

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

March 19, 1998

The Committee on Educational Policy met on the above date at UCSF-Laurel Heights, San Francisco.

Members present: Regents Atkinson, Chandler, Davis, Hotchkis, Khachigian, Lee, Levin, McClymond, Montoya, and Soderquist; Advisory members Miura and Willmon

In attendance: Regents Bagley, Clark, Davies, Johnson, Nakashima, Ochoa, and Sayles, Regent-designate Espinoza, Faculty Representatives Dorr and Weiss, Secretary Trivette, General Counsel Holst, Treasurer Small, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Hershman, and Hopper, Chancellors Berdahl, Carnesale, Debas, Dynes, Greenwood, Orbach, Vanderhoef, Wilkening, and Yang, and Recording Secretary Nietfeld

The meeting convened in closed session at 10:25 a.m. with Committee Vice Chair Montoya presiding.

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The Committee went into open session at 10:40 a.m.

1. **APPOINTMENT OF CASEY WASSERMAN AS NEW MEMBER, BOARD OF TRUSTEES, JULES STEIN EYE INSTITUTE, LOS ANGELES CAMPUS**

The President recommended that Mr. Casey Wasserman be appointed to the Board of Trustees of the Jules Stein Eye Institute, Los Angeles campus.

The Committee was informed that the Jules Stein Eye Institute (JSEI) is an Organized Research Unit of the School of Medicine, Los Angeles campus, established in 1961. At the September 1977 meeting, The Regents approved an agreement with the late Dr. Jules Stein, founder of MCA, Inc. This agreement established a Board of Trustees for the Institute and authorized the Board of Trustees to oversee the management of the Institute, including approval of the annual budget of the non-State funding available to JSEI, subject to the approval of the University. This authority extends only to the programs of JSEI and not to the Department of Ophthalmology nor any instructional program of the School of Medicine.

Six individuals were initially appointed to the JSEI Board of Trustees in 1977:

Dr. Jules C. Stein
Judge W. Matthew Byrne, Jr.
Mr. David May

Dr. Franklin D. Murphy
Dr. Bradley Straatsma
Mr. Lew R. Wasserman

Under the terms of the agreement between Dr. Stein and The Regents, Dr. Stein was to be succeeded upon his death by his wife, Doris Stein. The agreement also authorized the Trustees to appoint their respective successors so long as the Board is comprised of at least six but no more than nine members, one of whom is to be a member of the Stein family. Such appointments, other than the appointment of the Stein family members to serve following Mrs. Stein, are subject to the concurring approval of The Regents.

Dr. Stein died in 1980 and Mrs. Stein died in 1984. Ms. Katrina vanden Heuvel, granddaughter of Dr. and Mrs. Stein, was appointed in 1984 to the Board of Trustees as the Stein family member and continues to serve on the Board.

The current membership of the Board of Trustees is as follows:

Mr. Robert H. Ahmanson	Mr. Gerald H. Oppenheimer
Judge W. Matthew Byrne, Jr.	Mr. George A. Smith, Esq.
Dr. Bartly J. Mondino	Ms. Katrina vanden Heuvel
Mr. Ronald L. Olson, Esq.	Mr. Lew R. Wasserman

Mr. Casey Wasserman is Vice-President, Entertainment Finance of Nomura Asset Capital Corporation. His appointment to the JSEI Board of Trustees was approved by the Board of Trustees on November 7, 1997, and the concurring approval of The Regents is requested.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board.

2. REPORT ON OUTREACH EFFORTS

Provost King recalled that, as part of the University's outreach efforts, the campuses are actively engaged in building and expanding partnerships with fifty high schools throughout the state. He then called upon Senior Associate to the President Pister to introduce the presentation. Mr. Pister explained that today's presentations would continue the series of opportunities for members of the Board to become better acquainted with the University's Outreach Action Plan as it is being implemented on the campuses. He noted two recurring themes in the presentations: the involvement of all campus constituencies and a commitment which reflects an unqualified understanding of the importance of the work being done. Senior Associate Pister emphasized that the term "outreach" does not completely describe this work because the University is actively engaging K-12 schools in partnerships.

