

# Do UC Us?

Campaign to Increase Numbers of African-American  
Students at the University of California, San Diego

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conjunction with the Black/Afrikan Student Unions, Alliances and Assemblies of the:  
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## **Opening Statements of the UC San Diego Black Student Union**

We, the Black Student Union of the University of California, San Diego, in order to assist the University of California San Diego with Black yield, campus climate, and the overall diversity of the university as stated in the principles of community, provide this report.

“We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.”

“We value the cultural diversity of UCSD because it enriches our lives and the university. We celebrate this diversity and support respect for all cultures, by both individuals and the university as a whole.”

With these statements of the University of California, San Diego's value of diversity, we would like to ask the university to prioritize increasing the yield of Black students at the University of California, San Diego. As stated by the university, diversity plays a critical role in the college experience and our lives in general. Many of the members of the Black Student Union can attest to the positive experiences we have had at UC San Diego when collaborating with other students of diverse backgrounds. Enriching interactions such as these are often identified as highlighting moments of learning and growth in a students' college experience.

However, in order for the campus at large to experience the aforementioned enrichment, students must be able to interact with other students of diverse backgrounds. Currently, the chances or probability of UCSD students interacting with a Black student on campus is slim to none because there are such a small number of Black students that make up the student population. Therefore, this crucial element of cultural and social enrichment among UCSD students is extremely difficult. In order to address the lack of social interactions, as well as the isolating experience of Black students at UCSD, the University of California, San Diego must recognize and analyze the problem at hand, commit to proactive solutions, and collaborate with those, such as the members of the Black Student Union, in order to increase the number of Black students at the university. We passionately feel the Black Student Union will be a strong asset in the University's attempt to increase African American yield, and in solidarity with the Black/Afrikan Student Unions across the UC system, are committed to the activities we have proposed and any efforts the University of California, San Diego puts forth as well.

Building on the models at University of California, Los Angeles and University of California, Berkley, we feel that one of the first and most effective steps to increasing the number of African-American students at UC San Diego is to have a Black Admit Overnight Program as part of a series of yield events that will reach out to prospective African American students. It is our hope that with the information provided in this report, and the sincere commitment of the African American students in the UC system, you will join us in solidarity in creating a more welcoming environment that celebrates the diversity African American students bring to the University of California, San Diego.

## **University of California, San Diego's Lack of Diversity in Numbers**

For the 2009-2010 academic year, the number of enrolled African-American students at the University of California, San Diego is 299 out of 22,500 which constitutes only 1.328% of the student body population. For the 2009-2010 academic year, 1,639 African-American students applied to UC the University of California, San Diego. Of the 1,639 applicants, only 333 African-American students were accepted, which is 20% of the applicant pool. Of that 333, 50 freshmen applicants submitted their student intent to register (SIR); for the transfer students, only 52 submitted their SIR for the University of California, San Diego.

Of the 333 admitted students, 172 students from the applicant pool were also accepted by the University of California, Los Angeles and/or the University of California, Berkeley. The other 161 applicants were not admitted by either the University of California, Los Angeles and/or University of California, Berkeley. Of the 172 applicants who were admitted to the University of California, San Diego as well as the University of California, Los Angeles and/or the University of California, Berkeley, only 10 applicants submitted their SIR for the University of California, San Diego. Furthermore, of the 161 applicants only 40 enrolled at UC San Diego.

Another interesting fact is that of the 1,306 African-American students who were not admitted to the University of California, San Diego, 74 of them were admitted by either the University of California, Berkeley or the University of California, Los Angeles. To attempt to address this discrepancy, the University of California, San Diego's Office of Admissions plans to do a pilot with the University of California, Los Angeles in order to analyze the basis of acceptance of these 74 students. In addition, with this pilot explore how much the University of California, San Diego would benefit from adopting the University of California, Los Angeles's holistic admissions criteria (See Table 2). Although we are questioning the use of Eligibility in the Local Context (ELC) points within UC San Diego's admissions criteria, 21 of the 50 enrolled Black freshmen were accepted as ELC students (See Table 3).

(See Table 1A, Fall 2003-Fall 2009 Freshmen Yield, and Table 1B Fall 2003-Fall 2009 Transfer Yield)

## **University of California, San Diego Current Yield Efforts**

- A letter was sent on behalf of the Chief Diversity Officer (Dr. Sandra Daley) to all Admitted Students which included a special video message from her.
  - The letter addresses the "importance" of enrolling a diverse student body, presents information regarding the African American Studies and Chican@/Latin@ Arts and Humanities minors, as well as other ethnic-specific programs on campus, and highlight the services of the Community Centers (Women's Center, LGBT Resource Center and the Cross Cultural Center)



## University of California, San Diego Current Yield Efforts

- Regional receptions were hosted in Los Angeles, San Diego, and the San Francisco/Bay Area for newly admitted students and their families.
  - A Black Student Union representative was sent to the San Francisco Bay Area Reception, as well as representatives from MEChA. The BSU representative who attended this reception reported that there were no African-American admits in attendance.
  - The lack in African-American students in attendance at the SF/Bay Area Reception for UC San Diego was due to the fact that it was scheduled concurrently with that of both UC Los Angeles and UC Berkeley's overnight yield programs for African-American admitted students.
- Conducted Freshmen and Transfer Phone-a-thons for newly admitted underrepresented students.
  - These calls could be more effective if they were not just one phone call informing students that they were accepted into UC San Diego, rather a call where admits have an opportunity to make a connection with current students who could possibly share similar experiences.
  - Furthermore, we feel that current UC San Diego African American students should be able to contact newly admitted Black students, as done by UC Santa Cruz and UC Berkeley.
  - We are in complete agreement with the 2007 Advisory Committee on Increasing Yield of Underrepresented Students' recommendation of inviting Black and Chicano/Latino Alumni Association affiliates and members of the Student Affirmative Action Committee (SAAC) and Student Initiated Outreach Committee (SIORC which has now been renamed to Student Initiated Access Programs and Services-SIAPS) to participate in the annual Phone-a-thons.
- Visited select high schools in the San Diego and Los Angeles basin.
  - One of our BSU members went on the trips with the Admissions representatives, Biology faculty, and Financial Aid representative to the selected high schools in San Diego (Helix, Preuss and Otay Ranch) and those in the Los Angeles county (Bravo Medical Magnet, California Academy of Math and King Drew) in the Spring as a student representative in the Spring, as a yield effort.
  - Both our BSU member and Black Alumni member who were in attendance did not feel that the visit was structured enough, nor as effective as it could have been in making UC San Diego appealing to African-American students.
  - Students were very reluctant to ask questions or speak because of the way the space was presented and dominated. The perception of the representative in attendance was that UC San Diego needed more students of color solely to increase their numbers, not because of a true commitment to diversity as they claim in the University's mission statement.
- UC San Diego worked collaboratively with SPACES to plan the Overnight Program for newly admitted students attending fourth and fifth quintile schools from the San Diego County, Imperial County, and Inland Empire.

## University of California, San Diego Current Yield Efforts

- As students who volunteered and even were host in the Overnight Program, we saw how effective this program was for the students to feel acquainted with the campus and the UC San Diego community
  - SPACES had a 75% yield rate in their 2008 overnight, and 72% in their 2009 program.
  - Given the yield rates of the SPACES Overnight Program, it follows that providing a similar program for African American students will have a great impact on increasing overall yield at UC San Diego as seen with SPACES efforts, UC Los Angeles, UC Berkeley, UC Santa Cruz and countless other UC's efforts.
- Worked with campus community groups to assist with the Affinity Group workshops and welcomes held during Admit Day.
  - This activity proved to be quite effective, although the number of students and parents in attendance was very low. In order to make this effort more successful, we feel it is, again, very important that current UC San Diego students be the ones to contact the admitted students for Admit Day/the Affinity Group workshops.
- Conducted numerous Financial Aid workshops for prospective and newly admitted students and their families.
  - Although UC San Diego makes the effort to present relevant Financial Aid information to its admitted students, many students of color come from underprivileged and/or first-generation backgrounds where the students and parents' are not familiar with the Financial Aid process. Because UC San Diego's Financial Aid website page is not the easiest to interpret, we feel that it is necessary to provide a sample Financial Aid package that includes a breakdown of each component (ex: Subsidized Stafford Loans, PLUS Loans, UCSD Grant-in-Aid etc). In addition, a student perspective should also be included in the presentation in order to address concerns of the students/parents that are often specific to underprivileged and/or first-generation backgrounds.

The following three yield activities were directed towards increasing the yield of underrepresented transfer students. The Black Student Union is rarely, if ever, notified of these efforts nor have we seen the numbers on the effectiveness of these yield activities and therefore cannot speak on the effectiveness of these programs.

- Conducted routine visits at 34 Community Colleges in Southern and Northern California with significant enrollment of underrepresented students.
- Participated in numerous community college fairs throughout the State.
- Conducted special tours for prospective community college transfer students.

