

UC Berkeley Undergraduate Student Diversity Project

Outreach, Recruiting, Marketing and Yield Working Group

Recommendations

A. Marketing and Communications

- A1. Campus must consistently articulate a message of inclusivity and belonging that places diversity at the very heart of our excellence, as well as our public mission
- Excellence should not be defined holistically and not in purely academic terms or with reference to numbers such as SAT scores or admission rates
 - Message to our students and the campus should be that we are lucky our students have chosen Berkeley (rather than that they are lucky to have been admitted)
- A2. Overall message to all prospective undergraduates should be driven by the Office of Undergraduate Admissions (OUA), based on a comprehensive marketing plan and supported by dedicated resources
- Messages to potential students (and influencers like high schools and families) need to focus on the Berkeley story—our mission and our identity—rather than the mechanics of how to apply for admission
 - OUA-driven materials should be provided to and used by other campus partners (e.g., colleges and schools, outreach programs, community-based organizations)—rather than each program creating its own materials
 - Berkeley’s visibility with potential students needs to be enhanced through continued growth in social media presence and coordinated efforts
- A3. Information for campus visitors and parents should be enhanced through greater coordination between the Visitors Center and OUA
- Registering potential students who visit and incorporating this information into OUA’s data base and communications stream
 - More extensive development, distribution, and promotion of electronic campus tours
 - Development of specialized tours
 - Focus on URM experience
 - Presented in multiple languages (including electronic tours)
 - Focus on undergraduate experience and programs for undergraduates

B. Academic Preparation and Early Outreach

- B1. Signature programs operated by the Center for Educational Partnerships (CEP) should be expanded in number and in geographic reach
- Destination College Advising Corps
 - Transfer Alliance Project
- B2. Greater effort is needed to inform external and internal audiences about our public service mission and our work in high schools and community colleges—especially in local communities like Oakland and Richmond
- Create or update and then communicate an inventory of community-oriented programs operated by the campus and individual units (e.g., CEP and other central campus programs, colleges and schools, Lawrence Hall of Science, individual faculty and Organized Research Units)
 - Consistent Berkeley “branding” of programs operated by campus units

B3. Continue to strengthen and institutionalize partnerships between OUA, CEP, and other academic outreach programs

- Coordination at high school sites and with school staff
- Early identification and tracking of prospective applicants
- Consistent and accurate information on the application and financial aid processes, including resources to answer questions from schools or students
- Information and training for admission application readers that communicates insights about particular schools and communities learned from working in those schools and communities

C. Recruiting Prospective Applicants

C1. Revamp OUA's "territory" organization to strengthen staff knowledge of individual schools, increase visibility, and provide a consistent resource/presence within schools

C2. Invest in databases, research, and other tools that allow us to identify more potential applicants—including those from diverse communities—and to reach them more frequently and more systematically

C3. Develop and make available standard presentations that focus on telling the Berkeley story

- Presentations and slide decks should be available to and used by individual staff, students, faculty, and alumni who may have opportunities to promote Berkeley in individual schools and communities
- Presentations should focus on the compelling aspects of Berkeley's identity, mission, and undergraduate experience (rather than the mechanics of admission requirements, how to apply, etc.)
- OUA should provide training and other resources (e.g., banners and other promotional materials) to campus partners, including *bridges* and other student groups, alumni association, college staff, and any others who conduct outreach and recruiting efforts in high schools, community colleges, and other community organizations or spaces

C4. Campus and OUA should explore the feasibility and cost of establishing a fall open house or "Preview Day" focused on prospective students and held before the application deadline

D. "Yield" Activities

D1. Focus Cal Day on admitted students and increase coordination among campus units

- Centralize communications with admitted students through OUA
- Register and track admitted student attendance
- Inventory programming aimed at admitted students and coordinate schedules when possible to reduce conflicts and increase students' abilities to participate in high-value programs
- Consider expanding Cal Day to an overnight event that begins on Friday, with full campus buy-in
 - Visits to classes on Friday
 - Overnight experience made available to all admitted students with specific, coordinated programming on Friday evening

D2. Increase and highlight underrepresented student-oriented programming beyond that offered through participation in Senior Weekend, including a full array of Cal Day events that focus on the underrepresented student experience on campus

- D3. Ensure that transfer students are fully included in campus yield activities—either by advancing the date when they are notified of admission so that they can participate in Cal Day or by increasing campus support for, and visibility of, Transfer Day
- D4. Increase support for *bridges* and other organizations that bring underrepresented admitted students to campus

E. Financial Aid and Scholarships

- E1. Work to keep “self-help”—that is, the amount of funds aid-eligible students and their families must pay (in addition to their financial aid)—low relative to other UC campuses
- E2. Expand and reframe Fiat Lux Scholars program
- In addition to current program focused on graduates of specific high schools, introduce new stream of recipients
 - Nominees identified during admissions reading (similar to Regents and Chancellors Scholars)
 - Nomination criteria (race-neutral) based on experience with and commitment to diversity and inclusion; community service; likely contributions to the underrepresented student experience on campus
 - Articulate Fiat Lux as equivalent in prestige and importance to Regents and Chancellors program
 - Improve benefits (larger stipend, priority housing, etc.)
- E3. Improve Financial Aid/Admissions coordination with other programs (e.g., African American Initiative, California Alumni Association) to reduce duplication/overlap and extend benefits to more students
- E4. Create new partnerships with external organizations that provide scholarships and other support to college-bound underrepresented and low-income students
- E5. Publish financial aid materials (including websites) in Spanish and other languages (e.g., Mandarin, Tagalog)
- E6. Expand financial literacy programs for students and their families; promote these to potential students and new admits as well as enrolled students