as a campus value, but also a national and international value.

CCCP programs are open to students who are beginning community college or are already attending, but are not on a clear transfer path. Students are invited to apply by submitting an application, and supplemental forms, including a letter of recommendation from a school official or community member. CCCP also receives many referrals from counselors, teachers, staff, administrators and community members. In addition, many students are referred by previous participants. Typically, CCCP scholars are first generation, low-income, immigrant and underserved students, who are not on the transfer track. Applications are reviewed and selected students are those who could benefit most from the motivation and informational programs sponsored by CCCP. Students selected become CCCP Scholars, a cohort program, which spans both summer and the academic year, and seeks to guide students through their community college programs and the university admissions process while exposing them to research, pre and post graduate opportunities and career planning.

CCCP has four professional staff to administer the Center's many programs. Assistant Vice Provost and Director of CCCP Alfred Herrera and Assistant Director Santiago Bernal oversee the Center's operations. Asena Filihia serves as Coordinator of the Jack Kent Cook Science, Technology, Engineering and Mathematics (STEM) Program, and Araceli Gonzalez, formerly Coordinator of the Asian American and Pacific Islander Achievement Program (APIA), now oversees the new HSI STEM Grant in collaboration with Santa Monica College. CCCP shares an Administrative Assistant with VIPS, Claudia Salcedo.

Activities and Events

CCCP Scholars Program: The goal of the Scholars Program is to inform, motivate, and prepare students to transfer from California community colleges to selective top-tier research institutions like UCLA. Typically there are approximately 300 students who enter the Scholars Program each year. Students participate in the following programs:

Peer Mentoring Program: Students who have successfully transferred from a community college to UCLA serve as peer advisors at 19 of the 21 community colleges in Los Angeles County. Students selected as peer mentors provide advice and guidance about the transfer experience, and more importantly, develop supportive relationships so that community college students can learn firsthand how to take advantage of opportunities that will enable them to be admitted to UCLA or other universities as well as how to overcome challenges they will face. Over the last several years, CCCP has had to reduce the number of peer mentors and the number of visits as well as the amount of time at the college, and currently students only spend approximately 5-7 hours at a community college, down from 12-15 in previous years. The community colleges served are Cerritos, Citrus, East Los Angeles, El Camino, El Camino Compton, Glendale, Long Beach City, Los Angeles City, Los Angeles Harbor, Los Angeles Mission, Los Angeles Pierce, Los Angeles Southwest, Los Angeles Trade-Tech, Los Angeles Valley, Mt. San Antonio, Pasadena, Rio Hondo, Santa Monica and West Los Angeles. Peer Mentors meet individually and in small groups with students as well as conduct presentations in classrooms and to student organizations. When possible Peer Mentors are usually assigned to the community college they previously attended prior to transferring to UCLA.

In addition to offering Peer Mentoring at area community colleges, CCCP sponsors several events designed to increase transfer rates of the target populations.

CLASSIC Summer Intensive Transfer Experience (SITE): SITE is a 5-day residential program that teaches 100 to 125 students how to navigate the community college system; complete the appropriate coursework; and transfer to a UC. Participants learn how to maximize their time at a community college in order to make a smooth, quick and successful transition to a University of California campus. UCLA professors, admissions officers, counselors, other staff and Peer Mentors motivate and inspire the students to see themselves at UCLA or a UC. Workshops include selecting a major, financial literacy, graduate and professional school, excellence skills and peer learning. Representatives from the other UC campuses provide information about their programs and meet with interested students.

GREEN SITE: Green SITE exposes 16-20 LA CAUSA students to University life, the transfer process, "Green" jobs, research and careers. Additionally, students are involved in developing writing and research skills, while enhancing their analytical skills through the discussion and critique of the "Green" movement in urban communities. Additional workshops are similar to CLASSIC SITE.

STEM SITE: STEM SITE (Jack Kent Cooke) focuses on majors, resources and pathways to science careers. Participants are immersed in the core transfer science coursework in Math, Chemistry and Physics; learn vital information on science research; interact with faculty; visit labs; and exposed to support programs for science majors. Additional workshops are similar to CLASSIC SITE.