Chancellor Wilkening prefaced her remarks by an introduction of the presenters: Assistant Vice Chancellor Juan Francisco Lara, Director of UCI's Center for Educational Partnerships; Ms. Julia Lupton, Professor of English and Comparative Literature; and Mr. Manuel Gómez, Vice Chancellor for Student Services. Chancellor Wilkening recalled that when the Outreach Task Force issued its report, one recommendation was that the chancellors be held

individually responsible for the success of the outreach programs on their campuses. At the time, many people believed that this responsibility should be in the hands of those who administer the outreach programs or those who administer the schools where the outreach is focused. Chancellor Wilkening suggested that the connection between the campus leadership and the activities which promote and foster academic excellence is the key to successful outreach. She noted that some people still believe that outreach lies outside of the mission of the University. To counter this impression, the Chancellor reported that she had made outreach a public priority during her tenure at the Irvine campus and had taken the burden of accountability personally. The campus is committed to engaging more faculty in outreach activities as well as developing initiatives which require comprehensive collaboration among faculty, staff, and students from schools, community colleges, and UCI. She reported that the Irvine campus has been successful in fostering a sense of shared responsibility for the longitudinal educational mission of the University. The University will be able to make a difference only when outreach is a preoccupation for the entire educational community. Chancellor Wilkening observed that, in order to become accountable for the campus' outreach efforts, it is necessary for her to evaluate the various programs. One of the most important recommendations of the Outreach Task Force Report was the emphasis on program evaluation.

Mr. Lara reported that much of the success achieved by the Irvine campus emerges from the Early Academic Outreach Program. The campus' twenty-year investment in student development has produced an 82 percent eligibility rate for students enrolled in the program.

Mr. Lara recalled that President Atkinson and Chancellor Nussbaum recently set new goals for community college transfer which will increase the number of students transferring to UC by one-third by the year 2005. At present 1,400 students in Orange County transfer to the University of California. The goal is to increase that number to 1,850 by 2005. The campus' transfer program is the Summer Scholars Transfer Institute, a partnership with Santa Ana College that was cited by the Ford Foundation as a national model that had produced dramatic results. The college has risen in five years from 40th to 23rd in the state for transfers to the University of California and from 44th to 5th in Latino transfers. This success may be attributed to a team approach, with community college instructors, academic counselors, UCI mentors, and teaching assistants working toward a focused goal. The institute, which is residential, features a credit course, curriculum revision, and faculty development.

The Irvine campus' new directions in outreach reflect the four key components of the report of the Outreach Task Force:

- school-centered, including teacher professional development;
- student-centered, featuring academic services offered directly to students;
- informational programs providing academic guidance; and
- research and evaluation to measure progress.

Assistant Vice Chancellor Lara explained that, in order to chart its progress, the campus enlisted the expertise of the UCI Department of Education, local universities, and an external evaluator. Working together, these entities have expanded the capacity to examine ways to design an effective evaluation of program outcomes. At UCI, the four key components of the Outreach Task Force Report form a cohesive effort. For example, the traditional model of early academic outreach, a student-centered program, has been merged with a new school-centered effort, the Partnership to Accelerate College Eligibility. Coordination for outreach, a faculty advisory board, and an emphasis on intellectual content are featured. Presently funded by the Office of the President, the Partnership is staffed by faculty and undergraduates and emphasizes subject content. For K-12, the campus has engaged public school partners from five districts to participate in the school-centered effort. Additionally, the campus promotes hands-on technology for students, including access to the World Wide Web.

