

The Regents of the University of California

**COMMITTEE ON EDUCATIONAL POLICY**

November 19, 1998

The Committee on Educational Policy met on the above date at Covell Commons, Los Angeles campus.

Members present: Regents Atkinson, Bagley, Connerly, Davies, Espinoza, Khachigian, Kozberg, Miura, Montoya, Nakashima, Villaraigosa, and Willmon; Advisory members Taylor and Vining

In attendance: Regents Chandler, Clark, Gould, Hotchkis, Johnson, Leach, Lee, Ochoa, Parsky, Preuss, and Sayles, Faculty Representatives Coleman and Dorr, Associate Secretary Shaw, General Counsel Holst, Treasurer Small, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gomes, Gurtner, and Hershman, Chancellors Berdahl, Bishop, Carnesale, Cicerone, Dynes, Orbach, Vanderhoef, and Yang, and Recording Secretary Nietfeld

The meeting convened at 9:20 a.m. with Committee Chair Connerly presiding.

1. **THE EDUCATION ABROAD PROGRAM AND BEYOND: EMERGING INTERNATIONAL OPPORTUNITIES FOR THE UNIVERSITY**

It was recalled that as background information, the following materials were mailed to all Regents in advance of the meeting:

- University of California Education Abroad Program, 1999-2000
- University of California Education Abroad Program, EAP Overview and Statistics, May 1998
- The Impact of EAP: A Selection of Alumni Comments

Provost King introduced the presenters: Professor John Marcum, Universitywide Director of the Education Abroad Program and Special Advisor on International Education, and Professor Juan-Vicente Palerm, Director of the UC MEXUS Program and co-chair, with Professor Marcum, of a UC task force that is collaborating with Mexican colleagues to design a model comprehensive partnership between the University of California and the National Autonomous University of Mexico (UNAM).

Professor Marcum reported that more than 30,000 UC students have studied abroad since EAP's first center was established at the University of Bordeaux in 1962. The EAP has since grown to include 115 rigorously selected institutions in 35 countries. This year

approximately 1,850 students are benefiting from access to distinctive learning opportunities ranging from those at the world's oldest university in Bologna, Italy to the new University of Science and Technology in Hong Kong. The EAP integrates students into the academic, linguistic, and cultural life of overseas centers of higher learning, and it enables young Californians to gain the required skills and experience to succeed in an international environment. For UC students, their participation within the EAP will prove invaluable to their future careers and creativity as they enter a new century of competitive economic and technological interdependence.

Faculty administrative leadership, Academic Senate oversight, and on-site academic supervision and guidance provided by some twenty resident faculty serving as study center directors distinguish the Education Abroad Program, which is the largest American university-level study abroad program. The EAP strengthens the academic capacity of UC campuses by integrating instruction abroad with local curricula, and it increases enrollment capacity on UC campuses. With an enrollment goal of 2,000 students in the year 2000, the University of California annually sends more than twice as many UC students abroad as it receives in reciprocity students from EAP partner institutions.

The EAP offers a diverse array of learning opportunities to meet a wide range of faculty and student needs. The predominant model is that of a year-long academic, full-immersion program that provides in-depth study taught in the host country's language. The EAP also offers short-term programs in language and culture that prepare language-deficient undergraduates for advanced study and for careers in the global economy. In order to relate its programming to a broader spectrum of international activities and opportunities, the EAP is undertaking to build strategic and comprehensive institution-to-institution and department-to-department relations with its partners. For example, in South Africa, Vietnam, and, prospectively, the Philippines, the EAP will bring young faculty to UC for advanced study and training. In this way it will assist in the transformation or academic development of those partner institutions in return for the instruction they provide to UC students.

Professor Marcum explained that the most ambitious and path-breaking of the Beyond EAP projects is the initiative to create a partnership with the National Autonomous University of Mexico. To this end, the EAP is working in tandem with UC MEXUS and its Director, Professor Juan-Vicente Palerm.

Professor Palerm observed that Mexico is important to the State of California. This was true in 1980 when President Saxon established UC MEXUS as the only systemwide institute to focus on one nation and to embrace all disciplines. It was also true in 1992 when The Regents elevated UC MEXUS to its current Multicampus Research Unit status. The importance of the relationship is also underscored by the signing in 1994 of the North American Free Trade Agreement (NAFTA), leading to increased economic integration of the two countries and increased involvement of the State of California with Mexico. Today, for example, Mexico ranks as the United States' second-highest trade partner and is the second-

largest foreign market for U.S. goods. Since the passage of NAFTA, exports from California to Mexico have doubled.