## University of California, San Diego Campus Climate

For decades UCSD has been known to have a socially "dead" environment, but more than that, the campus struggles with developing and cultivating a socially healthy climate for particular groups of students to feel welcome.

- As members of a UC-wide student coalition, University of California African-Black Coalition, BSU has found that the issue of poor campus climate is prevalent on all of the campuses within the UC system.  
*State of the Black Union: Black Students in the UC System : John Johnson*  
*Doctoral Candidate, Social Psychology, UC Santa Cruz*
  - Only 35% of students "agreed" with the statement: "In general, my campus is supportive of its Black students."
  - Only 21% of students "agreed" with the statement: "The community surrounding my campus is diverse and welcoming of Black students."
  - Only 20% of students "agreed" with the statement: "I trust the student government on my campus to consider how their decisions impact Black students."
  - 76% of students "disagreed" with the statement: "I never hear negative statements about Blacks used by non-Black people on my campus."
  - 77% of students "agreed" with the statement: "The BSU is a valuable source of support for Black students on my campus."
- As taken from the Bunche Research Report, Vol. 4, No.1, *Gaming the System: Inflation, Privilege, & the Under-representation of African American Students at the University of California*:  
"Anecdotal evidence suggests that many African-American applicants perceive the racial climate at UCSD as a hostile one, opting not to attend the campus after being offered admission. Similarly, the low enrollment numbers of Black admits could reflect their fear of experiencing racial isolation at the university because of its exceedingly small African-American population" (Bunche, 21).
- An excerpt from *Study Group on University Diversity Campus Climate Report* further discusses what "campus climate" means and why a hostile climate is important to address:  
What do we mean by "campus climate"?
  - Campus climate is a measure—real or perceived—of the campus environment as it relates to interpersonal, academic, and professional interactions. In a healthy climate, individuals and groups generally feel welcomed, respected, and valued by the university. A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by a pattern of civil interactions among community members (UCR Framework for Diversity Report). Not all aspects of a healthy climate necessarily feel positive—indeed, uncomfortable or challenging situations can lead to increased awareness, understanding, and appreciation. Tension, while not always positive, can be healthy when handled appropriately.

## University of California, San Diego Campus Climate

Conversely, in an unhealthy environment, individuals or groups often feel isolated, marginalized, and even unsafe. The University of California strives to create and promote healthy climates across its campuses, where all community members, including students (graduate, undergraduate, and professional), staff and faculty feel welcomed, supported, included and valued. Campus climate is a multifaceted reflection and manifestation of diversity. Campus climate is about moving beyond the numbers (Hurtado, 2007). The very presence of individuals from different backgrounds results in diversity. Climate, on the other hand, refers to the experience of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals. Diversity and inclusion efforts are not complete unless they also address climate. Stated another way, addressing campus climate is an important and necessary component in any comprehensive plan for diversity.

Why does climate matter?

- Research shows that a hostile campus climate directly impacts a student's ability to transition successfully into college (Hurtado, Milem, Clatyon-Pederson & Allen, 1999). In an unhealthy climate, students are less likely to adjust academically and are less likely to develop a sense of belonging on the campus. Furthermore, positive intergroup interactions affect academic outcomes positively.

([http://www.universityofcalifornia.edu/diversity/documents/07-campus\\_report.pdf](http://www.universityofcalifornia.edu/diversity/documents/07-campus_report.pdf))

### **BSU's Reaction to 2007 Advisory Committee on Increasing Yield of Underrepresented Students**

We, members of the Black Student Union, recently attended the Diversity Council Summer Retreat and met individually with the Chief Diversity Officer, Dr. Sandra Daley, about the current yield issue of African American students. What we took away from the meeting with Dr. Daley is that we should wait to take action on our demands and give our targets an opportunity to react to our demands. We also felt that our attention was being redirected to faculty and "the campus as a whole," rather than administration. Our interpretation of Dr. Daley's philosophy was that UC San Diego's yield issue is not just a Black issue (nor a historically underrepresented groups issue), but rather an issue across the board. We feel that her belief is that bettering the campus climate as a whole will automatically better the campus climate for Black students, and the best way to do this is to implement these diversity efforts across the board. However, as long there is a group that makes up only 1.328 % of the undergrad population and another that represents 30%, we strongly feel that efforts to increase the yield of the 1.328% represented group while ignoring the other groups' yield is completely justified.

## **BSU's Reaction to 2007 Advisory Committee on Increasing Yield of Underrepresented Students**

After reading the report, we feel that as students it is time for us to take action. The report clearly outlines effective yield activities and who should be involved in these activities, yet a proactive effort on the behalf of the Council members has not been made in order to put the report recommendations into action. Surprisingly, many of the activities that we came up with, or have seen other campuses adopt, were actually outlined in the 2001 and 2007 Diversity Reports. Therefore, we feel the demands we are making and the actions that we plan on implementing are feasible and imperative.

### **Black Student Union Constituency Testimonials**

- TESTIMONY #1: "What I've found difficult is having to be an "ambassador" for the entire black race wherever I go. I am often the only black person in most situations so I become the spokeswoman for every issue. Friends and colleagues often ask me my opinion on things like black pop culture, Obama's election and presidency, and they often have the urge to touch my curly hair without permission. I have become accustomed to my role as an "ambassador" and use these opportunities to share my thoughts on black politics or the differences between straight and curly hair. And most importantly I remind them that I am only one person and cannot testify to the opinions of the entire black community.

I also have to be aware of race sensitivity issues. For example, I served as an RA and in an event celebrating black and African culture, what the group decided to use to decorate the venue were wooden animal sculptures and safari themed articles, having almost nothing representing the actual people who live in the continent! When a lot of people think about Africa, they often do not appreciate the rich and diverse cultures, languages, and customs that exist there. All they understand about Africa is what they see on National Geographic. And this was a group of student leaders who have had some diversity training and are supposed to be able to understand and serve the diversity of our student body. I made a comment to my supervisor about it, but I do not believe my suggestions to not make the same mistake again were taken seriously.

It is occasions like this one that show the value of having diversity in the workplace and the classroom. My colleagues who made this mistake did not realize that what they were doing was very offensive to my race. If I was not there, this probably would have gone unnoticed and could offend future black students who do not have the voice to complain. Having people from a wide variety of backgrounds and experiences benefits everyone because of the unique points of view and abilities each one can bring allows for the best and most comprehensive solutions to any challenge."



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- TESTIMONY #2: "My experience at UCSD is one that had been an intense circumstance from the beginning. I am now entering into my fourth year at the university and have to re-assert my presence to the entire campus on a daily basis simply because I am constantly looked at to represent the entire Black Community. It urges me to present myself in the most presentable manor which is one aspect I appreciate, but the underlying issue is that I am constantly under surveillance no matter the scenario, from the classroom, to social atmospheres, faculty expectations, etc. The pressures of being part of such a small percentage of the students in such an environment is always effecting my personal aspirations, by this I mean I find myself constantly setting aside my personal intuition in order to progress and secure our place here as Black students. One specific instance I recall is being the only black male in a sociology class with over 300 students enrolled in total, while the class lecture covered and discussed black male sexuality. I was open to discuss this issue but in this situation I felt as I could not actively participate in the discussion because of the fact that I would be representing more than just my own personal stance but rather the entire black male image. This mentality to answer in the most appropriate way possible combined with such a looming sense of alienation would have been some what alleviated by the presence of others in the class room who could relate to the discussion personally as well. This is one specific incident, but scenarios such as this come into effect each day. The experience of a Black student at UCSD is one which is completely unique. The added pressures are constantly distracting and make it difficult to be attentive to academics even in a class room environment. To further complicate matters, my achievements are being constantly down played and demeaned by those around me. When I make any sort of progress within my status or situation students without the capacity to relate to my experience as a Black student tend to depreciate my work through statements such as "You only got here because you are Black", or "Well, you did good because they make it easier for you because your Black", while they have no clue the issues I endure daily simply to continue to stay in school, even before considering academics. It is a task in itself to combat slanderous words such as these, but regardless I proceed and continue to excel as best I can. Personally I feel as if I am alone at times and it takes a critical effort to find those who I can relate to. The addition of others who look like me around campus would be a positive reaffirmation that I can succeed and I'm not alone in such a hostile environment - it would provide hope to succeed and the inspiration to continue."
- TESTIMONY #3: "The most significant challenge that I encountered during my first year of college was the lack of ethnic diversity at UCSD. I was already hesitant to attend UCSD because of the staggering 1.3% Black population. Once I finally decided to attend the university, my concerns regarding the lack of ethnic diversity were confirmed. I was extremely disappointed to find that many of the students, faculty, and staff at UCSD lacked cultural awareness. Many people do not understand what it feels like to be one of the few Black people on the entire campus. I have heard expressions such as "people are just people" and

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"race shouldn't matter." This is true to a certain extent; however, it is very difficult not to take race into account when people are constantly judging me and/or assuming that I must behave in a certain manner due to my race. It is exhausting attempting to educate people on "Black history." I must constantly explain to people that I am not from the "ghetto," my hair texture is different, my parents are not on drugs, and I attend UCSD as a result of my GPA, SAT scores and extracurricular activities (not because of affirmative action). Please do not misunderstand me. I am not friends with Black people exclusively; I have friends of all ethnicities. However, it would be comforting to know that there are more people who can relate to my daily struggles and who understand what I have endured as a Black female in society.