Because reading and language arts development are fundamental to critical thinking, UCI student tutors provide support to nine elementary schools with large populations of disadvantaged students, with the goal of doubling the number of second-grade students who demonstrate skills appropriate for third-grade reading. Preparation in mathematics is essential for UC eligibility. In the short term, the campus hopes to increase student skills such that partner schools will be required to schedule an additional eighth-grade algebra class. In 1996-97, the Saturday Math Academy prepared 27 of 37 participants to enroll in algebra, and it currently serves 437 students. Parental involvement is required, making the experience a commitment to learning shared by parents, students, teachers, and tutors. Mr. Lara introduced Ms. Dolores Mora, who tutored in the Saturday Math Academy after completing her degree in mathematics, and Principal Greg Rankin of Lathrop Intermediate School in Santa Ana.

Assistant Vice Chancellor Lara pointed out that at the high school level, achievement on the Scholastic Aptitude Test is a priority. The campus has formed a partnership with Kaplan to address this key barrier to achieving competitive eligibility for UC. Students showed marked improvement when given direction, structure, and high expectations. One hundred thirteen seniors at seven high schools studied on Saturdays and received additional tutoring from undergraduate students during the week. The mean gain for students on the test was 73.3 points.

Mr. Lara reported that, in order to raise competitive eligibility for UC for economically disadvantaged students, the campus plans to include them in the fee-based summer residential Pre-College Academy, which serves middle-school students who test into the 95th percentile or above. By linking with the UCI Academic Talent Search, the goal is to identify four hundred such students. The Garden Grove Unified School District has already identified 150 pupils who would qualify.

UCI's ongoing commitment to student development is evidenced in the quality and focus of more than 75 programs coordinated by the Center for Educational Partnerships. Leading the

Center's efforts are faculty and students. Student academic volunteers are crucial, and sharing their subject matter knowledge is the most appropriate use of their time. They are effective mentors and outstanding role models. Mr. Lara noted that former student body president Joel Ruiz, who has worked on these initiatives, was present in the audience.

Assistant Vice Chancellor Lara reported that the campus has learned that the traditional form of outreach, which provided motivational and informational services only, is no longer sufficient. The campus has recognized the need for staff with classroom-based experience. The UCI strategic plan sets higher standards, seeks new solutions, demands excellence, and makes outreach central to the campus mission. Humanities Out There, founded by Professor Julia Lupton, is a program which enlists undergraduates in intellectually compelling outreach.

Professor Lupton described the Humanities Out There program, which consists of workshops that are taught by teams composed of a faculty supervisor, an advanced graduate student, and undergraduate tutors. These teams go to local schools to pursue curricular enhancement projects with a strong writing emphasis and college-level humanities content. Undergraduate tutors work with small groups of students on their writing, addressing each student at his or her level of ability. This program would not have been possible without assistance from the Center for Educational Partnerships, which helps with day-to-day coordination as well as long-range planning. Professor Lupton reported that her team is currently teaching a year-long seminar on world mythology at three schools. During the fall, the students studied Greek and Roman culture, with Hercules as the key hero. On May 17, the campus will invite two hundred students, along with parents, teachers, and members of the community, to UCI for a celebration of writing. Students will read from their work, the program's first publication will be distributed, and the program's website will be unveiled. Professor Lupton reported that, rather than seeing outreach as a service activity, it is becoming an increasingly important part of graduate student training, of undergraduate education, and of scholarly activity.

In closing the Irvine campus presentation, Vice Chancellor Gómez reported that the campus opened the Center for Educational Partnerships in 1996 in order to support and sustain more substantial educational collaborations. The campus' understanding of what constitutes effective outreach has changed gradually but profoundly over the past ten years. It has moved toward a more comprehensive and interdependent model of partnership, recognizing both the interdependence of educational institutions and the necessity of sharing limited resources. Although educational partnerships are not new in concept, they are only now beginning to achieve widespread acceptance within the University, facilitated largely by the Outreach Task Force Report. In addition to the findings of the task force, the campus has accumulated an inventory of essential factors for the success of partnership activities, gathered over more than fifteen years of engagement in cooperative initiatives. These factors include a long-term vision for educational change, facilitated by a long-standing commitment on the part of both institutions to partnership; engagement of key faculty in each institution who serve as liaisons; a funding strategy that depends upon institutional, State, federal, grant, and private monies;