Because Mexico and California share the future, they must prepare to meet that future by training and preparing a new generation of able leaders, business people, teachers, and researchers capable of managing the two countries' affairs. Universities on both sides of the border share a responsibility in satisfying this educational need. Acknowledging that challenge, UC MEXUS is supporting collaborative ventures between UC- and Mexico-based researchers in all fields and is striving to help build a bi-national community of scholars.

Professor Palerm reported that, to this effect, UC MEXUS helped to pave the way for the UC-CONACYT agreement signed in July 1997. CONACYT (Consejo Nacional para la Ciencia y Tecnología) is Mexico's equivalent to the National Science Foundation. The two entities have agreed to foster and support greater activity in the training of graduate students, in research, and in academic exchange. The agreement includes institutional commitments, including financial ones, and well-defined goals that will be met within a given schedule.

UNAM, Mexico's oldest and largest university, is a public institution that has many similarities to the University of California. Both house a community of approximately 300,000 individuals, including some 130,000 undergraduate students, 20,000 to 40,000 graduate students, and 30,000 to 40,000 faculty and academic staff. UNAM, however, is concentrated at one large campus in Mexico City, with five small satellite campuses in the greater metropolitan area. UNAM's state-of-the-art research infrastructure produces 50 percent of all the research in Mexico and consumes a similar proportion of the national budget for research. There are many existing links between UC and UNAM as the result of efforts by individual faculty members in both countries who share research and students. Recently UNAM identified thirty active projects involving UNAM and UC researchers in a broad range of disciplines. Many UNAM faculty are UC trained. Since 1985, UC MEXUS has sponsored over fifty UC-UNAM projects involving several hundred principal investigators.

Professor Palerm reported that UC and UNAM are exploring ways and means to consolidate a productive and lasting relationship in teaching at the graduate, undergraduate, and postgraduate levels, research, and academic exchange. The two entities will design an agreement of collaboration to address shared problems, needs, and interests upon which joint research, instructional, and exchange activities will be organized and implemented. These joint interests include the following:

- The environment, with a focus on air and water, including the shared experience of large cities such as Mexico City and Los Angeles, including seismology and architecture.

- Biology, with a focus on resource conservation and restoration, biodiversity, and the management of natural reserves and protected areas.
- Social science and economics, with a focus on bi-national relations, trade, migration, economic and labor policy, and the borderlands.
- Food and agriculture, with a focus on nutrition, drylands agriculture, pest control, bio-technology, and agricultural economics.
- Human development, including popular culture, arts, media, film, and language.

It is expected that UC and UNAM will also agree to include health sciences, with a focus on shared health issues, by engaging their respective schools of medicine and teaching hospitals. A final component of the proposed agreement of collaboration includes the establishment in Mexico of a UC hub designed to assist and reinforce the activities, projects, and programs that will be undertaken under the auspices of the agreement.

Professor Marcum addressed the concept of hubs, which present another international opportunity for the University. Building upon the existing infrastructure and relationships of EAP study centers, initially in London, Mexico City, and Hong Kong, the EAP is acting as a catalyst for a new structure and means for extending the international reach of the University. These hubs may facilitate academic interactions such as distance learning, Extension programming, UC-taught seminars, UC press activity, and research on comparative higher education; provide a mechanism to raise funds for joint undertakings with partner institutions and to receive income for UC campus endeavors; provide a locus for outreach to alumni of all UC campuses and for chancellors and other visiting UC officials and faculty to hold meetings in the host country; and foster synergistic ties through networking, internships, and the sharing of facilities with other California entities. The first UC hub is slated for London. Professor Donald Crawford, London EAP Study Center Director, working with the local head of the California Trade and Commerce Agency, is leading this effort, which is expected to result in the establishment of California House at 8 St. James Place. This location will house a shared conference room and office facilities for use by other University entities such as UC Press, University Relations, and campus alumni offices. California House will enable the University to work collaboratively with other private- and public-sector institutions.

Professor Marcum reported that a charitable trust, along with a Friends of California network, will facilitate campus fundraising by reaching out across the United Kingdom and Ireland. The Friends will establish ties with business, cultural, and scientific circles and with UC alumni. The trust will provide a means for substantially reducing donor taxes. The EAP is able to create the trust by virtue of being a recognized educational institution in the United Kingdom. Prospective UC benefactors may include not only those who have earned UC degrees but also those who have attended UC Extension and summer courses and those who

have come to UC as EAP reciprocity students. All tend to identify with and see themselves as alumni of their respective UC campus.

