



UCSD

FINAL REPORT

**ADVISORY COMMITTEE ON INCREASING
YIELD OF UNDERREPRESENTED STUDENTS**

March 2007

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I. INTRODUCTION / CONTEXT

In the fall quarter of 2005, the Vice Chancellor for Student Affairs created an advisory committee to examine yield among historically underrepresented "minority" students (HURM) at UC San Diego.¹ The Vice Chancellor's action came in response to the long-standing problem of low percentages of HURM students among the general student population and low yield numbers for those same students, especially African American, Chicano/Mexican American, and Native American.

Even before the elimination of affirmative action policies for university admissions in 1995 (SP-1) and 1996 (Proposition 209), the percentages for HURM students at UCSD were low (e.g. 2% African American, 1% Native Americans, and 9% Mexican American in 1995).

After affirmative action was eliminated, HURM numbers dropped even further, and it has taken a full decade to bring those numbers close to pre-1996 levels. Current levels, however, are still unacceptably low with African American students constituting only 1% of UCSD undergraduates in 2006, Native Americans less than 1%, and Chicanos/Mexican Americans a meager 9%.²

These numbers are especially troubling since, during the same period, total undergraduate enrollment has increased at UCSD by 50% and in the past two decades there have been significant improvements in high school graduation rates for Chicanos and African Americans. Viewing these trends together, it is clear that the proportion of HURM students represented on the UCSD campus has diminished compared to any relevant measure of the California college-bound population.

Studies such as those completed at the University of Michigan show that one of the results of Proposition 209 in California was to send a message to HURM students that they were not wanted. Although this message may not have been based in fact, the unfortunate impression has become widespread. For a campus such as UCSD, where it had always been difficult to attract HURM students, the consequences remain grave. Ten years after Proposition 209, the campus continues to struggle to overcome 209's negative effects.

Although UCSD admits HURM students at rates comparable to or higher than at other UC campuses, the campus must admit almost three times as many applicants as places in order to make up the enrollment class each year. This suggests that, although UCSD does attract eligible applicants and admits them to the campus, increasing the rate at which HURM students accept admission could have significant impact in the overall demography of UCSD's undergraduate population.

However, over the last decade UCSD yield rates for California resident freshmen have fluctuated only slightly. According to figures from the Office of the President, the 1995 yield rate at UCSD for African Americans was 14.5%, Chicanos 20%, and Native Americans 17%.

In 2005, the yield rate at UCSD for African Americans was 13%, Chicanos 21%, and Native Americans 25%.³ According to our local admissions office, 2006 yield rates at UCSD for California resident freshmen were African Americans 12.7%, Chicanos 22%, and Native Americans 22%.

Simply admitting highly qualified students to the campus does not guarantee enrollments. This is particularly true for the historically underrepresented minority (HURM) populations. The competition for

¹ We define "yield" as the proportion of accepted students who actually enroll at UCSD. See VCSA Watson's charge letter in Attachment A.

² <http://diversity.ucsd.edu/pdf/EthnicUG2006.pdf>

³ http://www.ucop.edu/news/factsheets/Flowfrc_9505.pdf

this ever desired student population has increased dramatically. There are strong external forces, many over which we have no control. Many colleges and universities may use race as one of many factors in their admission and yield activities. Additionally, many colleges and universities can use one of the most powerful yield activities – financial aid incentives. Private and independent colleges as well as several contiguous states' public universities offer student aid packages to attract the historically underrepresented student.

Interestingly, yield rates at UCLA for California resident freshmen are dramatically higher. In 2005, the rate at UCLA for African Americans was 44%, Chicanos 46%, and Native Americans 43%.⁴ In terms of future growth at UCSD, the undergraduate population is approaching steady state enrollment. The majority of remaining growth is expected to occur within the graduate student population. From our point of view, without a reconfiguration that would increase the number of HURM students, UCSD faces the imminent danger that current demographics for the campus will be reproduced into coming decades. Should this happen, some segments of California's population will be insufficiently represented at or entirely absent from the San Diego campus.⁵

Moreover, the lack of a diverse student body that includes equitable representation from every community in the state will have a negative impact on UCSD's ability to recruit and retain underrepresented faculty and potentially work to narrow research agendas and the curriculum. Consequently, UCSD's national ranking and capacity to attract external funding may begin to decline.

As the following report makes clear, we believe that any serious attempt to increase yield for HURM students must be a conscious, consistent, and well-coordinated campus-wide effort sustained by on-going oversight and evaluation. In the past, the Office of Admissions and even the Office of Student Affairs have borne an inordinate amount of responsibility for yield efforts.

We believe strongly that the Chancellor's Office, Academic Affairs, the six colleges, academic departments, the Cross-Cultural Center, other campus units as well as student organizations and alumni associations must be included in the overall process of improving yield rates for HURM students.

II. WHAT THE COMMITTEE DID

The Advisory Committee met a total of twelve times since its inception in the fall of 2005, charged with determining what could be done to persuade greater numbers of admitted, underrepresented students to enroll at UCSD [Attachment A, Watson's charge letter].

In preparing this report, in addition to drawing upon the diverse experiences of its members, the Committee conducted the following investigation. The Committee reviewed reports from numerous sources, including the following:

- Admission statistics prepared by the Office of Admissions regarding the yield of underrepresented minority students at UCSD and at other UC campuses.
- The 2001 Yield Committee Report.
- The Undergraduate Student Experience Survey
- Cooperative Institutional Research Program (CIRP) Institutional Data
- National Clearing House Data

⁴ 2005 yield rates for HURM students at other representative campuses were UC Berkeley– African American 44.5%, Chicano 38%, Native American 25.5%; UC Davis – African American 24.5%, Chicano 24%, Native American 19%. In general, yield rates for all students at UCLA and UCB tend to be double those at other UC campuses.

⁵ Chicano students will make up the largest percentage of Tidal Wave II students, for example, but there are insufficient mechanisms in place to ensure a comparable increase in Chicano enrollments at UCSD.