a comprehensive strategy for change that includes professional development, student achievement, and curricular enhancement; development of a strong academic culture in schools and community colleges; and continuous sensitivity to local concerns, which helps to shape individual programs. Mr. Gómez noted that the importance of these factors was validated during a campus outreach forum held in spring 1996. He stressed the long-term nature of the campus' relationships with very different institutions with varied and often conflicting perceptions of educational purpose. He believed that the return on the campus' investment in terms of academic advancement for all students merits the efforts that are put forth to sustain and promote these relationships. The campus recognizes the long-term nature of the outreach endeavor and is willing to make the investments necessary to sustain its commitment to improvement. The careful negotiations that must take place to establish a common ground and the difficult work of nurturing change in the academic cultures make partnerships a perilous but essential endeavor.

In response to a question from Regent Montoya as to how the campus intends to attract those students that it assists in becoming competitively eligible for UC, Mr. Lara stated that the campus hopes to capture that talent pool through these outreach programs. Ms. Mora reported that student mentors from the UCI campus were effective in persuading students to enroll. Principal Rankin noted that in the area's middle schools many parents do not have an educational background and that, as a result, the school is attempting to provide the education that its students will require to continue into the University system. Mr. Ruiz added that he and his fellow students return to their home town to encourage high school students there to attend the Irvine campus.

Regent-designate Miura asked how a faculty member's involvement in K-12 outreach would affect tenure decisions and also asked for an example of the types of evaluations that are being done. Professor Lupton believed that it would be important to have outreach acknowledged as part of the scholarly profile rather than as part of the service portfolio. She added that she was in the process of writing several articles on her program both from a classroom and a research point of view. A change in academic culture, however, will be required on the part of faculty members and administrators. She stressed that when she worked in the classroom the students were performing college-level research. With respect to evaluation, she reported that the portfolios the students produce over the year-long course will be evaluated at the end of the year according to objective criteria to analyze what impact the program has had.

Regent Khachigian observed that many of the campus support groups are not familiar with the campuses' outreach efforts and noted that these groups could be helpful with financial support and personal involvement. Following up on Regent-designate Miura's question regarding evaluation, Regent Khachigian recalled that the Outreach Task Force had found that an assessment of the University's outreach efforts was not being performed and asked how the success of individual students involved in these programs was being tracked. Mr. Lara explained that for each project that was described there is a database created on the students who participate; these databases will be used to chart the progress of the students.

Mr. Gómez discussed the California Alliance for Minority Participation, which is supported by the National Science Foundation. In addition to tracking individual students, the campus is under obligation to the NSF to double the number of participants who receive a B.S. degree. The campus is setting up agreements with local school districts by which information may be exchanged electronically, which greatly facilitates student evaluation.

Faculty Representative Weiss commented that parental involvement is critical to the success of these programs and asked what is expected of them. Ms. Mora reported that for the Saturday program the parents are required to attend a parent component. Principal Rankin added that because the main emphasis is on the children who wish to participate, if parental involvement is too difficult for the family, it is not required. He added that computers are made available to students and their families.

Mr. Pister observed that one characteristic of the University of California is unity through diversity. Each campus approaches its outreach efforts based upon the tradition of the campus and the surrounding community. The presentation by the San Diego campus will provide another perspective on how to carry out the recommendations of the Outreach Task Force.

Chancellor Dynes noted that the issue of UCSD's role in K-12 education has been of vital interest over the past year, although the campus' interest in outreach is not new. He reported that UCSD's involvement in the community is a personal passion which is widely shared by many faculty who have made many contributions to the San Diego community. The campus has more than one hundred programs which it operates in San Diego County to benefit K-12 students and teachers. The Chancellor explained that today's presentation would describe future plans for outreach in San Diego County, based upon the work of his outreach task force. The approach recommended by the task force, which is unique to the San Diego campus, capitalizes on the strength of a major research university. The Academic Senate has endorsed the report of the Chancellor's outreach task force.