AAPIA SITE: AAPIA SITE was funded through the partnership with Santa Monica College for the last two years and ended in December 2011. Students from Asian American and Pacific Islander communities participated in a program designed to increase the academic preparedness and competitiveness to a UC. The focus on the program provided an A/PI cultural perspective by providing history, information and resources for the A/PI community. AAPIA served 50-100 students

Summer Transfer Program (STP): STP is a 5-day residential program that prepares students who are transfer-ready to successfully complete the application process. Students receive one-on-one admissions appointments with UCLA admissions representatives who provide assistance with the application process, review of the personal statement and course requirements for admission. The program also introduces these transfer-ready students to research opportunities, the demands of University writing, and the kinds of support programs available at four-year universities, and encourages graduate and professional school. STP serves approximately 22-26 students each summer.

SITE+ (formerly STEP): SITE+ is a 6-week non-residential program that allows students who have previously participated in a CCCP program to prepare for the rigors of university-level curriculum by enrolling in a regular UCLA Summer Sessions course for credit. Even though SITE+ is a commuter program, students participate in a supplementary program after their class each day that includes peer learning, workshops, and research. SITE+ covers the cost of the course and textbooks. The program has been a tremendous success: for the last five years, all students have received grades of C or better; for the last two years, students have received grades of B or A. SITE+ serves approximately 20-22 students each year.

Saturday Academies: CCCP Scholars are required to attend 3 Saturday Academies during the academic year. The Academies offer in-depth focus on specific topics such as writing the personal statement,

financing an education, and securing internships as well as general success and excellence strategies. The Academies keep CCCP participants connected to UCLA and its programs.

Bruin Buddy Days: Like VIP Scholars, CCCP Scholars have the opportunity to become a Bruin for a day. Community college students shadow transfer students, touring the campus, attending classes, and getting their questions answered by someone who has followed a similar path to UCLA. Students targeted for Buddy Days are those who seek out our services at community colleges but are not CCCP Scholars. This exposure encourages them to join the program the following year.

CCCP also has programs that focus on retaining and supporting first generation, low-income and historically underrepresented students who successfully transfer to the university:

AAPIA Partnership (AAPIA): In partnership with Santa Monica College, the Asian American and Pacific Islander Achievement Project aims to increase the retention, graduation, and transfer rates of Asian American, Pacific Islander, and low-income students who have had significant challenges in their scholastic and personal experiences. The program ended in December 2011 due to the ending of the grant.

Jack Kent Cooke STEM Program: Funded by a two year grant from the Jack Kent Cooke founded, the Cooke STEM Program aims to increase the number of low-income transfer students who enroll in STEM majors at UCLA. CCCP hosts a number of events and programs to build community among transfer students who are Science and Math majors.

Major Accomplishments and Impact

- **Successfully Increased Transfer Rates:** The CCCP Scholars programs serve over 300 students a year in a cohort model that tracks progress for one, two, or more years, depending upon the number of units completed at point of entrance. Each year, over 100 students apply to UCLA, with 65 to 70% gaining admission. This compares favorably with UCLA's regular admissions rate, which ranges from 25 to 30% of all applicants. Of the students who are not admitted to UCLA but apply to another UC, between 95 and 100% receive an offer from at least one campus. Each year, there are students who do not apply to any UCs but successfully apply and transfer to other universities. Data on students who do not apply to the UC system will be available soon.
- **Created the CCCP Scholars Program**: This cohort-based program provides information and assistance to community college students for one to two years. It includes a summer program, Saturday Academies, access to a Peer Mentor, and several visits to UCLA.
- **Achieved Local and National Recognition for Best Practices:** Peer Mentoring and Summer Programs were identified as Best Practice Models by University of California Office of the President in 2010; CCCP received national recognition when it was one of eight university programs in the nation to be highlighted for developing best-practices in the Jack Kent Cooke Transfer Study in 2010; and because of CCCP's efforts, UCLA has been recognized as one of the leading transfer-receiving Institutions by The College Board, as being showcased in "*Improving Student Transfer from Community Colleges to Four-Year Institutions—The Perspective of Leaders from Baccalaureate Granting Institutions*."
- **Awarded Two Federal Grants in Partnership with Santa Monica College:** Obtained two grants from the Department of Education totaling $400,000, one to support Asian American and Pacific Islander transfers and a Hispanic-Serving Institutions grant to increase STEM awareness and the transfer of Latino and underrepresented students to universities.