Members of the Committee also conducted interviews with:

- Recruiting officers at other UC campuses for information about their recruiting practices.
- Current students regarding their experiences at UCSD and factors that influenced them to attend UCSD.

Committee members also attended or participated in numerous recruiting functions, including:

- 2006 Admit Day
- Receptions for Admitted Students
- Phone-a-thons

III. 2001 YIELD COMMITTEE REPORT

In 2001, the Underrepresented Student Workgroup met for a period of six months and on July 23 submitted its summary report to Chancellor Robert Dynes (Attachment B). The Workgroup's co-chairs, Professors Friedman and Silverman of the School of Medicine, listed a series of recommendations for yield enhancement for underrepresented students.

Among the report's recommendations were long-term items dealing with campus climate, the siting of a San Diego trolley station near UCSD, guaranteed graduate school admissions for selected undergraduate applicants, increased scholarship monies, and mentoring programs.

Short-term recommendations included handbooks for underrepresented students, enhancing curriculum by expanding programs on African American, Native American, and Chicano topics, more extensive use of alumni and student organizations, and increasing support for the Cross-Cultural Center.

It is our understanding that only a few of these recommendations were enacted. For example, student participation in yield activities was increased but alumni associations were not fully involved. Similarly, student handbooks were created but discontinued after three years due to lack of funding. Student reaction to the design and content of the handbooks was less than favorable.

In 2002, the Chicano/a-Latino/a Arts and Humanities Minor (CLAH) was created. In 2006, however, CLAH receives an annual budget of only \$1000 from the SVCAA. In 2006, the African American Studies Minor was created and housed at Marshall College. However, UCSD does not have a significant Native American presence in the undergraduate curriculum. The potential positive impact on yield that these programs might have is as yet unrealized due in part to a lack of adequate staffing and financial support from the University.

As the current report indicates, many of the recommendations made by the 2001 Workgroup are still viable and we elaborate below on how they might best be implemented beginning in 2007. In particular, the crucial issue of campus climate for underrepresented students must be treated as a high priority item requiring immediate action plans designed to increase yield percentages for HURM students.

In short, we feel strongly that follow-up implementation of the current report's recommendations must be more immediate, focused, and sustained than that which followed the 2001 report.

IV. SUMMARY OF RECOMMENDATIONS (fully explained in section V)

- A. Current Yield Activities and Recommended Enhancements
 - a. Scholars' Day
 - b. Community/Regional Receptions
 - c. Phone-a-thons
 - d. Freshman and Transfer Admit Day

- e. Admitted Student Information Sessions
 - f. Faculty Outreach
 - g. CDO Letter to Admitted Students
 - h. Departmental phone calls to admitted HURMs
- B. New Recommendations (to be implemented immediately)
- a. Overnight Visits
 - b. Dissemination of information regarding admitted HURMs to student and alumni groups
 - c. Encourage ethnic alumni associations to hold receptions/dinner for admits
 - d. Congratulatory letters to admitted HURMs from ethnic student organizations
 - e. Departments/programs host information sessions for admitted HURM students
 - f. College website links to SOLO and vice versa
 - g. Acknowledgment of individual students and student groups active in yield activities
- C. Long-Term Recommendations (fully explained in section V)
- a. Merit-based scholarships
 - b. Address campus climate issues for HURMs
 - c. Develop a "pipeline" of admitted HURMs who enroll elsewhere as potential graduate students
 - d. Development of Curriculum relevant to HURMs

V. **RECOMMENDATIONS**

A. Current Yield Activities and Recommended Enhancements

1. Programs and events

The following information outlines the campus' yield activity efforts. Some of the activities occur at off-campus locations and some are hosted on-campus. Research by the National Association for College Admission Counseling (NACAC) as well as the College Board consistently shows that campus visits are one of the most effective "conversion" (prospective student to applicant) and "yield" (admitted student to enrollee) activities. It is, therefore, important to implement the most effective on-campus and off-campus programs possible. The involvement of students, faculty, and alumni has the best chance of improving the results of UCSD's yield activities.

The UC San Diego efforts included:

- Scholars' Day (designed for highest AIS (Academic Index Score) applicants and Regents' Scholars)
- Regional Receptions
- Phone-a-thons (Scholars' Day, Admit Day, and Transfer Admit Day)
- Departmental faculty outreach (phone calls)
- Admit Day Programs (designed for freshman and transfer admitted students)
- Admitted Student Information Sessions (designed for freshman admitted students)
- Chief Diversity Officer letter

a. Scholars' Day

Each year, students with the highest Academic Index Scores (AIS) and selected Regents' Scholars are invited to a specially designed on-campus program. The AIS is calculated with applicants' GPA and test score combination. The goals of the program include: 1) highlight undergraduate academic research opportunities, 2) increase understanding of the college system, 3) provide an opportunity to speak with faculty, 4) provide opportunities to interact with current students, and 5) increase students' commitment to select UC San Diego as their campus of choice.

Because the invitee selection method is prescriptive, it is difficult to necessarily increase attendee diversity. The committee does, however, recommend proactive outreach affecting current students, faculty, and staff involvement to assist with and participate in the day's activities. Therefore, it is critical to invite minority student groups, faculty and staff of color, and alumni of color to participate in the day's activities.

b. Community/Regional Receptions

Each year, three (3) community/regional receptions are held in San Diego, Los Angeles and the San Francisco Bay area. The committee supports these continued efforts and feels that each of them could benefit from the presence of more faculty, administrators, and staff of color.