Dean Paul Drake, co-chair of the task force, reported that last summer the task force conducted a comprehensive review of all outreach programs at UCSD to see what existed and what was lacking. The task force recommended that the campus establish a Center for Research in Educational Equity, Assessment, and Teaching Excellence (CREATE) to integrate and promote UCSD's K-12 efforts. A central component of CREATE will be the coordination of the programs which exist on campus in relative isolation. A second key element will be an assessment of these programs in order to determine how they contribute to the success of the outreach effort. Research on K-12 and education issues will also play a key role in the form of a new Organized Research Unit, the Center for Human Development. Dean Drake reported that, in response to questions from the members of the Academic Senate, the task force solicited interest in the Center from the faculty and received 56 positive responses. Other areas which CREATE will address include the recruitment of underrepresented students and teacher education and professional development through the

Subject Matter Projects and University Extension. The major new elements which were recommended by the task force are cluster partnerships and a charter school on the San Diego campus.

Mr. Ed Lopez, CREATE's K-12 outreach coordinator, reported that, consistent with the systemwide charge to develop cluster partnerships, the San Diego campus is moving quickly to collaborate with local schools. Taking advantage of existing strengths and resources, the campus can directly improve the educational environment and ultimately bring underrepresented students to UCSD. The campus is already working with schools and communities on health and well-being issues that affect whether a child is ready to learn. Programs such as the Crawford Connection and the Marshall Elementary School Project allow UCSD faculty and School of Medicine faculty to work with nurses and counselors on health issues facing students. Using faculty and technology, UCSD can help K-12 schools expand the learning day. UC Links supports the development of lesson plans and provides after-school activities. UCSD Extension provides services to teachers across a variety of subject matter areas. Through cluster partnerships, the schools will be able to focus staff development days on entire school staffs. Mr. Lopez reported that the campus has many undergraduate students willing to serve as mentors to young children in academic matters, such as the America Reads Program, by which undergraduates are placed in elementary schools to read one-on-one with children. Partners at Learning (PAL), a Thurgood Marshall College program, offers a summer program that gives inner-city children a residential enrichment program whereby they interact with the campus and its undergraduates.

Ms. Nancy Ramirez, the fourth member of her family to attend UCSD, described the obstacles she and her siblings faced in becoming eligible to attend the University. She recalled that shortly before her eldest brother was born, her father read that a person's chances of attending college increase if his or her parents attended college. As a result, her father enrolled at the California State University. Nevertheless, his children were not encouraged by their teachers to pursue college-preparatory courses. Ms. Ramirez detailed the types of discrimination which she encountered at school, including her counselor's refusal to allow her to enroll in Spanish in spite of the fact that she was fluent in this language. At her father's insistence, the school permitted her to enroll in college-preparatory classes, and thus she became eligible to attend the University of California. She reported that, as a student at the San Diego campus, she had participated in mentor programs, including PAL, and coordinated after-school tutorials at middle schools. Currently she is a teacher-assistant for Partners at Learning, assisting mentors as they help elementary-school students.

Provost Cecil Lytle discussed the campus' plans for a model school which is intended to benefit the students in attendance while providing a research model for the 21st century. As such, it would be an urban field station that would replicate the successes of the agricultural field stations, tying together research, teaching, and public service. The goal and mission of the school would be to serve low-income, historically underrepresented student populations in an intensive educational environment. Provost Lytle recalled that the original charter