- **Secured Jack Kent Cooke Foundation Grant:** Received $400,000 for 3 years of programming to increase the number of transfers from low-income backgrounds who enroll in STEM majors at UCLA.
- **Established International Exchange of Best Practices:** Organized a UCLA Study Tour with ECHO, a diversity policy organization in the Netherlands, for administrators, faculty and staff from several Dutch universities consistently for the last 10 years.
- **Published Chapter on Building a Transfer Receptive Culture:** "Critical Race Theory and the Transfer Function: Introducing a Transfer Receptive Culture" appeared in the *Community College Journal of Research and Practice*, February 2011.
- **Published an article on Undocumented Students:** *"Strategies to Support Undocumented Students"* featured in *TRANSITIONS*, the Newsletter of the ACPA Commission For Admissions, Orientation & First Year Experience; Volume 5, Issue 2, August 2010

Challenges and Impact of Budget

- **Smaller Cohorts:** Because residential programs are expensive, the number of students in cohorts has been reduced. In addition, programs have been shortened from 6 days to 5. While this has saved money, it has forced the decrease in parents/significant others who participate on the first day. Since the target is first generation, there is a demand for providing services to the parents/family/significant others in navigating the educational experience. A one-day program has been added to make up for losses to the classic SITE program.
- **Fewer Community College Visits:** Peer Mentors spend fewer hours at community colleges each week and in some cases the number of visits has been reduced. The result is contact with fewer students in the target populations. The number of students served in an informational capacity has been reduced by more than 1,000. Peer Mentors are also not assigned to all 21 community colleges in Los Angeles County due to budget reductions.
- **Increased Workload:** New grants have added to the workload of an already overburdened staff, because funds can be used for services and programs but not for staff.
- **Fewer Activities:** Because of the budget reductions we have had to eliminate some of the important programs like UCLA Days, Buddy Days, and campus tours for community college students. We constantly receive many requests but are not able to honor them due to staff and budget challenges.

E. Extramural and Intramural Liaisons

The AAP's Pedagogy of Excellence has made it a nationally and internationally recognized model for retaining and graduating first-generation college, low-income, historically underrepresented, and immigrant students.

2008 Best Practices Conference

In 2008, AAP hosted a University of California (UC) system wide "Best Practices" Conference. The University of California has some of the most outstanding and successful student outreach, retention, and mentoring programs in the country. Because AAP is considered a model program, visitors often travel from other universities to learn about its operations. The goal of the Best Practices conference was to present program models that have successfully increased the enrollment of students from underrepresented groups despite the challenges created by Proposition 209. While colleagues in other

states often assume that the legislation presents insurmountable obstacles to increasing access, many programs have developed sound methods for increasing and maintaining diversity on college campuses. The daylong conference showcased programs that successfully recruit, retain, and graduate students from first generation and historically underrepresented groups and encourage them to continue their education in graduate and professional schools. Representatives from each of the University of California campuses participated in the conference, sharing program ideas, research, and future plans. The conference was a huge success as evidenced by the survey results in Appendix VI.