We provide the following recommendations to enhance regional/community receptions:

- Invite faculty of color to all receptions.
- Invite African American, Mexican American/Chicano/Latino and Native American administrators from key departments and staff associations to all receptions.
- Invite alumni of color to all receptions.
- In addition to the College Ambassador, Chancellor's Organization of Allied Students (COAST) representatives and Associated Student representatives, invite current HURM student organizations to attend all receptions.
- Identify additional high schools with significant historically underrepresented admitted students which are not 4th and 5th quintile high schools to be invited.

c. Phone-a-thons

The six undergraduate colleges continue to participate in Phone-a-thons for HURM students. The goals of the Phone-a-thons include: 1) provide an opportunity to speak with current students to receive the student perspective, 2) provide an opportunity to speak with faculty or staff, 3) provide information on the benefits of a UCSD education, and 4) to encourage students to attend Admit Day. Attached is the spring 2006 Phone-a-thon Campaign Summary. However, it must be noted that the results are not conclusive since not all students indicate their plans during the phone call contact.

The committee recommends inviting the Black and Chicano/Latino Alumni Association affiliates and members of the Student Affirmative Action Committee (SAAC) and Student Initiated Outreach Committee (SIORC) to participate in the annual Phone-a-thons. The committee also recommends the development of a tracking system to determine whether these efforts were successful in increasing the yield.

d. Freshman and Transfer Admit Day

Freshman Admit Day 2006 attracted almost 15,000 students and family members. Transfer Admit Day 2006 attracted more than 4,000 students and family members. The goals of the program include: 1) exposure to the campus and community environments, 2) create opportunities to interact with current students, 3) create opportunities to interact with faculty and staff, and 4) increase students' commitment to select UC San Diego as their campus of choice. While Admit Day does an exceptional job of attracting newly admitted students and their families, the draw of HURM leaves much to be desired. The committee supports Admit Day as a broad-spectrum yield activity and makes the following recommendations:

1. Establish "meet and greet" teams throughout the campus to welcome participants. Make a special effort to welcome underrepresented students and families.

2. Involve more diverse student organizations, including college and campus wide SOLO organizations.
 3. Encourage Academic Affairs and Student Affairs chief executives to reinforce the importance of participation in Admit Day programs to all student service units and organizations. Encourage each of these groups to participate in programs and engage newly admitted students and their family members.
 4. Identify a high profile speaker, program, etc., to serve as a focal point for Admit Day which is paid for by the Chancellor's Office. This activity or speaker should have special appeal to HURM students.
 5. Encourage the Cross Cultural Center, LGBT Resource Center and the Women's Center to provide interactive offerings to attract HURM attendees.
 6. Incorporate workshops that deal with multicultural issues. Students in SAAC, SIORC, or affiliates of both organizations should be involved with the coordination and presentation of such workshops.
 7. Create a more intensive and coordinated follow up strategy for students who RSVP for Admit Day or related activities that includes a survey/assessment instrument.
- e. Admitted Student Information Sessions

In the past, these programs were college-based. Attendance historically had been low. In an effort to increase attendance, a recommendation was made to and accepted by the Council of Provosts to centralize the programs through the Office of Admissions and Relations with Schools. In 2006, more than 1,000 students and parents attended the four sessions. The sessions were scheduled to coincide with California high schools spring breaks.

The panelists include a college Provost, the AVC for Admissions and Enrollment Services or Deputy Director of Admissions and Relations with Schools, two College Ambassadors, and an attending Resident Dean. The goals of the program include: 1) provide an overview of the college system as well as academic and research opportunities, 2) provide an opportunity to speak with current students to receive student perspective, 3) provide information about on-campus housing, and 4) increase students' commitment to select UC San Diego as their campus of choice. The sessions are planned for spring 2007.

The committee makes the following recommendations:

1. Seek participation from the student of color campus organizations to increase diversity representation.
 2. In addition to one College Ambassador, the other student representative should be selected from SAAC, SIORC or one of the students' of color organizations.
 3. Include a faculty member of color and actively promote the University's diversity goals.
- f. Faculty Outreach

Last year, the Associate Chancellor/Chief Diversity Officer (CDO), in consultation with the SVCAA, sent an e-mail to all department chairs asking them to appoint faculty, staff or

students to call admitted HURM students. A list of students was provided by the Office of Admissions and appended to the CDO's letter [See Attachment C]. The SVCAA subsequently discussed the topic with the academic Deans and Department Chairs and strongly encouraged the participation of the academic departments in this effort.

The response rate was less than satisfactory [See Attachment D, Statistics]. Further follow-up must be made to determine (1) if departments did, indeed, assign people to make the calls and (2) did department chairs monitor how students responded to those calls and whether any submitted their SIRs.

Since this was the first time this effort was initiated, we need to add an evaluative process to determine if it can be made effective and whether this effort should be continued in the long term.

It is the committee's recommendation to repeat this activity, but that the memorandum to department chairs should come from either the Chancellor or the Senior Vice Chancellor for Academic Affairs. As the system-wide task force report on underrepresented faculty recommends, leadership on this kind of issue must come from the highest levels of the administration.

Additionally, the committee recommends inviting and/or providing incentives to all academic programs and units to develop congratulatory letters and information for admitted students. Delivery should be targeted to match student academic interests with the intellectual/research strengths of each program.

g. Letters to Admitted Students

Last year, the Associate Chancellor/CDO sent an email to all admitted students drawing their attention to a variety of diversity efforts on campus. The email included links to the Cross Cultural Center, LGBT Resource Center, the Women's Center, "Diversity Matters" web site, the Chicano/a and Latino/a Arts and Humanities (CLAH) minor and other diverse minor web sites, etc. [See Attachment E]. The committee recommends continuing this effort.

B. New Recommendations

1. Recommendations to be implemented immediately

- a. Overnight visits organized by ethnic student organizations. Although UCSD cannot directly sponsor overnight and/or tour programs specifically targeted to HURM students due to Proposition 209, UCSD can provide routine assistance to coordinate student and alumni organizations for overnight stays.

Several committee members reviewed previous overnight programs at UCSD that were not targeted by race/ethnicity and found that these rarely attracted a critical mass of the target audience. Hence, invitation to the overnights and tours should be based on race/ethnicity using available legal strategies.