school proposal involved building a high school on campus. The proposal which was approved by the Academic Senate in November will encompass grades six through twelve. The principal goal is to design a school that would graduate students who are competitively admissible to selective higher educational institutions. The students who will be chosen to attend the school will come from low-income backgrounds, will come from families without college graduates, and will have academic potential as indicated by their teachers. Having culled an applicant population using these three criteria, the campus will admit students by lottery. Those students who are not enrolled will form a cohort study group which will allow the campus to evaluate its success in the enterprise. Provost Lytle continued that the curriculum will be single-track and will be based upon the University's (a)-(f) requirements. The campus intends to integrate the 11th and 12th grades to the greatest degree possible with University courses. There will be no general education or vocational track. In order to guarantee success, the school will provide academic and social support in the form of small class size, cross-age tutoring, and tutoring by UCSD students. The faculty will also play an important part in the classroom environment by presenting educational seminars, and faculty from the School of Medicine will provide a healthy schools curriculum cutting across all subjects at the charter school. The campus recognizes that the professional development of the teachers at the school is important to the success of its students and will provide incentives for teachers to continue their development. One element will involve teachers working closely with faculty in Organized Research Units. Provost Lytle explained that the campus will look to three sources to fund the model school. The campus believes that it will be successful in raising private donations to construct the building, and the campus itself will provide the land. It is expected that the operating expenses will be funded by the San Diego Unified School District via charter school legislation. The target opening date for the school is fall 1999, beginning with grades six through nine.

Chancellor Dynes observed that UCSD's level of commitment to outreach is evidenced by CREATE. The campus has worked hard to launch each of CREATE's initiatives. He noted, however, that the campus cannot make a final commitment to opening the model school until the necessary funds are in place. The campus has raised approximately one-third of the funds needed to construct the school; Chancellor Dynes was confident that the goal would be reached in order to achieve the 1999 opening date.

Regent Ochoa observed that while good progress is being made by the University in terms of its outreach efforts, the State of California faces the problem of a teacher shortage, noting that of the 30,000 new teachers who are hired each year, only 17,000 are certified. It was his understanding that at inner-city schools students have only a 50/50 chance of having a certified teacher for either mathematics or English. He cautioned that the University should not create false expectations that students from these schools would become qualified to attend. Regent Ochoa emphasized that more focus should be given to teachers in K-12 schools.

President Atkinson recalled that one of the charges to Mr. Pister involves the issue of teacher certification. A plan is being developed whereby every graduate of the University of California would be able to become qualified as a teacher by taking post-graduate summer courses and then serving as a teaching intern the following year. The next summer would also be devoted to post-graduate studies, and then the individual would be qualified to teach in the State's public schools.

Mr. Lopez, who is a member of the San Diego Unified School District Board, agreed with Regent Ochoa's analysis, noting that different levels of achievement among students manifest themselves at an early age. One of the roles that the cluster partnerships may play will be to maintain progress in school for all students. The intention will be to work closely with mathematics and science teachers in middle schools because eighth grade performance is critical to college preparation. The School District would be interested in working with the San Diego campus to provide effective staff development for those new teachers who have been hired in response to legislation requiring smaller class sizes in grades K-3.

Regent Khachigian stated that she would like to be present for the first day of operation of the charter school. She added that Regents could be helpful in the campuses' outreach efforts and asked that the chancellors inform the Regents of opportunities to participate.

Regent Davis congratulated the campuses for their emphasis on high expectations because he was convinced that students would be able to meet these expectations. He noted that parental involvement is critical to their children's success and supported the Irvine campus' emphasis on such participation. With respect to mentoring and tutoring by undergraduates, he suggested that it would be worthwhile to require graduate students to serve as tutors or mentors either in local schools or at the undergraduate level, either for credit or for pay.

President Atkinson observed that service as a tutor or mentor has become an active part of a student's intellectual experience that goes beyond the specifics of that interaction. He was optimistic that, as a result of these experiences, more students would become interested in the teaching profession.

Chancellor Dynes commented that there are thousands of students on the San Diego campus who volunteer for these outreach efforts, some of whom do receive class credit.

In response to a question from President Atkinson, Ms. Ramirez stated her intention to become an elementary school teacher, adding that her sister teaches second grade.

Regent McClymond suggested that the thousands of students who participate in the University's outreach efforts be given some kind of recognition at the systemwide level.