In order to overcome my feelings of isolation and frustration, I decided to join the BSU (Black Student Union). I quickly felt a sense of community and family within this organization. Older members mentored the younger members and made us feel welcomed. During the weekly meetings, we discussed various topics concerning the Black community and we shared our personal experiences. This assured me that I was not the only person experiencing a slight disconnection from the university. If it were not for the BSU's commitment to me and other incoming Black students, I would have transferred to UCLA. The love and support that the BSU community offered me is ultimately what made me stay here at UCSD.

I wrote this testimony to inform the UCSD admissions officers, the chancellors, the UC regents, ect, of the importance of creating a comfortable campus climate for African Americans. If the Black students here on campus are not comfortable with the overall climate of the University, then how can we promote UCSD to other Black students and make the campus appeal to them? Admitted Black students will not want to attend UCSD if they know that the campus is not very "ethnic friendly." It is CRUCIAL that the atmosphere of our campus is changed to incorporate the needs of Black students; otherwise, the inadequate percentage of Black students attending UCSD will continue."

- TESTIMONY #4: "I am one of UCSD's few African-American female students. My role on campus almost seems like a full-time job in itself. What bothers me isn't the borderline (and in some cases passed the line) offensive remarks, and overall ignorance of the individual students on campus, who may not have ever been exposed to any different cultures. Shockingly, what bothers me the most is the climate and overall 'feel' or 'vibe' of our campus. It definitely ties into our flawed campus climate that makes it so easy for minorities to be overlooked and unseen in the classrooms, sitting in Geisel, and most of the time completely absent from our campus's own restaurants.

I feel we need the support that should have been given to struggling universities like UCSD a long time ago. We have all the ideas, but it's time to get the assistance and move forward with the leadership of the BSU and other like-minded groups, to really make things fair for all students. If we all got accepted into the university, why do only some students get to feel welcome?"

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- TESTIMONY #5: "I am from Long Beach therefore diversity has never been a problem for me. I knew before attending UC San Diego that the number of Black students was extremely low. What I did not expect was the lack of administrative support and student understanding. My first introduction regarding the hostility at UCSD came via the Summer Bridge program. I was resistant, not wanting to essentialize a whole campus as ignorant, unaware, and uninterested, however, I soon learned that I was not viewed as an individual, but rather as a representation of a mythical figure. When I moved into my freshman dorms I was excited to meet new people, make friends, and more importantly create salient connections to help alleviate some of my homesickness.

What I found was an even greater longing for home, longing for understanding. I would come to the dorm from class and just became frustrated. I took a lot of naps freshman year. I just wanted to wake up, go to class, and not be bothered with roommates unaware of their privilege and disinterested in my experiences. I was tired of the bold, rude questions: why are you always watching BET, why do you need to go to BSU, why can you only say "nigga", why do you think red rooster hot sauce is bomb, why do you talk in quadruple negatives? While I was wondering why conversations would always be about the newest Lil Wayne song, why I was always asked to go "mad Black woman" on loud roommates, and why they would bring up Roscoe's Chicken and Waffles and give compliments as if Roscoe himself were my Uncle.

Being the person I am, I did not give a FUCK about the essentialized notions people had about me and my race. I could act loud, go "mad Black woman", watch BET, eat fried chicken, yet still get an A on my paper, speak without an ounce of inferiority, and exert my opinions eloquently. I do not feel as if my roommates even still to this day understand the complexities, intersections, differences that are within people of African decent. I had a Black roommate from Ethiopia who was less "angry" and "bossy". They associated our differences with the fact that I was from "ghetto" Long Beach and she had been adopted into a white family in Santee. They lacked the ability to see that we are different because we are not the same person. Blackness is not a disease that creates a typified collective; our personalities, experiences etc cannot be deduced into a small category. We are complex. My roommates do not know me and are probably content with the little pieces of myself I did share.

After my experiences my freshman year I was determined to get involved. I joined the BSU board as the Student Affirmative Action Committee (SAAC) representative where I began to understand that students of color in general were experiencing disconnect at UCSD even if they were represented on campus percentage wise. I realized that campus climate in general needed to be tackled in order to retain Black students and all students of color at UCSD. Admission was most definitely not enough. Getting involved for me meant that I would see Black faces often, struggle besides all students of color, and feel as if I had a group of people I could rely upon.



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Next year I will be in Associated Students, SAAC, African American Studies Association, along with continuing my support of BSU and all the great work we do. I want to focus on administrators to make them understand that accepting Black students is not enough. There is a problem when a Black student does not feel comfortable walking around campus; there is a problem when a Black student has to play the representative of their Black race. No one wants to feel excluded, unrepresented, and misunderstood. I am usually the only Black student in my classes, even classes for my African American Studies minor. Not seeing Black students goes beyond a comfort level because it also affects my ability to form study groups, ask questions, and provide insights. I want the opportunity to see a familiar Black face next to me, also in front of me lecturing, so that I can feel as if I have an ally and can participate in class without thinking that people assume I know the answer or do not know the answer. I want to be free to be myself while being proud of my race.

The steps administrators need to take to improve campus climate and insure a greater yield is fund cultural based events, lecture series', yield and outreach programs while also getting students involved in the efforts enacted in the Chancellor's office in order to create a bi-directional mode of communication and accountability for students and administration. I do not have all of the answers. I do not have access to an unlimited amount of resources and money. What I do have is a voice tired of being silenced. What I do have is a passion to see change. I am prepared to dedicate my time to increasing the number of Black students on campus through programs and improving campus climate. I am ready to see the active dedication of administration as well in hopes that they educate the whole UCSD community and themselves."

- TESTIMONY #6: "I feel as if I am like a social pariah in class. Example: One day I was sitting in class and I noticed there was NO ONE sitting next to me in all directions. I watched as each person came in the classroom they would look at me and sit somewhere else...even if they had to go around people and sit in the crowded middle. It made me feel as if they were scared of me or as if my skin was a disease."
- TESTIMONY #7: "The campus climate at UCSD for me, personally, in terms of diversity (or rather its lack thereof) is, to put it simply, an incessant struggle to connect. I am a black Thurgood Marshall student entering my junior year as a structural engineer major, and so far it seems as if my classes and connecting with other students are on the same level of difficulty. This is not to be misunderstood with my ability to make friends-in which I have made more than enough. I believe there is a crucial difference between just making friends and actually establishing a connection with someone. When people from similar backgrounds and traditions meet, they can quickly create long-lasting, powerful connections. As a black student at UCSD, this type of connection is apparent among the other more prominent races making it

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easier for me to realize and feel this lack of connection. For instance, I roomed with 9 other guys my first year and we became the closest of friends and till this day I see them as my closest friends at UCSD. Nonetheless, I never felt a connection with them. The lack of connection was not at all because they didn't have the same color skin as me or because they didn't look like me. It was due to the fact that our backgrounds were so discrepant and some things they really just didn't understand about me and vice versa. For instance, they didn't understand why I brushed my hair or why I didn't want them throwing the "N" word around leisurely. On numerous occasions I would have to deal with the infamous series of "acting black" questions usually starting with "Why don't you..." and ending with "...like all black people do?" Besides the stereotypical comments that I reluctantly brush off, I respect the differences that we have. If there were no differences, life would be rather dull and mundane. But like my roommates, who share common backgrounds and traditions with each other and mostly everyone on campus, its nice to be able to share a connection with other people who come from similar backgrounds and can relate to you with common experiences. Essentially, I have to go through college coping with "understood differences" without ever really being understood myself.

Near the end of fall quarter of my freshman year, I was printing transfer documents in order to transfer to UC Berkeley. I knew there was a more eclectic set of students there and I was sure to be able to find some that I could relate to. I became really close with my roommates at UCSD, but I just couldn't (no matter how hard I tried) relate with them in just about anything. I started going home every single weekend because I felt like I was suffering from "idiosyncratic asphyxiation" where I just couldn't be myself at school anymore. Fortunately, I met and CONNECTED with another black student who came from a similar background and lifestyle (we actually made a list of all our commonalities). If it wasn't for that student, I know for a fact that I would not be at UCSD. The university just didn't provide the social experience I hoped to experience while in college.

After two years at UCSD, I've been able to enjoy the various discrepant lifestyles and backgrounds with other black students whom I've been fortunate enough to connect with, and I believe that the crucial ingredient of "connection" has made my stay at UCSD so much more enjoyable. However, I believe the diversity issue at UCSD has much room for improvement. For me to find another black student in my class or even around campus for that matter is comparable to looking for a needle in a haystack. I believe everyone should be able to enjoy their stay at UCSD and be able to enjoy others no matter how different they are, but they should also be able to make those crucial connections with others with whom they have a lot in common. In fact, college students should not be "searching" for others that have things in common with them – it should be readily available. Instead, we should be looking forward to meeting new people and experiencing the different lifestyles other people from various lifestyles offer. Ultimately, this will offer every college student a great

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experience and a chance to mature culturally. As a black student at UCSD, I simply long to “fit-in” and enjoy an authentic “college experience”."

