UC Berkeley Undergraduate Student Diversity Project Outline
November 2018

Goals

Immediate goal: Provide analysis and recommendations to support UC Berkeley's goals of (1) expanding diversity in the undergraduate student body and increasing the enrollment of underrepresented, low socio-economic status, and first-generation-college students and (2) qualifying for federal designation as a Hispanic-Serving Institution by 2028.

Longer-term goals: Identify barriers to full inclusion and equity of experience for all members and potential members of Berkeley's community and suggest pilot solutions that can be built on to improve access and campus climate for students, faculty, and staff from all groups that have historically been underrepresented or marginalized in higher education.

Overall Approach

This project will analyze current practices and identify potential changes that will help Berkeley "move the needle" in terms of the diversity of its undergraduate student body. To conduct this work, the Chancellor is forming small, focused, fact-finding teams in three specific areas (described below). The work of these groups will be coordinated by a steering committee led by senior executives with responsibility in the relevant areas (Student Affairs, Undergraduate Education, and Equity and Inclusion) and composed of the co-chairs of the working groups. This work will be completed by the end of the Spring 2019 semester. While the primary focus of this effort is to identify changes that can be implemented for the Fall 2020 admissions cycle, it will also look for "quick win" ideas that can be implemented in time to affect the number of students who enroll for Fall 2019.

Subject Areas for the Study Teams

1) **Admissions Outreach, Recruiting, Marketing, and Yield:**
   - What can the campus do to increase the number of applications it receives from qualified URM, low-income, and first-generation-college applicants?
     o K-12 academic preparation and outreach programs and their links to Berkeley's admission process
     o Marketing to, and recruitment of, well-qualified underrepresented high school and community college students before and during the application process
       ▪ General information, including website and publications
       ▪ High school and community college presence and relations with counselors
       ▪ Identification of high-opportunity high schools and community colleges
       ▪ Outreach to and collaboration with community-based organizations (including churches)
       ▪ Communications with individual potential applicants prior to and during the application process
   - What can the campus do to increase the rate at which admitted URM applicants accept their offer of admission?
     o Communications with admitted students

- Activities targeted to admitted students (and families or others who might influence them)
- Financial aid (including both institutional and external aid) and other resources designed to make enrollment at Berkeley more feasible and attractive
- What can be done to improve the perception of Berkeley among communities of color so that more students from these communities apply to Berkeley and accept their admission offers?

2) **Undergraduate Admission Policy and Process**
   - What opportunities consistent with state law exist within current admission policy to increase the admit rate for URM freshman and transfer applicants?
   - What can we learn from outcomes and processes at other UC campuses (especially those with large numbers of very well qualified applicants)?
   - Can we identify potential changes to Berkeley admissions policy to recommend that the Senate Committee on Admissions, Enrollment, and Preparatory Education (AEPE) consider?
   - Are there larger changes (e.g., changes to UC eligibility requirements or the systemwide application) that would promote better outcomes for qualified URM applicants?

3) **Experience on Campus for Underrepresented Students**
   - What can be done to improve the experience of URM students who enroll?
   - What can be done to improve overall success for URM students?
   - How can we use lessons learned in these areas to improve climate for members of other marginalized communities and for URM faculty and staff?

Organization

- Study teams will work independently, meeting roughly every other week from January through April).
- Six co-leads will form a steering committee that reviews and assesses findings across all three work streams. This committee will be staffed by the Chancellor's office.
- Full study teams will also meet together 2 or 3 times to review one another's work, comment on findings and recommendations, and prioritize most promising recommendations.
- Study teams will report findings to Chancellor, EVCP, VCUE, VCSA, VCEI, AEPE Committee and other Senate bodies as desired, ASUC, campus staff groups, etc.
- Work product would be one or more PowerPoint presentations from each group and data (no textual report required or expected).
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- Staff leads will be assigned to work with each of the three study teams.

Composition of Teams

Each study team will have two co-leads and four or five additional members who will conduct the work. In addition, each will identify resources from across the campus (and beyond) to consult with. Most essential for success is that the groups be small and highly focused. Here is an initial list of the groups each team will be consulting with:

1) **Admissions Outreach, Recruiting, Marketing, and Yield**

   Examples of groups to consult with: admissions and E&I staff with responsibility for outreach, recruiting, marketing, and yield; current and prospective students (both freshman and transfer entrants); faculty with expertise in K-14 education and issues facing students and communities of color (student volunteers from *bridges* community have already been identified); high school and community college counselors; Financial Aid leaders and experts; UDAR staff with expertise in donor interests; UCOP E&I leaders; others TBD.

2) **Admission Policy and Process**

   Examples of groups to consult with: Admissions office leadership, lead readers, internal and external readers; AEPE Committee; UCOP and other campuses; legal experts if needed; student volunteers; others TBD.

3) **Campus Experience for URM Students** (E&I to staff)

   Examples of groups to consult with: current students, staff, and faculty with knowledge of experiences and perspectives of multiple different groups; Student Affairs and E&I staff and others operating programs that address climate issues; alumni; donors and outside supporters UCOP; others TBD.

Scope of Work

In each area, the study team will
- Review and analyze current practices
- Review and analyze current data on outcomes of Berkeley practices and commission additional analyses as needed
- Interview and/or take testimony from campus faculty, students, staff. and alumni or others as required
- Review and analyze promising practices and outcomes from other institutions, including other UC campuses
- Identify a small number (4-6) of high-priority recommendations that will help Berkeley "move the needle" and assess resources needed, challenges, etc. associated with each
- Make recommendations regarding needed resources that can be incorporated to the campus budget process and requests for external funding

Timeframe

- Oct. – Nov. 2018: Consult on overall approach, begin data-gathering
- Dec. 2018: Constitute and charge study teams, assemble initial resource packet and send out to members, hold organizing meeting of Coordinating Committee
- Jan. - May 2019: Teams conduct their work, consult with experts and campus constituents, and identify recommendations. Pace and timing of groups will depend on topics being covered—e.g., Admissions group may want to analyze outcomes of Fall 2019 admissions process which will not be available until May or June; Recruiting and Yield group may wish to observe yield

activities in April and May. Any ideas or solutions identified early in the process may be considered for implementation for the Fall 2019 cycle underway in the spring 2019 semester.

- June-July 2019: Chancellor reviews recommendations, consults with appropriate leaders and constituents, and approves integrated plan (including budget and resource requests)
- Academic Year 2019-2020: Plan implemented (for Fall 2020 admission cycle). (See note above regarding the possibility of accelerated implementation for ideas identified early in the process.)