In launching the London hub, the University is embarking upon an innovative venture designed to further the academic, cultural, scientific, and commercial interests of all Californians. It will foster California partnerships across public and private lines. Two additional hubs are anticipated: one to be built into and reaching out from UNAM to serve UC interests in Mexico and Central America, and another to be established in Hong Kong, with outreach to China, Taiwan, and beyond.

Professor Marcum concluded the presentation by expressing his appreciation to the Regents for their continued support of the Education Abroad Program, noting that its mission is to help the University of California to realize its potential as a world university.

In response to a question from Regent Bagley, Professor Marcum explained that, while in some instances students from the host country participate in EAP programs, in the great majority of cases EAP students are enrolled in regular classes at the host institution. President Atkinson emphasized that this is one of the distinguishing features of the University of California program. Rather than sending students to an isolated enclave, EAP students are immersed in the culture of the host country. Professor Palerm added that the partnership between UC and UNAM will give American faculty the opportunity to offer special seminars at UNAM which will be attended by Mexican students and faculty. UNAM faculty will also have the opportunity to present special seminars at UC campuses.

Regent Miura asked for comments on coordination between proposed hubs and University Extension course offerings abroad. Professor Marcum explained that it is intended that the hubs will provide University Extension with a facility in which to offer its courses. The underlying philosophy of the Education Abroad Program is to facilitate the involvement of all segments of the University in its programs. Professor Palerm reported that a team of researchers from the Riverside campus had recently organized a special course in horticulture at the Universidad Autónoma de Morelos which offered a University Extension program in Morelos for horticulturists in the state.

In response to a question from Regent Sayles regarding the relatively low rate of participation by UC students and how that is being addressed, Professor Marcum stated that the EAP is expanding the number of shorter-term programs that can be taken by students as early as the sophomore year. He noted that a 3.0 GPA is required for participation in the Education Abroad Program. Many UC students go abroad during the summer to study, and the EAP is considering offering summer programs. Regent Sayles continued that the junior year is critical in terms of the major, resulting in a reluctance on the part of many students to leave their home campus. Professor Marcum explained that the EAP is attempting to provide a range of opportunities in order to appeal to more students.

Provost King added that while the University has been funded to grow at a rate of 2 percent per year, the Education Abroad Program is funded at a growth rate of 5 percent per year.

Regent Nakashima recalled that in the 1970s many students who were not accepted into medical school in the United States attended the University of Guadalajara. These students returned to the United States to practice medicine. He asked whether this practice was still common today. Professor Palerm noted that most universities in Mexico are open to international students; many international students attend medical school in Guadalajara. This foreign study is undertaken independently by the students, who pay out-of-state fees. President Atkinson added that one-third of the doctors who finish their residency programs in the United States were educated abroad; of that group, about one-third are American citizens.

In response to comments by Regent Preuss in support of expanding the opportunities for international study, Professor Marcum reported that the Education Abroad Program is working closely with the faculty to try to integrate study abroad with the curriculum on a student's home campus to enable students to work toward their major while they are enrolled in the EAP. In addition, the Haas School of Business at Berkeley has designated six programs abroad which are required for the degree in global management.

Regent Leach asked for comments on the affordability of the EAP. Professor Marcum explained that because the fees are the same, cost is dependent upon the local economy as well as airfare. In addition, because students who study abroad are enrolled at a UC campus, they continue to be eligible for financial aid. Regent Miura pointed out that students who are abroad tend to take the opportunity to travel in the region, which adds to the overall cost.

Regent Espinoza noted that programs such as the EAP are becoming more critical to preparing future leaders to meet the demands of a global environment. He observed, however, that students often have difficulty receiving credit from their home campus for courses that were taken abroad and asked Professor Marcum to discuss what steps are being taken to address this problem. Professor Marcum reported that all EAP students receive full credit for courses taken abroad. The problem arises with respect to obtaining credit toward fulfillment of the major or for breadth requirements. The EAP is developing a program known as Faculty Liaison which will identify a faculty member in a department who is particularly familiar with the Education Abroad Program and thus will be knowledgeable about courses offered through the EAP. In addition, students are encouraged to bring back to their home campus the work that they did abroad.

Regent Gould observed that there is a relatively low level of participation in the EAP by business majors and asked if that fact was being addressed, given the importance of international commerce in the global economy. Professor Marcum stated that he would provide the Regents with a new brochure on business and economics opportunities, adding that the EAP is striving to increase the range of programs it offers to business majors.