## **Do UC Us Campaign Demands**

With this campaign, the Black Student Union is advocating for specific solutions that we feel will be effective means for increasing the yield of African American students at the University of California, San Diego. Listed below are short-term goals that we believe can be accomplished during the 2009-2010 school year.

- Yield Activities
  - Phone-A-Thons: Have BSU members call admitted Black students
  - Black Admit Welcome Package: includes a Welcome DVD, letter from BSU and UJIMA, Black Directory, Postcard invitation to Admit Day, and a T-shirt/lanyard
  - Black Admit Overnight Program for the 2010 UC San Diego Admitted African-American Students

## **Identified Allies**

Following is a list of organizations that have given us their support and are also committed to increasing the yield of African American students and the University of California, San Diego.

- The Black/Afrikan Student Unions of all UC undergraduate campuses
- Office of Academic Support and Instructional Services (OASIS) out of UC San Diego). Another strong asset of OASIS is that ATP hosts Summer Bridge, a free annual four week summer residential program for incoming freshmen who fit the criteria of being either low income or a first generation college student.
- TRIO Outreach Programs
- Student Promoted Access Center for Education and Service (SPACES)
  - Student-Initiated Access Programs and Services (SIAPS)
  - Academic Success Program (ASP)
- Student Affirmative Action Committee (SAAC)
- The Campus Community Centers which consists of the Cross Cultural Center, the LGBT Resource Center and the Women’s Center
- African American Studies Minor
- UJIMA
- UCSD Chicano/Latino Concilio
- The UCSD Diversity Council
- Black Alumni Association

### **Attached Documents**

- Tables 1A, 1B, 2 & 3
- Final Report Advisory Committee on Increasing Yield of Underrepresented Students March 2007  
([http://diversity.ucsd.edu/pdf/FINALREVISED\\_YieldAdvisoryCommitteeReport32607.pdf](http://diversity.ucsd.edu/pdf/FINALREVISED_YieldAdvisoryCommitteeReport32607.pdf))
- UC San Diego Admissions Criteria and Point Breakdown
- Vice Chancellor Admissions Officer, Mae Brown's, Outreach, Recruitment and Yield Activities 2008-2009 Report

Table 1A

Fall 2004 - Fall 2009

## Freshman Yield\*

		Applied		Admitted		Enrolled		App : Admit	Admit : Enrolled
		# App	Apps	# Admits	Admits	# Enrolled	Enrolled	Rate	Yield
Fall 2004	African Am	1,323	3.2%	283	1.7%	57	1.5%	21.4%	20.1%
	Asian	12,402	30.0%	5,556	33.9%	1,519	39.2%	44.8%	27.3%
	Mexican Am	4,178	10.1%	1,553	9.5%	355	9.2%	37.2%	22.9%
	Filipino	2,014	4.9%	642	3.9%	216	5.6%	31.9%	33.6%
	Latino	1,456	3.5%	461	2.8%	91	2.3%	31.7%	19.7%
	Native Am	247	0.6%	78	0.5%	15	0.4%	31.6%	19.2%
	Caucasian	14,353	34.7%	5,657	34.5%	1,163	30.0%	39.4%	20.6%
	Other/Undeclared	5,357	13.0%	2,173	13.2%	458	11.8%	40.6%	21.1%
	Campuswide	41,330	100.0%	16,403	100.0%	3,874	100.0%	39.7%	23.6%
Fall 2005	African Am	1,257	3.1%	333	1.9%	43	1.2%	26.5%	12.9%
	Asian	12,908	31.9%	6,276	36.1%	1,600	43.0%	48.6%	25.5%
	Mexican Am	4,236	10.5%	1,568	9.0%	321	8.6%	37.0%	20.5%
	Filipino	2,036	5.0%	640	3.7%	201	5.4%	31.4%	31.4%
	Latino	1,460	3.6%	544	3.1%	111	3.0%	37.3%	20.4%
	Native Am	218	0.5%	79	0.5%	18	0.5%	36.2%	22.8%
	Caucasian	14,234	35.1%	6,042	34.8%	1,083	29.1%	42.4%	17.9%
	Other/Undeclared	4,168	10.3%	1,901	10.9%	343	9.2%	45.6%	18.0%
	Campuswide	40,517	100.0%	17,383	100.0%	3,720	100.0%	42.9%	21.4%
Fall 2006	African Am	1,416	3.2%	358	1.8%	44	1.0%	25.3%	12.3%
	Asian	14,829	34.0%	7,651	38.2%	2,080	45.3%	51.6%	27.2%
	Mexican Am	4,537	10.4%	1,777	8.9%	388	8.5%	39.2%	21.8%
	Filipino	2,090	4.8%	703	3.5%	221	4.8%	33.6%	31.4%
	Latino	1,604	3.7%	602	3.0%	122	2.7%	37.5%	20.3%
	Native Am	265	0.6%	104	0.5%	22	0.5%	39.2%	21.2%
	Caucasian	14,374	33.0%	6,600	32.9%	1,283	28.0%	45.9%	19.4%
	Other/Undeclared	4,471	10.3%	2,254	11.2%	429	9.3%	50.4%	19.0%
	Campuswide	43,586	100.0%	20,049	100.0%	4,589	100.0%	46.0%	22.9%
Fall 2007	African Am	1,472	3.3%	392	2.0%	72	1.7%	26.6%	18.4%
	Asian	15,458	34.3%	7,420	38.7%	1,945	47.0%	48.0%	26.2%
	Mexican Am	4,869	10.8%	1,799	9.4%	431	10.4%	36.9%	24.0%
	Filipino	2,205	4.9%	618	3.2%	183	4.4%	28.0%	29.6%
	Latino	1,720	3.8%	636	3.3%	126	3.0%	37.0%	19.8%
	Native Am	246	0.5%	87	0.5%	9	0.2%	35.4%	10.3%
	Caucasian	14,616	32.4%	6,044	31.5%	989	23.9%	41.4%	16.4%
	Other/Undeclared	4,487	10.0%	2,176	11.3%	386	9.3%	48.5%	17.7%
	Campuswide	45,073	100.0%	19,172	100.0%	4,141	100.0%	42.5%	21.6%
Fall 2008	African Am	1,651	3.5%	329	1.7%	52	1.2%	19.9%	15.8%
	Asian	15,952	33.7%	7,364	38.7%	2,106	49.1%	46.2%	28.6%
	Mexican Am	5,775	12.2%	1,954	10.3%	441	10.3%	33.8%	22.6%
	Filipino	2,262	4.8%	683	3.6%	180	4.2%	30.2%	26.4%
	Latino	1,881	4.0%	646	3.4%	105	2.4%	34.3%	16.3%
	Native Am	243	0.5%	67	0.4%	15	0.3%	27.6%	22.4%
	Caucasian	14,702	31.0%	5,763	30.3%	1,009	23.5%	39.2%	17.5%
	Other/Undeclared	4,899	10.3%	2,240	11.8%	384	8.9%	45.7%	17.1%
	Campuswide	47,365	100.0%	19,046	100.0%	4,292	100.0%	40.2%	22.5%
		Applied		Admitted		Accepted		App : Admit	Admit : SIR
		# App	Apps	# Admits	Admits	# Accepts	% of Accepts	Rate	Yield
Fall 2009 (As of 6/5/09)	African Am	1,639	3.5%	314	1.8%	50	1.3%	19.2%	15.9%
	Asian	16,343	34.7%	6,977	40.7%	1,907	48.2%	42.7%	27.3%
	Mexican Am	5,915	12.6%	1,782	10.4%	488	12.3%	30.1%	27.4%
	Filipino	2,175	4.6%	551	3.2%	142	3.6%	25.3%	25.8%
	Latino	1,922	4.1%	580	3.4%	115	2.9%	30.2%	19.8%
	Native Am	259	0.6%	61	0.4%	13	0.3%	23.6%	21.3%
	Caucasian	14,095	30.0%	4,870	28.4%	857	21.7%	34.6%	17.6%
	Other/Undeclared	4,696	10.0%	2,003	11.7%	382	9.7%	42.7%	19.1%
	Campuswide	47,044	100.0%	17,138	100.0%	3,954	100.0%	36.4%	23.1%