- b. Create programs that encourage and simplify the process of disseminating information regarding admitted HURM students to student and alumni groups. This should be handled by the admissions office to ensure proper use of the information.
- c. Ethnic Alumni associations should be encouraged to hold receptions/dinner for admits.
- d. Congratulatory letters to HURMs from ethnic student (BSU/MEChA) and staff (UJIMA, Concilio) associations. Departments should consider this strategy as well.

We note that the recommendations described above have been implemented successfully at other UC campuses, notably UCLA, a campus with similar challenges of implementing successful yield activities in the wake of Proposition 209. All of these activities (overnight stays, targeted mailings, and receptions) must occur in a strategic and coordinated fashion. They will require sustained support from the VCSA and appropriate Senate committees. Additionally, some staff support from Admissions will be required.

- e. Departments/programs host information sessions for admitted HURM students.
- f. College websites should link to SOLO (Student Organizations and Leadership Opportunities) and vice versa. They should also link to the three Centers, relevant minor programs, and all of the SAAC organizations as well as college-based organizations that are pertinent to yield efforts.
- g. Formally acknowledge (and reward) individual students and student groups for the role that they play in yield activities to increase campus diversity.
- h. Increase faculty involvement in yield activities

As a part of UCSD's response to APM 210, 240 and 245, as well as to the Report of the UC President's Task Force on Faculty Diversity, faculty must be encouraged and recognized for establishing and contributing to diversity efforts. The Academic Senate Committee on Affirmative Action and Diversity (CAAD), in consultation with the SVCAA and CDO, has established a list of diversity activities and yield efforts such as those listed in this Report. We understand the term "diversity activities" to mean activities that will specifically appeal to HURM students.

- 1. Congratulatory letters to HURMs from CLAH and African-America Minor Program Directors (Further recommendations are provided below regarding strengthening these programs).
- 2. Continued and special additional effort by the Senior Vice Chancellor for Academic Affairs, the Associate Vice Chancellors and the Associate Chancellor/CDO should be made to encourage faculty to participate in activities both on and off-campus that will attract underrepresented students.
- 3. APM 210, 240, 245 should be publicized and clarified for all divisions, with a particular care taken to prevent yield activities from unduly burdening junior tenure-track faculty.
- 4. The "carrots and sticks" associated with APM 210, 240, and 245 should be clarified for divisional deans, department chairs, and ladder-rank faculty.

2. Long-Term Recommendations

- a. Encourage the establishment of prestigious and generous merit-based scholarships targeted to HURM students (Channeled through alumni and private organizations).
- b. Immediately address campus climate issues for HURM students.

A subcommittee spent several weeks analyzing the Undergraduate Student Experience and Satisfaction Report (USES, 2005). Additionally, the committee collected anecdotal data from the student members of this yield committee.

It is the committee's opinion that a critical component of any yield activity must include improving the experience for our current HURM students. Due to campus anxiety about the perceived limitations Proposition 209, student groups are some of the last members of the university community who can actively target activities to HURMs, especially to those who have not yet been admitted to UCSD. In order for these students to be "ambassadors", they must feel that UCSD is a place that cares for and nurtures them.

Furthermore, word of mouth is a powerful force for students. If the reputation of UCSD is that it is unfriendly to HURM students, no amount of "yield activity" will attract these students.

The following suggestions address critical issues of campus climate:

1. Create a DVD for underrepresented students. The DVD would feature the three centers, key faculty, staff, students and alumni, including a recent UCSD graduate.
2. Each college should be encouraged to support the university's diversity activities and support the activities of the Cross Cultural Center. This may include developing college-based organizations that focus on cross-cultural issues. Each college should be required to report their activities to support diversity.
3. Administrators (the Chancellor, SVCAA, and VCSA) should work closely with SIORC (Student Initiated Outreach and Recruitment Commission) to support its activities designed to enhance the recruitment and yield of underrepresented students.
4. Chancellor Fox should fund organizations that support underrepresented students. BSU, MECHA, and others should be given increased funding for major events such as high school conferences and graduation ceremonies. Chancellor Fox's recent meetings with SAAC organizations may have produced other ways in which the administration can support student activities that affect yield.
5. Follow up Phone-A-Thons: Continue to call admitted students who choose to attend UCSD throughout the summer to maintain the connection to the campus.
6. Printed handbooks introducing HURM students to the campus area should be eliminated in favor of an interactive website. Financial support should be provided for the Director of the Cross-Cultural Center to hire a student to develop the site as a part of the Cross Cultural Center activities. This site could include a blog, and should prominently feature more community activities.
7. Explore strategies whereby public artworks at UCSD can better reflect the histories and cultures of underrepresented communities. This should be a collaborative project in which SAAC organizations, underrepresented staff, and faculty with experience with equity issues should be involved. Planning and execution should explicitly include and harness the experience of administrators and faculty with a demonstrated history of equity activism on campus.
8. The SAAC organizations, underrepresented staff, and faculty should be able to take part in the procedures for naming Sixth College, future colleges, and other campus spaces. Input into the naming process should not be confined to the college exclusively since college names affect the entire campus community.
9. The Committee recommends that a working group be formed to immediately explore and pilot theme housing at UCSD. A student's college affiliation should not hinder him or her from requesting space in a specific theme house. Similar programs have been successfully implemented at UC Irvine and UC Berkeley.

- c. Develop a "pipeline" of HURM from the pool of students who apply to UCSD and are accepted, but do not enroll. UCSD can improve the yield of HURMs at the graduate level by "tracking" and later recruiting undergraduates who are accepted to UCSD as undergraduates but do not choose to attend.

The particulars of this activity will have to be clarified but this might yield a significant number of highly qualified graduate school applicants.

- d. Curriculum Development Relevant to HURMs

We now have the Chicano/Latino Arts and Humanities Minor and the more recently approved African-American Studies Minor in place. VCSA Watson has offered to fund (temporary) full-time staff support for each of the two minors for three years.