Professor Palerm reported that CONACYT had received so many applications for fellowships to study business administration abroad that it had to create a special program to accommodate this demand.

In response to a question from Regent Johnson, Professor Palerm explained that UC MEXUS, as a research institute, focuses on graduate-student exchange and collaborative research programs. The institute receives the greatest number of requests for funding for agricultural research, in part because Mexico does not have agricultural extension programs like Cooperative Extension. Chancellor Orbach noted that the United States and Mexico have begun to recognize the importance of collaboration in addressing such common issues as agricultural pests.

## 2. **REPORT ON OUTREACH EFFORTS**

Provost King recalled that to date six campuses had presented reports on their outreach programs, and he called upon Chancellor Yang to introduce the Santa Barbara campus' report. Chancellor Yang noted that the campus is proud of its outreach initiatives, in particular the strong collaboration that has developed between the school-centered and the student-centered programs. He introduced Professor Jules Zimmer, Dean of the Graduate School of Education and the leader of the school-centered efforts, and Professor Michael Young, Vice Chancellor for Student Affairs and the leader of the student-centered effort.

Dean Zimmer discussed the Collaborative for Success, emphasizing the fact that the campus keeps as a constant backdrop to its efforts the goals established by the Outreach Task Force, and particularly the overarching goal to increase UC eligibility and competitive eligibility among disadvantaged students. Chancellor Yang is currently organizing a Campus Coordinating Committee composed of UCSB's senior campus leadership. The School-Centered Collaborative and the more recently developed Student-Centered Collaborative are already in place. These two groups share a Coordinating Executive Committee. The overlapping organizational structure of the Collaborative provides maximum coordination in planning, policy-making, and program development.

Dean Zimmer explained that the campus' service area encompasses Santa Barbara, Ventura, and Kern Counties, with a focus in Kern County on the Bakersfield area. The student-centered programs serve approximately 10,000 students. The Early Academic Outreach Program targets 33 junior high schools and 38 high schools, and the MESA program operates in five of these high schools and six of these junior high schools. The campus has identified six high schools and their feeder junior high and elementary schools within Santa Barbara and Ventura Counties that meet the Outreach Task Force criteria for partner schools. The campus' Kern County partnerships will be handled separately through UC's Central Valley Initiative. The nature of the service area presents some unique challenges. Its size requires significant travel. Another challenge is demographics, because the service area includes no large urban or metropolitan areas. Disadvantaged students are distributed across the schools

in the tri-county service area, with both rural areas and migrant populations posing unique challenges to sustained service and student follow-up. Dean Zimmer reported that 33 percent of the EAOP students are achieving UC eligibility. The fact that this eligibility rate is significantly higher than the statewide figure makes the campus optimistic that, as it strengthens its efforts and expand its programs, the UC eligibility rate will increase even more significantly.

The campus has identified four fundamental elements for implementation of its outreach efforts. The first is collaboration and coordination, emphasizing a new collaboration between the school-centered and student-centered initiatives and reaffirming a long history of collaboration between UCSB and its partner schools. A recent example is the work undertaken at the request of the Oxnard School District when Collaborative representatives headed by Chancellor Yang boarded a Magic Bus visiting district schools to discuss Oxnard's proposed MAGIC program (Molding a Generation in Collaboration with UCSB).

The second element is intensified service to schools and students. The campus' student-centered efforts will concentrate on providing earlier and more sustained academic advising, beginning as early as the sixth grade, and will introduce more academic content into the new outreach curriculum.

The third fundamental element for implementation is sequenced age- and grade-appropriate programming. These programs answer the challenges students face at various stages in their academic journey and, as appropriate, will involve parents and the community. For example, early programs will tackle literacy, while later programs will address competencies in various subject matter areas. The fourth is replication of program designs and exporting successful program models to schools across the state.

Examples of the campus' outreach programs are the Intersession and Summer Academies. Dean Zimmer explained that research has shown that students experience losses in mathematics over prolonged breaks, with low-income and limited-English-proficient students experiencing greater losses than middle- and high-income students. With regard to language arts, low-income and limited-English-proficient students show loss over extended breaks, while middle- and high-income students actually make gains. The loss recurs each year and thus is cumulative, resulting in an ever-increasing differential between low-income and middle- and high-income students. The campus believes that partner schools will benefit from specially designed mathematics and language review programs offered during intersession periods because low-income and limited-English-proficient students generally benefit from programs that provide review in both mathematics and language development. UCSB is able to provide professional development enabling teachers to offer special mathematics and language intersession programs at school sites and will also offer high school students Summer Math and Language Academies on campus.