\* Include winter admits moved to fall

Prepared by Office of Admissions and Relations with Schools

Table 1B

**Fall 2004 - Fall 2009**  
**Transfer Student Yield\***

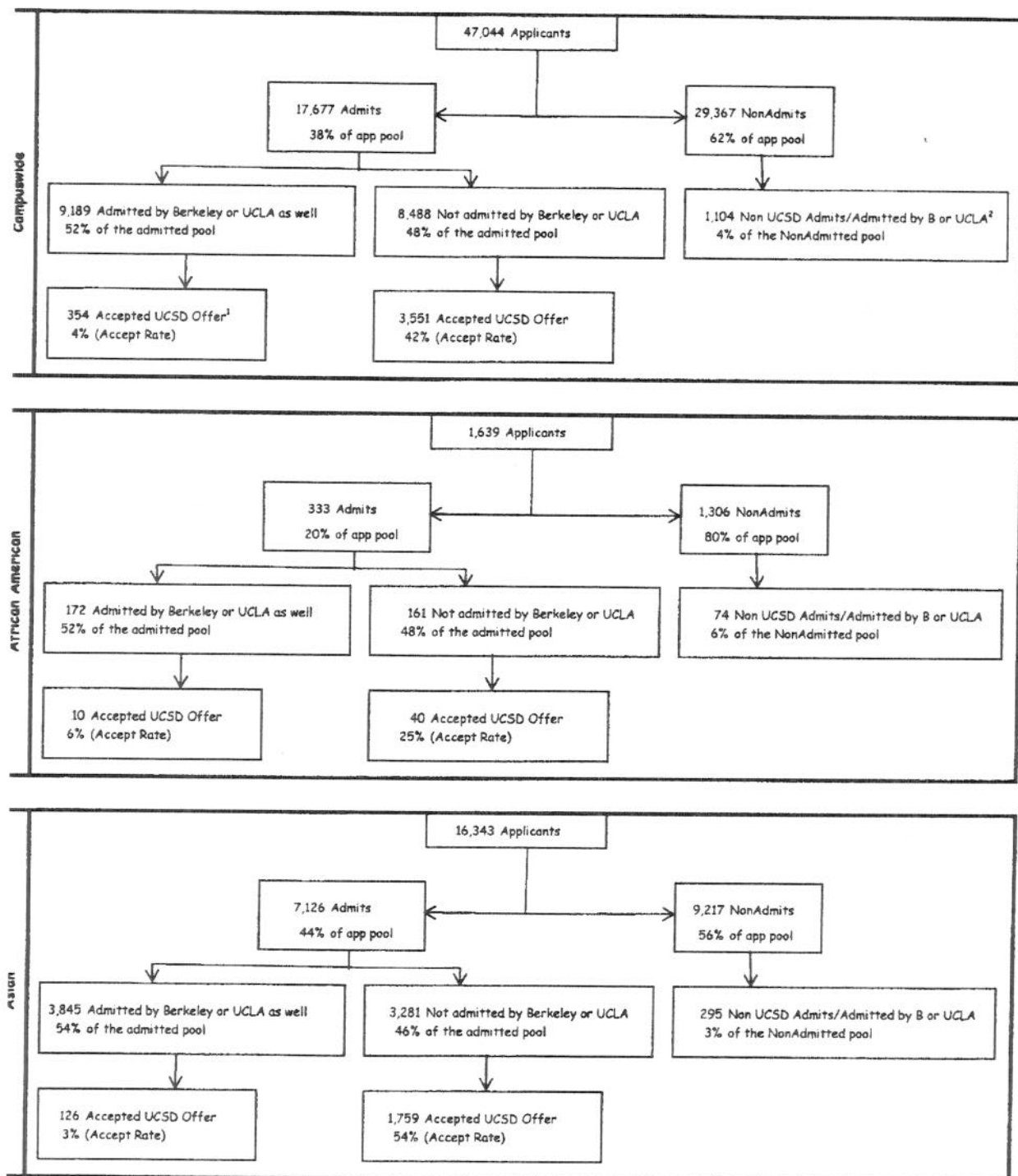
		Applied		Admitted		Enrolled		App : Admit	Admit : Enrolled
		# App	Apps	# Admits	Admits	# Enrolled	Enrolled	Rate	Yield
Fall 2004	African Am	257	2.6%	78	1.6%	20	1.5%	30.4%	25.6%
	Asian	3,319	33.9%	1,627	33.9%	386	29.4%	49.0%	23.7%
	Mexican Am	908	9.3%	402	8.4%	110	8.4%	44.3%	27.4%
	Filipino	300	3.1%	155	3.2%	55	4.2%	51.7%	35.5%
	Latino	380	3.9%	161	3.4%	39	3.0%	42.4%	24.2%
	Native Am	73	0.7%	28	0.6%	5	0.4%	38.4%	17.9%
	Caucasian	3,211	32.8%	1,623	33.8%	472	36.0%	50.5%	29.1%
	Other/Undeclared	1,351	13.8%	727	15.1%	224	17.1%	53.8%	30.8%
	Campuswide	9,799	100.0%	4,801	100.0%	1,311	100.0%	49.0%	27.3%
Fall 2005	African Am	240	2.6%	113	1.9%	26	1.6%	47.1%	23.0%
	Asian	3,156	34.1%	2,099	35.5%	549	32.8%	66.5%	26.2%
	Mexican Am	811	8.8%	506	8.6%	131	7.8%	62.4%	25.9%
	Filipino	288	3.1%	180	3.0%	69	4.1%	62.5%	38.3%
	Latino	332	3.6%	188	3.2%	39	2.3%	56.6%	20.7%
	Native Am	48	0.5%	28	0.5%	9	0.5%	58.3%	32.1%
	Caucasian	3,160	34.1%	2,009	34.0%	603	36.1%	63.6%	30.0%
	Other/Undeclared	1,228	13.3%	792	13.4%	246	14.7%	64.5%	31.1%
	Campuswide	9,263	100.0%	5,915	100.0%	1,672	100.0%	63.9%	28.3%
Fall 2006	African Am	269	3.0%	124	2.2%	22	1.5%	46.1%	17.7%
	Asian	3,019	33.8%	1,981	34.5%	510	34.4%	65.6%	25.7%
	Mexican Am	823	9.2%	532	9.3%	115	7.8%	64.6%	21.6%
	Filipino	274	3.1%	169	2.9%	52	3.5%	61.7%	30.8%
	Latino	342	3.8%	197	3.4%	54	3.6%	57.6%	27.4%
	Native Am	61	0.7%	38	0.7%	11	0.7%	62.3%	28.9%
	Caucasian	2,995	33.5%	1,961	34.2%	531	35.8%	65.5%	27.1%
	Other/Undeclared	1,145	12.8%	738	12.9%	188	12.7%	64.5%	25.5%
	Campuswide	8,928	100.0%	5,740	100.0%	1,483	100.0%	64.3%	25.8%
Fall 2007	African Am	261	2.9%	151	2.3%	31	1.8%	57.9%	20.5%
	Asian	3,084	34.8%	2,299	35.5%	588	34.0%	74.5%	25.6%
	Mexican Am	833	9.4%	618	9.5%	163	9.4%	74.2%	26.4%
	Filipino	290	3.3%	218	3.4%	84	4.9%	75.2%	38.5%
	Latino	324	3.7%	217	3.4%	51	2.9%	67.0%	23.5%
	Native Am	40	0.5%	22	0.3%	6	0.3%	55.0%	27.3%
	Caucasian	2,944	33.3%	2,173	33.6%	580	33.5%	73.8%	26.7%
	Other/Undeclared	1,077	12.2%	777	12.0%	228	13.2%	72.1%	29.3%
	Campuswide	8,853	100.0%	6,475	100.0%	1,731	100.0%	73.1%	26.7%
Fall 2008	African Am	279	2.8%	133	2.1%	44	2.4%	47.7%	33.1%
	Asian	3,703	37.6%	2,554	39.8%	725	38.8%	69.0%	28.4%
	Mexican Am	883	9.0%	551	8.6%	176	9.4%	62.4%	31.9%
	Filipino	298	3.0%	198	3.1%	83	4.4%	66.4%	41.9%
	Latino	357	3.6%	200	3.1%	52	2.8%	56.0%	26.0%
	Native Am	55	0.6%	31	0.5%	7	0.4%	56.4%	22.6%
	Caucasian	3,107	31.6%	2,030	31.6%	579	31.0%	65.3%	28.5%
	Other/Undeclared	1,160	11.8%	725	11.3%	202	10.8%	62.5%	27.9%
	Campuswide	9,842	100.0%	6,422	100.0%	1,868	100.0%	65.3%	29.1%
		Applied		Admitted		Accepted		App : Admit	Admit : SIR
		# App	Apps	# Admits	Admits	# Accepts	% of Accepts	Rate	Yield
Fall 2009/Winter 2010 (As of 6/15/09)	African Am	323	2.8%	153	2.2%	52	2.2%	47.4%	34.0%
	Asian	4,429	38.4%	2,865	40.4%	984	41.8%	64.7%	34.3%
	Mexican Am	1,107	9.6%	621	8.7%	215	9.1%	56.1%	34.6%
	Filipino	353	3.1%	206	2.9%	75	3.2%	58.4%	36.4%
	Latino	470	4.1%	257	3.6%	71	3.0%	54.7%	27.6%
	Native Am	79	0.7%	42	0.6%	20	0.8%	53.2%	47.6%
	Caucasian	3,444	29.9%	2,160	30.4%	685	29.1%	62.7%	31.7%
	Other/Undeclared	1,317	11.4%	794	11.2%	251	10.7%	60.3%	31.6%
	Campuswide	11,522	100.0%	7,098	100.0%	2,353	100.0%	61.6%	33.2%