1. This committee recommends permanent staff funding and programming monies to support the two minors. These minors must not be viewed as other minors (i.e., no-cost programs) given that they will be expected to influence the recruitment, retention, and yield of HURM students as well as the overall campus climate.
2. In order to continue offering courses relevant to the Chicano/Latino Arts and Humanities and African-American Studies minors, we recommend that academic departments maintain their commitment to those fields of study in cases where faculty teaching courses in those minors separate from the university.
3. Provide resources for incentives to departments and programs to develop new courses and curricular innovations that add to the offerings across the campus that take HURM interests and needs into account. This could most easily be done through creating an additional call within the Instructional Improvement Grants program that specifically calls for proposals that would enhance a department or program's curriculum in areas relevant to HURM history, culture, and communities, for the benefit of all students. The development of a new course that would become an addition to one of the minors could be given added weight.
4. Create a critical mass of tenure-track (and, ultimately, tenured) faculty from HURM groups.

One of the most critical issues that will impact the yield of HURM applicants, campus climate, and campus curriculum is that of developing a critical mass of tenured and tenure-track faculty from HURM communities, and the enriching projects that they will contribute to the intellectual life of the campus. UCSD's disappointing record on this front means that prospective students simply do not see themselves reflected in the ranks of the professoriate.

- a. This committee recommends that the SVCAA and Chancellor Fox expedite the implementation of the Native American/Indigenous and African Diaspora cluster hires, and the U.S. Latino Cultures and Communities (USLCC) Organized Research Unit presented by a group of concerned faculty during its December 4, 2006 meeting with the Chancellor.
 - b. Formal evaluation of how APM 210, 240, and 245 are being used in hiring, promotion, and tenure decisions.
5. Create a Vice Chancellorship for Educational Equity. This position would require the upgrading and reorganization of the Chief Diversity Officer position (which is currently only 50%). The issue of yield as well as every other issue related to educational

equity must have a strong and empowered advocate in close contact with all campus policy-makers, student and staff organizations, and the Chancellor.

To be effective, this individual should be full-time, have input on performance reviews for deans and other vice chancellors, and have the benefits of regular consultation with an advisory board made up of students, staff, and faculty with commitment and experience in promoting diversity. Other responsibilities for the new office could be outlined in consultation with all interested campus constituencies.

VI. FUTURE OF THE YIELD COMMITTEE

A decision will have to be made regarding whether or not this Advisory Committee continues or whether the work of this committee is incorporated into the broader charge of the Diversity Council or some other campus entity. Given that in the past the achievements of the Diversity Council have been ineffective in areas related to yield for HURM students, and that the current Diversity Council meets only once a quarter, our concern is that within the Council's current structure action plans will be slow to develop or may never develop at all.

Our preference, therefore, would be that the current Committee as a whole meet as soon as possible with Chancellor Fox and her leadership team, and that soon after some version of the Committee be put in direct contact with relevant vice chancellors in order to begin the drafting of action plans designed to carry out the short- and long-term recommendations outlined in this Report.

If the work of this Advisory Committee is to be handed to the Diversity Council, we recommend strongly that a joint subcommittee made up of at least two members of this Committee and two members of the Council constitute a task force that works along with the relevant vice chancellors to draft action plans for implementing the short- and long-term recommendations outlined in this Report.

VII. CONCLUSION

As we hope this Report indicates, yield activities demand the participation of all campus units and personnel. The improvement of campus climate for HURMs continues to be crucial to the creation of an environment in which all students, staff, faculty and visitors feel welcome. Although many initiatives are already in place, there must be closer monitoring of what is effective and what is not. Some of our recommendations are based on models at other UC campuses, some are not. Most importantly, this Committee believes that the participation of all faculty as well as ethnic student and alumni associations is crucial to enhancing the yield of HURMs. With the revisions to APM 210, 240 and 245, we urge the Senate Council, Deans and Chairs to recognize and validate the many and varied yield activities described in this Report. We understand that these efforts imply a major transformation of institutional priorities, but without concerted and sustained structural reforms our campus will fail to reflect the diversity of our state and our nation.

Respectfully Submitted by:

- ASSOCIATE VICE CHANCELLOR JORGE HUERTA, Chancellor's Office (Chair)
- DIRECTOR DAVID ARTIS, Academic Enrichment Programs
- ASSISTANT VC MAE BROWN, Admissions & Enrollment Services
- DIRECTOR ANDY CEPERLEY, Career Services Center
- DEAN OF ADVISING MIRASOL ESPANOLA, Revelle College
- ASSOCIATE PROFESSOR ROSS FRANK, Department of Ethnic Studies
- DEAN ASHANTI HANDS, Thurgood Marshall College
- ASSISTANT PROFESSOR TRACY JOHNSON, Division of Biological Sciences
- ASSOCIATE PROFESSOR JORGE MARISCAL, Department of Literature
- ASSOCIATE COUNSEL DAN PARK, CAMPUS COUNSEL
- PROVOST SUSAN SMITH, Muir College
- CANDICE ARNWINE, Undergraduate Student Representative
- ERIN LAWHORN, Undergraduate Student Representative
- CHRISTOPHER SWEETEN, Undergraduate Student Representative

VIII. ATTACHMENTS/APPENDIX

- A. Watson's charge letter
- B. 2001 Report for Chancellor Robert Dynes
- C. Email from the Associate Chancellor/CDO to all Department chairs
- D. Response Rate Statistics
- E. Email from Associate Chancellor and CDO to all admitted students

Appendix A

Charge Letter from Dr. Watson

VIA E-MAIL

December 13, 2005

ASSOCIATE CHANCELLOR JORGE HUERTA, Chancellor's Office (Chair)
DIRECTOR DAVID ARTIS, Academic Enrichment Programs
ASSISTANT VC MAE BROWN, Admissions & Enrollment Services
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DEAN ASHANTI HANDS, Thurgood Marshall College
ASSISTANT PROFESSOR TRACY JOHNSON, Division of Biological Sciences
ASSOCIATE PROFESSOR JORGE MARISCAL, Department of Literature
ASSOCIATE COUNSEL DAN PARK, CAMPUS COUNSEL
PROVOST SUSAN SMITH, Muir College
UNDERGRADUATE STUDENT REPRESENTATIVES (3)

Subject: Advisory Committee on Increasing Acceptance Rates of Under-
represented Racial/Ethnic Freshman and Transfer Admits

Dear Colleagues:

I am most grateful for your agreement to serve as an advisory committee to Assistant Vice Chancellor Mae Brown to review yield strategies and plans and provide advice and recommendations on how best to convince African-American, Mexican-American/Latino, and Native-American freshmen and transfer admits to enroll at UCSD by means that are in compliance with UC policies and regulations.