Vice Chancellor Young explained that the centerpiece of the Collaborative is the school-site coordinator model, in which a professional staff person is located at each of the partner schools. The school-site coordinator manages the delivery of all Collaborative services, implements the outreach curriculum, and identifies students for program participation. The school site coordinator will be responsible for facilitating the existing, new, and expanded programs at each school district.

Mr. Young then discussed examples of the new and expanded programs made possible by the recent funding from the Governor and the Legislature. Last year the campus began its pilot Partners with Parents program in two elementary schools. This year it will expand into three junior high schools. This program helps parents engage in early college and financial planning for their children and provides them with an array of materials in both English and Spanish. The Campus Visit Program is being expanded into an academically rich series of visits to campus for students in grades six through twelve. The visits will expose students to faculty and to research opportunities and will introduce them to the university experience. The summer academic programs which were described by Dean Zimmer will help disadvantaged students have greater success in college preparatory courses. The campus' comprehensive test preparation component is a multi-pronged approach that stresses classes rather than one-time workshops, teacher training that embeds test preparation into daily lesson plans, and parent education that alerts parents to the importance of diagnostic and placement exams in determining their children's educational futures.

Through a slide presentation, Vice Chancellor Young introduced a fictitious student, Lupe, and her journey from K-12 to UCSB. He noted that Lupe's journey demonstrates how specific resources are selected from the array of Collaborative programs with the result being a program tailored to meet the needs and circumstances of one student. Lupe's journey illustrates that it takes a partnership between Lupe's school and UCSB to help her become UC eligible. She and her family receive assistance in making the right choices at the critical junctures and they get the necessary support to ensure her success.

Chancellor Yang reiterated the fact that outreach programs work only with strong partnerships between UCSB and the schools in the service area. He presented a video from a recent visit to the Oxnard School District. This visit was symbolic because it marked the beginning of an intensified relationship between UCSB and its Partner Schools. Chancellor Yang introduced guests representing the K-12 schools, Oxnard School Board President Arthur Joe Lopez and Oxnard School District Superintendent Richard Duarte.

Chancellor Yang concluded the presentation with a video interview of Ms. Jodi Bailey, a UCSB senior engineering major and former MESA student.

Regent Connerly reported that his Rotary Club was providing scholarships for students and asked what consideration was being given to asking the private sector to make financial contributions for outreach. Chancellor Yang explained that the UCSB Foundation and the

Chancellor's Council were mounting a rigorous effort to raise private funds for scholarships and financial aid.

Regent Miura asked for a description of what assessment procedures the campus has in place in addition to measuring the increase in eligible students. Dean Zimmer observed that it is necessary to determine how much funding is needed to support research in this area. The Office of the President has a task force that is putting into place an evaluation model. At UCSB, research is directed at evaluating the fidelity of the programs that are implemented.

Regent Chandler asked about alumni involvement in areas such as Kern County and also for a discussion of what results had been produced there. Chancellor Yang reported that the campus had mounted a rigorous outreach effort in Kern County, noting that he visits Bakersfield frequently. The campus has a large group of faculty, alumni, and students doing outreach there. The Chancellor asked Mr. Mel Gregory, the Director of Relations with Schools, to comment further. Mr. Gregory reported significant expansion of outreach into the junior high schools in Kern County. The campus is also putting on parent-centered programs, tapping into alumni who reside in the area for assistance. He anticipated increased applications to UC from students in the local high schools and from students in the local community colleges as a result of the campus' outreach efforts.

Regent Villaraigosa was interested in the comments by Dean Zimmer regarding the cost to assess the campus' outreach efforts and asked him for an estimate of what adequate funding might be. Dean Zimmer responded that, in order to seed effective programs in other institutions, there needs to be a template as to how that should be done. Current funding does not allow the campus to develop such templates. The Speaker asked that there be a report made in the future as to what level of funding would be required for a successful assessment. He recalled that \$20 million had been allocated in the State budget in support of regional collaboratives. Regent Villaraigosa noted that, in order to build support for outreach, the University needs to be able to demonstrate that its programs work; he requested data in support of that position.

President Atkinson observed that a clear plan for evaluation is built into the University's outreach effort and that such evaluations are ongoing. The President believed that the University does good short-term evaluations but suggested that summative evaluations are more complicated to perform. The question is whether or not the University is spending the correct amount of money on outreach programs versus evaluations.