Vrije University (VU) International Partnership

The results of AAP's Pedagogy of Excellence have also brought international attention to UCLA and AAP. Since 2001, AAP has been working with the Dutch Ministry of Education and ECHO Center for Diversity Policy, the leading educational advocacy organization for immigrants in the Netherlands, to develop effective models for increasing access to university education for that country's growing immigrant population. Like the United States and the rest of Western Europe, over the last 30 years the Netherlands has seen a great influx of low-income immigrants, largely Turkish, Moroccan, Indonesian, Surinamese, and Curaçaoan and, more recently, Afghani and Iraqi. As in the United States, immigrants in the Netherlands are at the bottom of the economic ladder and have very limited access to higher education.

ECHO works with administrative leadership, faculty, and staff of Dutch universities to increase access to higher education for low-income, immigrant populations. Since 2001, AAP has worked with ECHO to replicate in the Netherlands the practices it has developed to move students from the margins to the center of university life and to increase graduation rates for first-generation college, low-income, underrepresented, and immigrant populations. To gain a deeper understanding of the AAP model, ECHO has sent delegations of Dutch educators to UCLA. Their visits have provided AAP and the larger UCLA community unique opportunities to discuss best educational practices for those at the margins of United States life.

In the same period, staffs from AAP and CCCP have been invited to the Netherlands to make presentations on the program and its operations. As a result, Vrije Universiteit Amsterdam (VU Amsterdam) and UCLA signed a memorandum of understanding in June 2010 to collaborate on diversity initiatives (Appendix VII). The two universities take great pride in the broad spectrum of backgrounds represented among their student bodies and are deeply committed to diversity as a core value.

VU University Amsterdam and UCLA have been engaged in an exchange of practices in the area of diversity for four years. Collaboration has focused in three areas: research, diversity policies and practices, and student and faculty exchange.

Research: Areas for collaborative research that have been discussed are diversity and social cohesion, diversity and social cohesion within academic communities, and diversity issues within higher education. A symposium involving researchers from UCLA, South Africa's North West University, and the VU was held in Spring 2010. The aim of this first symposium was to see what lessons could be learned from studying how universities and other higher education institutions deal with the challenge of diversity. Participants agreed that further research would be beneficial for policy development at their universities. Since the last meeting, an integrated research program has been established with the VU, UCLA, and South African partners entitled *Diversity and Social Cohesion in and through Higher Education.* Several case studies will be explored and PhD projects will be developed. The 2011 meeting

in South Africa was cancelled due to lack of resources and schedule conflicts, but a meeting has been scheduled at UCLA on June 23, 2012, following the national diversity symposium hosted by UCLA. This initiative continues to face funding challenges and will need to seek support from partner institutions or external funding sources.

Diversity policies and practices: The second area of collaboration between the VU and UCLA consists of exchanging institutional policies and diversity practices. The goal is to create a framework for sharing best practices and evidence-based research arising from the collaboration. UCLA's Council on Diversity and Inclusion and the VU will collaborate to promote and exchange best practices regarding diversity policies and programs. At the VU there is special interest in policies on affirmative action and faculty diversity, service learning (community service), and collaboration with other VU partners (in South-Africa, China, Israel).

The Symposium scheduled for June 23, 2012 will feature "best practices" that both institutions have adopted that promote diversity and inclusion. This area is still being developed and continues to be discussed among administrators and key faculty at both institutions. The aim is to hold a "best practices" symposium every two years.

Faculty and student exchange: Both institutions stand to benefit from faculty and student exchanges, since each has a comprehensive educational program. UCLA and the VU conducted their first student exchange in Summer 2011. Two students from UCLA participated in a study program entitled "Black Europe" and were hosted by VU students during their four weeks in the Netherlands. Students from the VU participated in UCLA's AAP Transfer Summer Program. The two students were enrolled in two courses and shared experiences with students who were entering UCLA for the first time. The unique feature of this exchange is that the students participating are low-income or first generation and have an interest in global and social justice issues. The challenge faced by this initiative that UCLA and the VU operate on different academic calendars. However, VU is also interested in university-wide student exchanges. The departments of Earth and Life Sciences, Economics, Law, Social Sciences and Religious Studies aim for student exchange relations with reciprocity as a point of departure.