Annually, our UCSD yield of enrolled new students from the pool of admits from the three underrepresented racial/ethnic groups is significantly lower than the overall yield for all admits to UCSD at both the freshmen and transfer levels. Because we continue to have severe underrepresentation of the three groups within our entering classes, the pool of admits has significant potential for increasing the number of underrepresented students and diversity at UCSD. Each 1% increase in yield would increase the number of underrepresented students in an entering class by 3 to 4%. If the lowest yield rate for an underrepresented group was raised to the overall freshmen acceptance rate, the number of students from that group in the freshmen class would increase by 50%.

Consequently, we are hopeful that, through the work of this committee, we will identify and implement effective collaborative approaches to increase acceptance rates among underrepresented admits to UCSD.

Associate Chancellor Huerta et al.
December 13, 2005
Page 2

The Committee will be chaired by Chief Diversity Officer Jorge Huerta and staff support will be provided by AVC Mae Brown and her staff.

Thank you for agreeing to serve on this most important committee.

Joseph W. Watson
Vice Chancellor

c: Chancellor Fox
Associate VC Appelbaum
COD Chair Barnett Terry
Associate VC Miller
AS President Sweeten
Asst. VC Thompson
COP Chair Wienhausen

Appendix B

2001 Report for Chancellor Robert Dynes



UNDER-REPRESENTED STUDENT WORKGROUP

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Co-Chair, Under-Represented Student Workgroup
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San Diego, CA 92103-8449
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July 23, 2001

Chancellor Robert C. Dynes
University of California, San Diego
0005

Dear Chancellor Dynes:

Enclosed is the final "draft" set of specific recommendations from the Under-Represented Student Workgroup. Over the past six months the group has had a series of productive meetings, the results of which are summarized in this report. A meeting is being scheduled so that we can discuss not only our proposals but the future direction, if any, of the workgroup.

Sincerely,

Lawrence S. Friedman, M.D.
Professor of Pediatrics
Co-Chair,
Under-Represented Student Workgroup

Gregg J. Silverman, M.D.
Associate Professor of Medicine
Co-Chair,
Under-Represented Student Workgroup

LSF:gh

Jul 30 9 10 AM '01
CHANCELLOR'S OFFICE

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: Alternative Transportation

Preface: The areas immediately surrounding our La Jolla campus are very “high rent” and transportation access to the campus from areas with more affordable housing can be problematic.

Proposal: The workgroup supports the siting of a San Diego Trolley Station on, or immediately adjacent to, UCSD. As a short-term solution, we propose the funding of an express shuttle from the South Bay (with stops at various locations to be determined but including Southwestern College) to campus. A similar shuttle might also improve campus access from Escondido. These services would be similar to the current shuttle from the San Diego Coaster station in Sorrento Valley or the Medical School – Hillcrest Shuttle. These proposed shuttles, which would arrive at UCSD at various times during the day, would benefit low income students and staff, and also reduce traffic on Interstate 5 and parking congestion on campus. These services would also provide a highly visible presence for UCSD in these communities.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: Graduate School Guarantee

Preface: The success of the Medical Scholars Program suggests that the development of similar programs for other UCSD graduate programs could also be useful for attracting outstanding underrepresented students.

Proposal: The workgroup proposes that after interviewing undergraduate applicants, acceptable students would also be guaranteed admission to the graduate program of their major with the stipulation that they maintain a previously defined GPA in the same major. Students admitted under this program would be offered a faculty advisor. Guaranteed participation in appropriate support programs, and enrichment/mentor programs, could also be used to ensure the success of these students. Participation of SIO and IRPS would further expand these opportunities.

The reputation of UCSD as a major research university will thereby assist in the yield of desirable undergraduate students to UCSD. This initiative offers the applicant something that he/she would not receive from Berkeley or UCLA, for example. While this program would not require additional funding it would greatly assist attracting desirable students to the undergraduate program and to the graduate programs.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: Campus Climate

Proposal: Recommendation that enhancement of campus climate remains a top priority for the university. The workgroup recommends that the Diversity Council, or a sub-committee within the Diversity Council, continue to address campus climate issues from faculty, staff, current and prospective students.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: African-American, Chicano, Latino and Native-American Studies Programs

Proposal: The workgroup proposes the enhancement of curriculum by expanding academic programs encompassing topics within African-American, Chicano/Latino, and Native-American studies. The goal of these academic forums and venues would be to attract and retain faculty and students through improved student access to university/academic functions that also support the academic mission. These efforts should also serve the goal of improving campus climate

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: More extensive use of alumni

Proposal: The UCSD Alumni from underrepresented populations should be encouraged to participate in outreach, retention, and graduation efforts. For example, the mentor program initiative by the UCSD Chicano Alumni Association could be more effective if UCSD staff provided the staff support needed to administer the program. Student oriented programs/administrative units such as Academic Enrichment, OASIS, College Deans' Offices, Early Academic Outreach, and Immediate Outreach could/should, in collaboration with the Alumni Office, establish and maintain ongoing contact/interaction with the membership of the Chicano Alumni Association and the Black Alumni Association Committees.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: **Identify UCSD alumni/ educators and recruit, recognize and support their efforts as UCSD representatives at their schools**