\* TRAN and ICT only

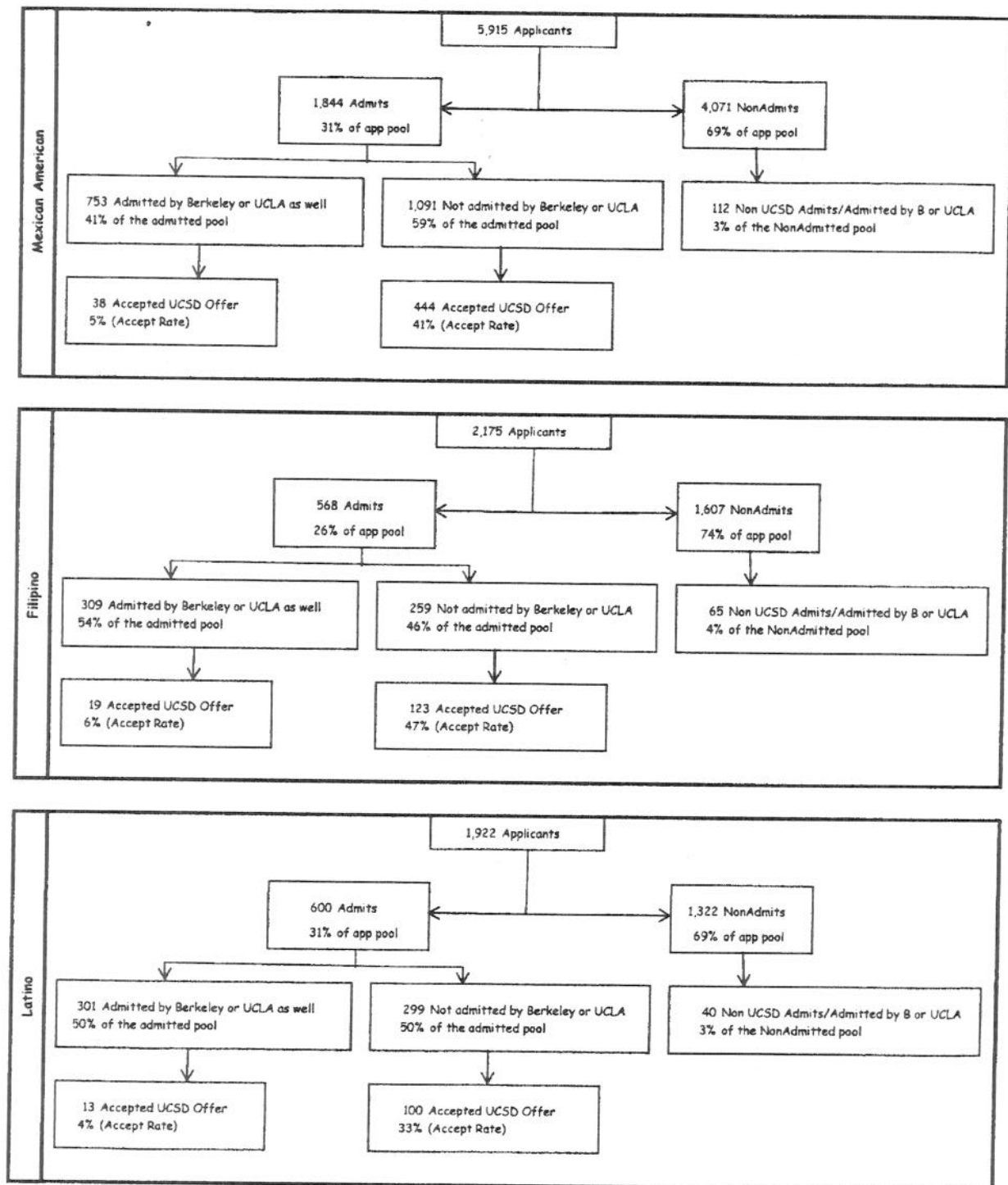
Prepared by Office of Admissions and Relations with Schools



Table 2 - Fall 2009/Winter 2010 Freshmen (7/22/09 data)



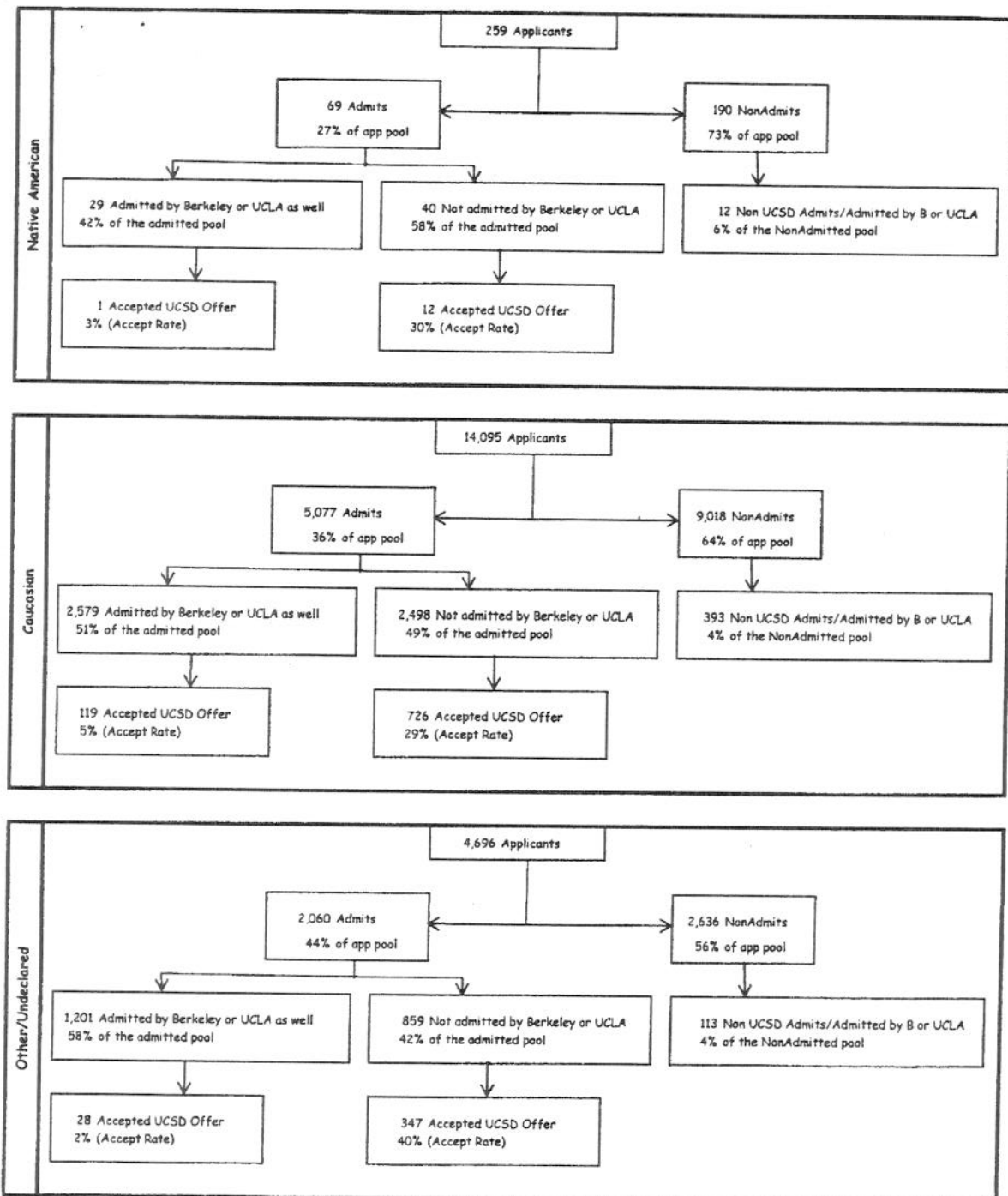
Demographic data for these students are displayed in Table 2A  
 Demographic data for these students are displayed in Table 2B



1 Demographic data for these students are displayed in Table 2A

2 Demographic data for these students are displayed in Table 2B





<sup>1</sup> Demographic data for these students are displayed in Table 2A  
<sup>2</sup> Demographic data for these students are displayed in Table 2B