Senior Associate Pister pointed out that while institutions of higher education are judged by the quality of their faculty, this is not the case in the K-12 schools. He suggested that the time

had come to transplant that idea to the State's public schools, noting that the University could play a role in doing so. He observed that teacher retention is important in California and referred to a successful program that is underfunded in light of the size of the problem. The University is actively looking for ways to bring more of its graduates into the teaching profession in California. Mr. Pister continued that it is a challenge to have the faculty understand that academic personnel policies encourages the use a faculty member's time to support the University's outreach efforts.

Regent Davis reported that several campuses of the California State University have a service requirement for graduation. While he was not suggesting that UC implement such a requirement, he did support the idea of recognition for those who participate. President Atkinson stated that he would provide the Regents with feedback on this suggestion.

The Committee adjourned for lunch at 12:20 p.m.

The Committee reconvened at 1:30 p.m.

Members present: Regents Atkinson, Chandler, Davis, Hotchkis, Khachigian, Lee, Levin, McClymond, Montoya, and Soderquist; Advisory members Miura and Willmon

In attendance: Regents Bagley, Clark, Davies, Johnson, Leach, Nakashima, Ochoa, Parsky, and Sayles, Regent-designate Espinoza, Faculty Representatives Dorr and Weiss, Secretary Trivette, General Counsel Holst, Treasurer Small, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Hershman, and Hopper, Chancellors Berdahl, Carnesale, Debas, Dynes, Greenwood, Orbach, Vanderhoef, Wilkening, and Yang, and Recording Secretary Nietfeld

3. ADMISSION OF TRANSFER STUDENTS FROM THE CALIFORNIA COMMUNITY COLLEGES

Provost King recalled that at the February meeting the Committee was provided information on the criteria and the process for freshman admissions. He reported that the first stage of the admissions process for fall 1998 is almost complete, with six campuses having completed their admissions review process. The two remaining general campuses, Berkeley and Los Angeles, will complete the process by the end of March. During the second stage of the admissions process, which will begin in April, fully eligible California resident students who have not been offered admission at any of the campuses to which they have applied are granted admission at a UC campus, thereby fulfilling the long-standing commitment to provide a place at the University for all eligible students. The general campuses will participate collectively in the second-stage process. Provost King stressed that, because of the importance of this segment of the admissions process, UC admissions as a whole cannot be properly analyzed until it is completed.

President Atkinson commented that there had been an eight percent increase in freshman applications for fall 1998. As a result, he was concerned about over-enrollment. The President stated his intention to discuss with the Governor the importance of funding over-enrollment for the University of California.

Provost King recalled that the Master Plan for Higher Education recommended that the University consider eligible for admission transfer students who have successfully completed a specified number of units in acceptable college coursework. The Regents adopted the Master Plan's recommendation as University policy for transfer students and delegated to the Academic Senate the responsibility for establishing eligibility criteria. The Senate has designated the Board on Admissions and Relations with Schools (BOARS) as responsible for this function. These eligibility criteria represent the minimum level of preparation and accomplishment the faculty expect students to have in order to take upper-division courses. Any community college transfer student who achieves eligibility is guaranteed admission to a UC campus, although not necessarily to the campus or department of choice. Transfer applicants from any other source do not enjoy that guarantee.

Provost King explained that the eligibility criteria for transfer students depend on whether or not students had fulfilled the three components of the UC freshman eligibility requirements for admission at the time of high school graduation. Students who were fully eligible may transfer at any time, provided that they have maintained a 2.0 grade point average in their transferable coursework. Students with subject deficiencies at the time of graduation must complete transferable college courses in the missing high school subjects with a grade of 2.0 or better. For those lacking the examination requirement, students are required to take a specified number of units at a community college while maintaining a 2.0 or better grade point average. Students with scholarship deficiencies must complete sixty semester units of transferable college credit with a grade point average of at least 2.4 and a specified course pattern which must include transferable courses in specific subject areas. The majority of transfer students from the California community colleges were not eligible for admission directly from high school.