Proposal: With the assistance of the San Diego County Office of Education, identify UCSD alumni who are employed as teachers, counselors, teaching assistants, or administrators in the San Diego County public schools and community colleges with large numbers of underrepresented students. These alumni can/should be asked to help UCSD identify and encourage attendance of underrepresented students at UCSD, much the same way that college athletic programs use high school/junior high school coaches to identify and guide athletes to feed the college teams. The UCSD alumni at the K-14 schools (that includes community colleges) should be encouraged through recognition events or other incentives, such as materials for their classrooms, funds to nurture these students, support for connecting with parents of identified students, and similar approaches.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: Millenium Scholarship

Proposal: The workgroup reaffirms its endorsement for the support and expansion of ongoing efforts to ensure adequate funding and longevity of this effective scholarship program. The workgroup acknowledges that programs such as the Millenium Scholarship will enhance the recruitment and yield of underrepresented students.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: Mentor Proposal

Preface: Prospective students, especially those from underrepresented minority groups, fear the academic demands of UCSD courses and worry that they will be lonely here because they do not “see students like me” at UCSD. These students will benefit by participating in academic apprenticeship programs as the McNair and Howard Hughes programs, because these programs connect strong academics with social supports. The Office of Admissions and Relations with Schools has established UniversityLinks at several community colleges. CREATE has augmented the UniversityLinks with video-conferencing academic programs (most notably 5th Dimension and La Clase Magica) at Southwestern Community College (SWC). SWC UniversityLink students receive UCSD credit for serving as tutors in LCM and 5th Dimension—and more importantly, get a taste of university course programs that have students who wish to pursue work in math, science, and engineering.

Proposal: Identify underrepresented minority UniversityLink, MESA, and Howard Hughes students at area community colleges, especially SWC and SDCC, who have applied to UCSD. Write to them to notify them of the apprenticeship opportunities. If they are accepted, offer to connect them with the Howard Hughes and/or McNair programs if they enroll at UCSD. For subsequent years, connect MESA students with the UniversityLinks programs at participating community colleges. Continue to direct them to CREATE, Howard Hughes, and/or McNair programs if they enroll at UCSD. We would also recommend expanding the summer science transfer program, and the program for incoming Freshman.

The workgroup also recommends developing a liaison program with high school teachers and counselors. In addition, the workgroup recommends implementing a mentor program that links admitted students with faculty, staff, and current students.

Proposal: The committee supports an academic apprenticeship for entering UCSD freshman from underrepresented ethnic groups. This program would offer students from all disciplines an opportunity to learn basic research skills through individual placements with faculty. The mentor and or designated assistant would spend the first quarter instructing the student in basic research skills and prepare the student to conduct direct, hands-on supervised research during the second and third quarters. The students would be expected to present their findings at the end of the freshman year as part of the annual Undergraduate Research Conference.

In addition to the curricular placement, students would be required to attend group functions such as information seminars on upper-division work and strengthening writing or other academic skills. There would also be a number of social events for students in this program, allowing them to meet faculty, staff, and advanced students in relaxed, informal settings and to form a community among themselves.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: **Involvement of student organizations in yield activities**

Proposal: Encourage partnerships of students and student groups with the admissions and recruitment functions of the University. This goal may be advanced by inviting the participation of student groups at Admit Day programs and other yield activities that are organized and directed by the Office of Admissions and Relations with Schools.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: **Support for the Cross Cultural Center (CCC)**

Proposal: The workgroup supports a reaffirmation of a commitment to the continued operation of the UCSD Cross Cultural Center. This should include plans for the future relocation of the Center, and more effective coordination of CCC efforts with those of the Office of Admissions and Relations with Schools in outreach programs that seek to enhance recruitment and yield.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: **Look at private colleges and universities for successful yield practices**

Proposal: The workgroup recommends further research into the outreach/retention practices and strategies of private colleges and universities that may be adapted to assist in our matriculation of students who have been admitted to UCSD. The goal is to identify the practices with the greatest chance for success when applied in conjunction with other UCSD outreach/retention programs.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: **Handbook(s) for Chicano/Latino, African-American, and Native-American students**

Proposal: The workgroup reaffirms our recommendation for the development of handbook(s) that specially target groups including African-American, Chicano/Latino, and Native-American students. The goal is to strengthen our multi-cultural community, improve campus climate and enhance student yield activities.

University of California, San Diego
Underrepresented Student Workgroup

Proposal Number:
Date of Submission: 06/17/01

Proposal Title: Associate Chancellor for Diversity

Proposal: The workgroup recommends re-establishing the Associate Chancellor position (preferably ladder-rank faculty) previously held by Nolan Penn, who has since retired. This individual would be responsible for coordinating campus and community programs aimed at fostering more diverse campus life. This position would also collaborate with the Office of Admissions and Relations with Schools on recruiting students and the Colleges on the retention of students. Among other assigned duties, this individual would be responsible for: serving as Campus Diversity Officer; co-chairing and staffing the Diversity Council; developing, in coordination with other campus units, community outreach programs designed to improve campus climate; faculty, and staff from underrepresented communities; and advising the Chancellor on issues relating to cultural diversity.

Appendix C

Email from the Associate Chancellor / CDO
to all Department Chairs



OFFICE OF THE CHANCELLOR

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0005
TELEPHONE: (858) 534-3135
FAX: (858) 534-6523

April 17, 2006

Dear [Department Chair],

In all of the visits Jon Welch and I have made to the academic departments, I have been impressed by the level of the faculty's commitment to diversifying our campus. The Advisory Committee on Increasing Yield of Underrepresented Students, appointed by VCSA Watson, is asking for your help. Every year, UCSD admits many highly qualified students from diverse backgrounds, but every year only a small fraction of these students choose to enroll at UCSD, while the rest go on to Stanford, Berkeley, or other similar universities. We would like your help in increasing the number of these exceptional students who choose UCSD for their college education.

Some have said that UCSD does not have a reputation for friendliness. Whether or not one agrees with that assessment, I recognize that we can do a better job at communicating with prospective students about the many benefits of attending UCSD. For students from underrepresented groups, the college experience can seem even more intimidating because of the small number of other students here who share their background. We would like all admitted students from all backgrounds and all walks of life to know that UCSD is a caring, nurturing community where everyone is welcome and everyone has a chance to excel and to succeed. Hopefully, if we are successful at communicating that message, the number of underrepresented students who choose UCSD for college will grow.