Speaker Villaraigosa, speaking as the author of \$71 million in State funding for outreach, stressed the importance of evaluation as a way to get beyond the rhetoric of outreach to the reality of its success. He asked for a simple explanation of both short-term and long-term evaluations that the University is performing with respect to its outreach programs.

Regent Connerly asked whether it would be possible to have a numerical evaluation of how outreach programs are increasing eligibility in order to have a point of comparison from year to year. President Atkinson stated that such information was available. He added that the scientific evaluation of the value of a particular program is a very complicated, technical issue.

Regent Khachigian suggested that the campuses find a way of publishing information on their different outreach programs, perhaps on the Internet, so that Regents who are interested could have an opportunity to participate as much as possible.

Regent Leach recalled that while 33 percent of the campus' EAOP participants become UC eligible, in earlier years that figure was as high as 57 percent, according to the data presented by the campus. Mr. Gregory pointed out that, as a result of increased funding for outreach, the number of students whom the campus serves has grown correspondingly. As a consequence, the absolute number of UC eligible students has grown from four hundred to six hundred.

Regent-designate Taylor stressed the need to have alumni involved in the University's outreach efforts, especially members of underrepresented minority groups. Chancellor Yang responded that recently members of the UCSB Black Alumni Association located in Los Angeles had helped to sponsor a reception which was attended by three hundred UC-eligible and accepted students.

Regent Espinoza reported that he had had the opportunity to join the UCSB delegation when it visited the Oxnard School District, noting that such an experience was a valuable way to involve Regents in the University's outreach efforts. He mentioned in particular the commitment to outreach on the part of Chancellor and Mrs. Yang, noting that they had made a personal contribution to student-initiated outreach efforts. Regent Espinoza asked how increased State funding had increased the opportunities for students like Lupe. Mr. Gregory explained that the campus has over 10,000 students in its data base, which will strengthen the campus' ability to perform long-term evaluations. In pursuing its school-centered efforts, the campus has an employee at junior high schools, high schools, and a community college in the service area, working with primarily Latino students who are in the process of becoming UC eligible. The campus intends to export this model to other schools, which is made possible by the increase in State support.

Regent Connerly observed that outreach is the most important task that the University will ever undertake in its service to the State.

In response to a question from Regent Connerly regarding the amount of money presently being spent on outreach in comparison to how much was spent three years ago, President Atkinson recalled that the Outreach Task Force had estimated that the system as a whole was spending about \$60 million on outreach activities. The University had a five-year plan to

increase this level of spending to \$120 million. This coming year the University intends to spend \$137 million on outreach.

Regent Connerly suggested that it would be important for the Regents to know how much each campus is spending on outreach, because that level of spending will need to be sustained in future years.

Regent Connerly pointed out that one of the objectives of the University's outreach programs was to make more students competitively eligible for the more selective campuses. He asked whether there was some way to measure the University's success in this area. Dean Zimmer responded that such data would be readily available.

Regent Villaraigosa noted that funding for SAT preparation and for advanced placement courses was included in the University's budget for outreach and asked how this would be implemented in the coming year. Associate Vice President Galligani responded that each campus had been given resources to help prepare students for the PSAT and the SAT. In addition, the campuses are assisting with the development of advanced placement courses as part of the school-centered partnerships. The University is informing students of the availability of fee waivers for the advanced placement tests which are required for UC eligibility and is looking into the possibility of offering advanced placement courses via the Internet. President Atkinson added that the Internet-based program UC Nexus will be available in every school in the state and will offer a number of the University's (a)-(f) courses.

Regent Villaraigosa stated his interest in knowing what gaps remain to be filled after the first year of full funding for outreach. He recalled that the State's funding for the University's outreach programs requires a one-to-one match on the part of K-12 schools and asked for information on how many school districts, especially low-performing districts, actually participate in matching funds and what needs to be done to encourage them to do so. President Atkinson stated his intention to send Mr. Villaraigosa a letter which will answer his questions, with a copy to all Regents.

Regent Sayles suggested that the University's outreach programs should have specific goals which the Speaker could describe to the Legislature. He stressed the need to identify the outcomes outreach is expected to produce. Provost King noted that the Outreach Task Force Report outlines the University's goals with respect to outreach. Regent Sayles suggested that each presentation on outreach start by defining the program's goals and the progress that is being made in reaching those goals.

The meeting adjourned at 11:30 a.m.

Attest:

Associate Secretary