The partnerships with ECHO and the VU are the result of AAP's record of making real the promise of a UCLA degree. The shift from remediation to excellence; the move from the margins to the center of UCLA; and the development of Community of Scholars that stresses excellence, engagement, and participatory citizenship have borne significant results. These results have made UCLA's Academic Advancement Program a model for best practices in California, throughout the nation, and, now, internationally.

AAP Staff Research Contributions to Higher Education

AAP staff has been instrumental in contributing to the literature on student retention and diversity issues. In addition, some have presented at national and international meetings. AAP has three Academic Administrators that have faculty appointments and who teach courses each year to all undergraduates. Other staff members have been contributors to and leaders in higher education organizations and associations. A detailed list of AAP staff and their contributions to the higher education literature can be located in Appendix VIII.

F. Graduate Program

AAP has no graduate programs. However, it does employ graduate students to serve as mentors to undergraduates. Graduate Mentors meet one on one with AAP students to encourage them to attend graduate school. This is an opportunity for graduate students to develop advising skills and interact with undergraduates in a teaching manner.

G. Summary: Future Direction and Goals

Over the last 15 years, AAP has done what few imagined possible in 1989: moved from the margins to the center of campus life; ended the isolation of AAP students and engaged them in the broader campus community; and increased dramatically the graduation rates of AAP students. AAP has also elevated its profile nationally and internationally, and has a variety of educational collaborators and supporters as evidenced in Appendix IX.

As the program completes its Self-Review in 2012, it is clear that material conditions, both internal and external to AAP, have changed dramatically since 1989. There is much for AAP to be proud of, yet there is much that remains to be done. Though 85% of AAP students now graduate from UCLA there are still 15% who leave the university without graduating and fulfilling their hopes, dreams, and aspirations of being a college graduate. This is unacceptable, and both AAP and the university must do what is necessary to graduate every first-generation college, low-income, and historically underrepresented student who enters UCLA.

In light of all this, AAP still needs to seek out ways to do the following:

- Provide more support for AAP peer learning, peer counseling, and mentoring services. There has been a huge demand for these services from AAP students. More AAP students are planning to attend graduate school and are seeking support to assist them with their academic programs.
- Provide upper-division Peer Learning sessions in those majors with the largest number of AAP transfer students. The academic needs of transfer students continue to grow rather than diminish. Increased funding would also reduce the size of Peer Learning sessions, which have grown larger than best practices proscribe.
- Seek out collaborative opportunities with other campus programs and units. The Graduate Division, for example, might be a new partner in expanding AAP's Graduate Mentor Program and provide workshops to support AAP students interested in attending graduate or professional schools.
- Establish a more consistent funding base for the program activities of the Center for Community College Partnerships, particularly those that involve the employment of AAP transfer students who serve as peer mentors.
- Identify and establish permanent funds to provide salaries for the Director and Assistant Director of the Vice Provost Initiative for Pre-college Scholars (VIPS).

Goals

As long as gaps remain between AAP and non-AAP students—not only in graduation rates, but also in the number of students engaged in undergraduate research, participating in College Honors, completing Departmental Honors, taking part in Education Abroad, majoring in and graduating from the Life and Physical Sciences, and entering doctoral and professional school programs—there is more to be done.

AAP has set for itself the following goals:

- Establish a database and baselines to measure the graduation rates of AAP students, particularly those from historically underrepresented populations.
- Secure funds to construct an AAP Peer Learning Pavilion. Additional space is needed to alleviate serious crowding in Peer Learning sessions.
- Expand AAP's donor base and increase the number of students receiving AAP scholarships and research stipends. Scholarships are needed to enable entering low-income students to participate in the Freshman and Transfer Summer Programs.
- Continue to encourage more AAP students, particularly those from historically underrepresented populations, engaged in undergraduate research, participating in College Honors, completing Departmental Honors, participating in public service internships, and taking part in the Education Abroad Program (EAP).
- Establish a database and baselines that will allow us to measure the number of AAP students, particularly those from historically underrepresented populations, entering graduate and professional schools.