To this end, I have attached a list of underrepresented students who have been admitted to your department. The list includes the student's e-mail address as well as telephone number. It is our hope that members of your department (students, staff or faculty) might contact these highly qualified students to let them know that about your department and the kind of experience the students can expect if they enroll here. When talking to your faculty members about this important effort, you might want to remind them that, in light of APM 210, helping to recruit diverse students would appear on their Bio Bib as an important part of their contributions to diversity.

Remember, as the wise woman said, "You can have diversity without excellence but you cannot have excellence without diversity."

Should you have any questions, please feel free to contact my office or that of Mae Brown, Assistant Vice Chancellor of Admissions and Enrollment Services, at 4-3156 or mbrown@ucsd.edu .

Sinceramente,

A handwritten signature in cursive script, appearing to read "Jorge Huerta".

Jorge Huerta
Associate Chancellor and Chief Diversity Officer

Appendix D

Response Rate Statistics

Newly Admitted Underrepresented Students Survey

Newly Admitted Underrepresented Students Survey (7 responses)	Question # 1: Were you or your department representatives able to contact these new admits?	Question # 2: Would you support efforts of this nature for the 2007 admissions cycle?	Question # 3: If you were able to contact these students, please share any insights that you gained.	Question # 4: As we seek to convince historically underrepresented students to attend UCSD, are there other issues we should consider?
Department				
Anthropology	No, the Department of Anthropology recruits students based on academic performance and research interests.	No.		
Bioengineering	NO RESPONSE TO SURVEY			
Cell & Developmental Biology	NO RESPONSE TO SURVEY			
Cognitive Science	NO RESPONSE TO SURVEY			
Communication	NO RESPONSE TO SURVEY			
Computer Science and Engineering-	NO RESPONSE TO SURVEY			
Economics	NO RESPONSE TO SURVEY			
Electrical and Computer Engineering	No, we were not able to do much this year as our Student Affairs Office were understaffed with three employees left since the beginning of the year and 2 were hired (one is still on sick leave). The April time frame is also the time for graduate admission as well.	Yes, we would try next year when our support structure allows and also if your office can provide the information well in advance.		Admission is the last step and effort; outreach to high school students would be more effective recruiting underrepresented students to attend UCSD.
Ethnic Studies	NO RESPONSE TO SURVEY - Out of the country till July 31			
History	Yes	Yes.	A personal letter was sent to each of the students providing department information, our commitment to diversity, and encouraging students to contact the Vice Chair for Undergraduate Studies. Eight of the 39 prospective History majors admitted for FA06 have accepted their offer of admission.	If possible, it would be helpful to know which universities the remaining 31 Fall 2006 admitted students decided to attend. This information may be helpful in understanding the needs of these students to help perhaps improve recruitment for historically underrepresented students.
Linguistics	NO RESPONSE TO SURVEY			
Literature	NO RESPONSE TO SURVEY			
Mathematics	Yes.		We sent the attached letter from our Undergrad Vice Chair by email, along with a pamphlet explaining our majors. We didn't have time to send hard copy. None of the 60 students responded. Do you have data that indicates it was successful?	We think it would be more effective to send hard mail to these students. Are these minority students assigned mentors? They definitely could use an instant friend.
Mech and Aerospace Engineering	NO RESPONSE TO SURVEY			
Music	NO RESPONSE TO SURVEY			
Philosophy	NO RESPONSE TO SURVEY			
Physics	NO RESPONSE TO SURVEY			
Political Science	NO RESPONSE TO SURVEY			
Psychology	No	Will meet with Dr. Huerta to discuss alternative approaches.		
Sociology	Yes and No, letters sent, no personal contact.	Yes.		
Structural Engineering	NO RESPONSE TO SURVEY			
Theater and Dance	Yes, several faculty were asked to contact these students by phone. All were contacted.	Yes.	It is clear that direct contact with faculty has a positive impact.	
Visual Arts	NO RESPONSE TO SURVEY			

Appendix E

Email from Associate Vice Chancellor and CDO
to all Admitted Students



OFFICE OF THE CHANCELLOR

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0005
TELEPHONE: (858) 534-3135
FAX: (858) 534-6523

April 14, 2006

Dear [name],

It is my pleasure to congratulate you on being admitted to UCSD, one of the finest research universities in the world.

As Associate Chancellor and Chief Diversity Officer, I would like to invite you to visit the "Diversity Matters" Web site, which is on the Chancellor's Home Page at <http://diversity.ucsd.edu>. Most especially, I draw your attention to the "Principles of Community" Web site at <http://www.ucsd.edu/principles>. Chancellor Marye Anne Fox and I would like all of our students, staff and faculty to know that UCSD aspires to be a positive, nurturing place for everybody, regardless of background.

On my "Diversity Matters" Web site you will find many of the initiatives UCSD has in place to enhance and celebrate diversity on our campus. The Web page is updated monthly to keep the reader apprised of events of interest as well as special projects that illustrate the diversity of our campus.

From academic majors and minors to cultural centers and student organizations, UCSD is working to include everyone in its fabric. Below, you can see a link to programs that enrich the intellectual climate of the University, adding to our collective growth and understanding of the changing world around us. In addition to your major field of study, UCSD offers an array of interesting minors to complement your educational experience. The following link will take you to descriptions of just a few of the minors available to all students: <http://minors.ucsd.edu>. Be sure to consult with your college academic adviser about which course of study will best help you to achieve your goals.

We encourage you to see for yourself that diversity does indeed matter at UCSD, and invite you to be a vital part of the intellectual, social and cultural interaction that makes this University great.

Sinceramente,

A handwritten signature in black ink, appearing to read "Jorge Huerta".

Jorge Huerta, Ph.D.
Associate Chancellor and Chief Diversity Officer