Table 3

Fall 2009-Winter 2010  
ELC Admissions Statistics

	Apps		Admits		Accepts		App:Admit	Admit:SIR
	Total n = 8,333		Total n = 7,131		Total n = 1,093		Rate	Rate
Gender	n	%	n	%	n	%	85.6%	15.3%
Female	4,812	57.7%	4,119	57.8%	631	57.7%	85.6%	15.3%
Male	3,512	42.1%	3,005	42.1%	459	42.0%	85.6%	15.3%
Unknown	9	0.1%	7	0.1%	3	0.3%	77.8%	42.9%
Ethnicity								
African Am	174	2.1%	125	1.8%	21	1.9%	71.8%	16.8%
Asian	2,712	32.5%	2,480	34.8%	368	33.7%	91.4%	14.8%
Mexican Am	1,278	15.3%	1,001	14.0%	212	19.4%	78.3%	21.2%
Filipino	469	5.6%	344	4.8%	72	6.6%	73.3%	20.9%
Latino	350	4.2%	290	4.1%	45	4.1%	82.9%	15.5%
Native Am	38	0.5%	27	0.4%	4	0.4%	71.1%	14.8%
Caucasian	2,477	29.7%	2,124	29.8%	286	26.2%	85.7%	13.5%
Other/Undeclared	835	10.0%	740	10.4%	85	7.8%	88.6%	11.5%
Home Location								
San Diego	892	10.7%	771	10.8%	236	21.6%	86.4%	30.6%
LA	4,276	51.3%	3,627	50.9%	524	47.9%	84.8%	14.4%
San Fran	1,475	17.7%	1,345	18.9%	143	13.1%	91.2%	10.6%
Other CA	1,559	18.7%	1,274	17.9%	167	15.3%	81.7%	13.1%
Out of CA	3	0.0%	2	0.0%	0	0.0%	66.7%	0.0%
Foreign	128	1.5%	112	1.6%	23	2.1%	87.5%	20.5%
Disc Area								
Arts	128	1.5%	90	1.3%	17	1.6%	70.3%	18.9%
Humanities	269	3.2%	226	3.2%	26	2.4%	84.0%	11.5%
Engineering	1,824	21.9%	1,591	22.3%	287	26.3%	87.2%	18.0%
Science/Math	1,014	12.2%	846	11.9%	140	12.8%	83.4%	16.5%
Biology	1,836	22.0%	1,558	21.8%	240	22.0%	84.9%	15.4%
Social Science	1,586	19.0%	1,333	18.7%	181	16.6%	84.0%	13.6%
Undeclared/Missing	1,676	20.1%	1,487	20.9%	202	18.5%	88.7%	13.6%
Income								
High	2,448	29.4%	2,104	29.5%	274	25.1%	85.9%	13.0%
Med High	968	11.6%	786	11.0%	133	12.2%	81.2%	16.9%
Med Low	1,536	18.4%	1,295	18.2%	244	22.3%	84.3%	18.8%
Low	1,661	19.9%	1,428	20.0%	299	27.4%	86.0%	20.9%
Missing	1,720	20.6%	1,518	21.3%	143	13.1%	88.3%	9.4%
Quintile								
Not 4/5th Quintile	6,526	78.3%	5,627	78.9%	771	70.5%	86.2%	13.7%
4/5th Quintile	1,807	21.7%	1,504	21.1%	322	29.5%	83.2%	21.4%
First Gen								
Not First Gen	5,942	71.3%	5,101	71.5%	669	61.2%	85.8%	13.1%
First Gen	2,391	28.7%	2,030	28.5%	424	38.8%	84.9%	20.9%
Average GPA	4.16		4.19		4.12			
SAT Reading	619		631		586			
SAT Math	655		667		629			
SAT Writing	629		641		593			



**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
FALL 2009 UNDERGRADUATE ADMISSION POLICY**

**Fundamental Guidelines and Guiding Principles**

- UCSD seeks to admit and enroll a student body that demonstrates high academic achievement and exceptional personal talent.
- As a public institution, it is UCSD's responsibility to admit and enroll a student body that represents the broad diversity of talents, abilities, personal experience and backgrounds characteristic of the State of California. In keeping with the framework of the California Master Plan, we will continue to select students from the full range of the UC eligibility pool (the top 12.5 percent of the graduating high school students in the state).
- UCSD seeks to admit and enroll students who have demonstrated a desire to use their education to make a contribution to the cultural, scientific and political life of California, the United States and the broader international community.
- UCSD ensures that academic departments identified as "impacted" by the Committee on Educational Policy (CEP) develop selection criteria consistent with the guiding principles and provisions of Regental policy. These departmental plans are also reviewed and approved by the Committee on Admissions (COA).
- Consistent with Regental Policy, up to six percent of newly enrolled students may be admitted by exception. Typically, the campus admits less than one percent of its entering class under this policy.

**SELECTION CRITERIA**

Within the broad guidelines set forth by the *Board of Admissions & Relations with Schools (BOARS)* and the *Committee on Undergraduate Admission*, and with more applicants than spaces available, the Office of Admissions and Relations with Schools (OARS) will implement freshmen review procedures that, based on the university's experience, represent a broad combination of academic and non-academic factors to select the entering class effective fall, 2002 and beyond. An explanation of the selection process follows.

## **Academic, Personal Characteristics and Achievement Factors**

A careful review of all UC-eligible applicants is conducted. This review considers a combination of academic, personal characteristics and achievement factors, including:

- Uncapped GPA (maximum of eight semesters of approved Honors, AP/IB, or UC-transferable college courses)
- Scores of all required exams
- The number of "A-G" courses beyond the minimum specified for UC eligibility
- Eligibility in the Local Context (ELC)
- Educational environment
- Low family income
- First-generation college attendance
- Demonstrated leadership
- Special talents/achievements and awards
- Volunteer/community service
- Sustained participation in educational/academic preparation programs
- Special circumstances and/or personal challenges.

Applicants with the strongest combination of academic, personal characteristics and achievement factors are admitted in sufficient numbers to meet the campus enrollment goals. While a combination of factors is considered in the Comprehensive Review of freshman applicants, academic achievement factors constitute approximately 74% of the maximum points assigned.

## **Overview of Comprehensive Review Factors**

Consideration will be given for the specific factors used in the UCSD Comprehensive Review process. Each of the following factors listed below will be given careful attention and awarded a numerical score. Admission is offered to applicants on the basis of their total Comprehensive Review score.

### **Uncapped Grade Point Average (GPA)**

Uncapped GPA including a maximum of eight (8) UC-approved Honors, Advanced Placement (AP), International Baccalaureate (IB), or UC transferable college courses based upon the applicant's self-reported academic history.

### **Scores of All Required Exams**

Scores from the ACT Assessment plus Writing or the SAT Reasoning Test with Critical Reading, Math and Writing and two SAT Subject Tests in two different subject areas: History/Social Sciences, English Literature, Math (Level 2 only), Laboratory Science, or Language other than English.

### **Number of "A-G" Courses Beyond the Minimum**

Applicants who have self-reported completion and/or enrollment in "A-G" courses beyond the minimum required for University of California eligibility.

### **Eligibility in the Local Context (ELC)**

Applicants whose transcripts are reviewed by the UC Office of the President and who have been designated eligible through the ELC program. These applicants are in the top 4% of their respective

high school graduating class.

**Educational Environment**

A disadvantaged educational/school environment indicates that the applicant attends a California high school that is among the 4<sup>th</sup> or 5<sup>th</sup> quintile of all California public high schools using the following academic indicators: high school completion rate, percentage of students enrolled in college preparation classes, percentage of students enrolled in Advanced Placement/Honors courses, percentage of students admitted to the UC/CSU, and the percentage of students taking the College Admission tests.

**Low Family Income**

Consideration will be given for applicants based upon family size and low income.

**First-Generation College Attendance**

Applicants for whom neither parent is a college graduate (2 year or 4 year).

**Demonstrated Leadership**

Extensive or recognized leadership roles in school and/or community organizations/activities.

**Special Talents/Achievements/Awards**

Noteworthy accomplishments in a public venue in visual and performing arts, communications, athletic endeavors, as well as demonstrated written or oral proficiency in a language other than the student's native language.

**Community and Volunteer Service**

Demonstrated and substantial involvement in charitable work or community service.

**Participation in Educational/Academic Preparation Programs**

Consideration will be given for active and sustained participation in programs designed to improve academic achievement and access to educational opportunities. The criterion will be measured by time and depth of participation, and by the academic merit of the program.

**Special Circumstances/Personal Challenges**

Circumstances which may be a positive or negative force in an applicant's life, and the applicant's response to unusual challenges, will be considered. These circumstances may include, but are not limited to, personal or family situation, the student's need to work full-time to support the family, disability (physical or learning), veteran status, single parent household, personal growth, or life-altering event(s).

**UCSD**  
**Fall 2009 Freshman Selection Process**  
**OPERATIONAL PROCEDURES**

Drawing upon the broad guidelines set forth by the *Board of Admissions & Relations with Schools (BOARS)*, the *UCSD Faculty Committee on Undergraduate Admissions* has approved the following Freshman Selection Operational Procedures which will be implemented by the Office of Admissions & Relations with Schools.

**Step I - Academic Review**

Compute an academic review score for all UC eligible which includes the following factors:

	<u>Maximum Points</u>	
Uncapped GPA x 1000 (with maximum of 8 approved Honors, AP/IB, or UC-transferable college courses)	4500	} 8200
College Admission test scores x 0.8 ACT Assessment plus Writing or the SAT Reasoning Test and two SAT Subject Tests	3200	
Beyond minimum A – G course requirements (250 points for applicants with 33 – 39 courses, 500 points for 40 or more courses)	500	

**Step II – Additional Academic Factors**

Eligibility in the Local Context (ELC) (300 points for ELC applicants)	300	} 600
Applicants graduating from a 4 <sup>th</sup> or 5 <sup>th</sup> quintile school (300 points for applicants from 4 <sup>th</sup> or 5 <sup>th</sup> quintile schools)	300	

**Step III – Socioeconomic Factors**

Low income (0, 150 or 300 points)	300	} 600
First-generation college attendance (0, 150 or 300 points)	300	

**Step IV – Personal Characteristics and Achievement Factors**

Continued review of all UC eligible applicants will utilize the following personal characteristics and achievement factors:

	<u>Possible Points</u>	<u>Maximum Points</u>	
Demonstrated leadership	0, 150, 300	300	} 1700
Special talents/achievements/awards	0, 150, 300	300	
Community/volunteer service	0, 150, 300	300	
Participation in educational programs	0, 75, 150, 300	300	
Special circumstances/Personal challenges/Personal Growth	0, 250, 375, 500	500	

### **Step V – Computing a Comprehensive Review Score**

Applicants will be assigned a comprehensive review score by totaling points from each category listed in steps 1 through 4 and then are ranked based upon that assigned score. Applicants with the strongest combination of academic, personal characteristics and achievement factors will be admitted in sufficient numbers to meet campus enrollment goals.

### **Reader Pool & Training Protocol**

Professional admissions officers and recruited personnel will read the applications of all UC eligible applicants. The recruited reader pool includes high school guidance counselors, teachers, campus administrators and staff. All readers must participate in extensive training, and when possible, appropriate compensation for recruited readers will be offered.

### **Fall 2008 Overview**

UCSD continues to receive far more eligible applicants than can be accommodated. In fall 2008, UCSD received over 47,400 applications for freshman enrollment. Approximately 41 % of these applicants were offered admission. The campus has not yet established an enrollment target for fall 2009. The campus does not select students on the basis of academic major or UCSD undergraduate college.

### **Annual Review**

The UCSD Committee on Admissions will continue to annually review, evaluate and revise (when necessary) these broad guidelines in order to ensure that the campus-specific goals of admitting and enrolling a student body of high academic and personal achievement are met.

Table 5

## ***Outreach, Recruitment, and Yield Activities***

### ***2008-09***

- A total of 157 high schools were visited from Sept 2008-November 2008. These high schools were selected by using data from system wide and the Department of Education. These high schools enroll a significant percentage of underrepresented students.
- Conducted routine visits of thirty-four (34) Community Colleges in Southern and Northern California with significant enrollment of underrepresented students. The goal is to speak with students and counselors regarding UC San Diego.
- Purchase names of underrepresented student from the College Board. Send UC San Diego recruitment materials.
- Registered with Zinch.com a web based recruitment tool that allows colleges and universities to respond to students who have shown an interest in their schools by posting information regarding admissions criteria and the university in general. Forty-five to fifty percent of the users are underrepresented students.
- Participated in various SPACES Access Initiatives (High School Conferences). The high school conferences focus on underrepresented students.
- Visited several high schools with significant underrepresented students in the Los Angeles basin: Bravo Medical Magnet, CA Academy for Math and King-Drew Medical; Visits to several San Diego schools; Helix High, Otay Ranch, and Preuss in the fall with Biology Faculty.
- A Day at UCSD- This program was sponsored by the Black Alumni Association. Students from Northern California and LA were invited to come to campus for the day and learn about research opportunities and about the admissions process and requirements.
- 132 Special Tours given since September 2008. These special tours include schools and programs which serve underrepresented students.
- Conduct numerous Financial Aid workshops for prospective and newly admitted students and their families.
- Conduct routine visits at thirty-four (34) Community Colleges in Southern and Northern California with significant enrollment of underrepresented students. The goal is to speak with students and counselors regarding UC San Diego.
- Participate in numerous community college fairs throughout the State.



- Conduct special tours for prospective community college transfer students.
- Conducted "A Day at UCSD" – this program was sponsored by the Black Alumni Association. Students from Northern California and the Los Angeles basin were invited to come to the campus for the day to learn about research opportunities, the admission process, financial aid, housing, etc.
- Participated in numerous Community Events which focus on increasing the number of underrepresented and low income students on the campus:
  - ❖ Cal-SOAP College Fair for low income and first generation students
  - ❖ Viejas Fall Community Event for Native American students
  - ❖ UCSD English Language Institute
  - ❖ Cal-SOAP Jumpstart Program
  - ❖ Making Waves Program
  - ❖ College Track Program
  - ❖ Hispanic Scholarship Fund (Oakland & LA)
  - ❖ Puente Conference – low income and first generation students
  - ❖ Educational Talent Search – low income and first generation students
  - ❖ Council of African American Parents (CAAP) – 3 workshops in LA
  - ❖ Prime Motivation Expo (South Bay)
  - ❖ Holy Trinity Church (LA)
  - ❖ USC Upward Bound
  - ❖ Council Calderon sponsored Fair at CSULA
  - ❖ Young Black Scholars – conduct special campus tours and information sessions.
  - ❖ Ninth Annual African American Student/Parent Conference
  - ❖ Dare to Dream Program – focus on schools with significant number of underrepresented students.
  - ❖ Comienza un Sueno – focus on college preparation for Latino students and their families
  - ❖ UCSD Community Outreach Fair at Southwestern College

## ***Yield Activities***

- Send a letter on behalf of the Chief Diversity Officer to all Admitted Students. The letter addresses the importance of enrolling a diverse student body, presents information regarding the African American Studies and Chicano/Latino Arts & Humanities minors, as well as other ethnic-specific programs on campus, and highlight the services of the Community Centers. There is a special video message from the Chief Diversity Officer.
- Host regional receptions in Los Angeles, San Diego and the San Francisco Bay Area for newly admitted students and their families.
- Conduct Freshmen and Transfer Phone-a-thons for newly admitted underrepresented students
- Visit select high schools in the San Diego and Los Angeles basin: Bravo Medical Magnet, California Academy for Math and King-Drew Medical and Helix High School, Otay Ranch, and Preuss in the spring with Biology Faculty and Financial Aid. The goal is to speak with students offered fall admission.
- Work collaboratively with SPACES (the Student group) to plan the Overnight Program for newly admitted students attending fourth and fifth quintile schools from San Diego, Imperial County, and the Inland Empire.
- Work with campus community groups to assist with the Affinity Group workshops and welcomes held during Admit Day.
- Conduct numerous Financial Aid workshops for prospective and newly admitted students and their families.
- Conduct routine visits at thirty-four (34) Community Colleges in Southern and Northern California with significant enrollment of underrepresented students. The goal is to speak with students and counselors regarding UC San Diego.
- Participate in numerous community college fairs throughout the State.
- Conduct special tours for prospective community college transfer students.

Mae Brown  
Admissions & Enrollment Services  
March 14, 2009



**FINAL REPORT**

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

**March 2007**

# ADVISORY COMMITTEE ON INCREASING YIELD OF UNDERREPRESENTED STUDENTS March 2007

## 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.<sup>1</sup> 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%.<sup>2</sup>

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%.<sup>3</sup> 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

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

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

<sup>3</sup> [http://www.ucop.edu/news/factsheets/Flowfrc\\_9505.pdf](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%.<sup>4</sup> 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.<sup>5</sup>

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

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<sup>4</sup> 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.

<sup>5</sup> 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 4<sup>th</sup> and 5<sup>th</sup> 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  
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  
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

UNIVERSITY OF CALIFORNIA, SAN DIEGO

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UCSD *Str*

BERKELEY · DAVIS · IRVINE · LOS ANGELES · MERCED · RIVERSIDE · SAN DIEGO · SAN FRANCISCO



SANTA BARBARA · SANTA CRUZ

UNDER-REPRESENTED STUDENT WORKGROUP

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Co-Chair, Under-Represented Student Workgroup  
200 West Arbor Drive, Mail Code 8449  
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Tel: (619) 543-3743  
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Gregg J. Silverman, M.D.  
Associate Professor of Medicine  
Co-Chair, Under-Represented Student Workgroup  
9500 Gilman Drive, Mail Code 0663  
La Jolla, CA 92093-0663  
Tel: (858) 534-5439  
Fax: (858) 534-5399

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

CHANCELLOR'S OFFICE  
JUL 30 9 10 AM '01

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.

*Draft Copy*

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.

Revised 7/9/01

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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 5<sup>th</sup> Dimension and La Clase Magica) at Southwestern Community College (SWC). SWC UniversityLink students receive UCSD credit for serving as tutors in LCM and 5<sup>th</sup> 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.

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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.



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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](mailto:mbrown@ucsd.edu).

Sinceramente,

A handwritten signature in dark ink, 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 dark ink, appearing to read "Jorge Huerta", is written over a light blue horizontal line.

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