Turning to selection and admission of transfer students to the University of California, Provost King noted that they are permitted to apply to as many campuses as they wish. Those campuses review the application independently and make admissions decisions independently. Eligible students applying to campuses and programs with space available generally are admitted. In some instances, eligible students may be required to show completion of lower-division requirements for the program selected in order to be admitted. Eligible transfer students applying to campuses and academic programs that cannot accommodate all applicants may be admitted or denied admission as a result of the selection process employed by the campus, working within the guidelines that have been established systemwide. Primary emphasis is given to academic performance completed in preparation for the major. Additionally, as is the case for freshman selection processes, additional or

supplemental criteria are employed to select transfer students for admission. The supplemental criteria include economic or educational disadvantage. While primary emphasis is given to the quality of the academic program completed, these additional criteria are used to assess applicants' overall promise of success and their ability to contribute to the educational environment and intellectual vitality of the campus. Community college students who are denied admission as a result of this process are offered other enrollment opportunities, such as enrollment in the winter or spring quarter, or enrollment at another campus.

Provost King turned to the subject of admission by exception to the UC eligibility requirements. Some students who have not completed the admissions requirements still apply. While most of these students are advised to remain at the community college, a small percentage may be admitted as transfer students by exception. Provisions for this exception were originally outlined in the Master Plan and were adopted by The Regents as University policy. The policy for admission by exception for transfer students is the same as the one for freshmen. It allows up to six percent of newly enrolled transfer students per campus to be admitted by exception and further specifies that within the six percent designation, up to four percent may be allocated for students from economically or educationally disadvantaged backgrounds. The other two percent are admitted with consideration of such factors as exceptional ability in the fine arts, athletics, or other endeavors; outstanding leadership; or a marked improvement in academic performance. Presently, only 2.5 percent of transfer students are admitted by exception because it is important that they are able to undertake upper division coursework.

Professor Dorothy Perry, vice chair of the Board of Admissions and Relations with Schools, discussed the role of BOARS in defining University eligibility for transfer students. In defining four routes for transfer eligibility, BOARS has attempted to provide both direction and latitude in academic studies. These paths were designed to confirm that each student demonstrates the comprehensive, sustained level of academic achievement required for university study, whether the work was completed primarily in high school or at the community college.

As described by Provost King, the first three paths recognize the scholarly attainment of transfer students while in high school and permit them to transfer to UC prior to their third year of college. The fourth path defines substantial academic work at the college level that verifies a sustained and broad academic preparation, not unlike the (a)-(f) subject requirements for freshmen. This specified coursework permits the planning of a coherent transfer program which BOARS believes will result in better preparation and smoother transition to upper division studies at UC.

Previous transfer requirements for California community college students who were scholastically ineligible as high school graduates did not identify a course pattern. They required the completion of 56 transferable semester units with a GPA of 2.4. In addition, high

school coursework omissions in the (a)-(f) subject requirements were sometimes made up with non-transferable courses. This situation occurred particularly in the discipline of mathematics, causing transfer students to be required to take further lower division coursework at UC. Students who had not taken standardized tests were permitted to take them during the first term in the community college and become UC eligible. These requirements were changed to the current structure described by Provost King, primarily for two reasons:

- to ensure the completion of essential preparatory coursework for UC programs so that students would succeed at UC
- to stress the importance of appropriate levels of instruction in English and mathematics, two fundamental disciplines at the core of sound academic preparation for all study at the university level.

BOARS also sought to smooth the transitions of transfer students to upper division work at the University and to help maintain the 40:60 undergraduate ratio of lower division to upper division students, both goals of the Master Plan. Lastly, the eligibility requirements define routes for transfer students with varying educational backgrounds, recognizing that some transfer students are better prepared when graduating from high school than others.

Before adoption, the current transfer provisions were broadly disseminated and discussed with administrators and faculty in the California community colleges. Drafts were distributed, written comments received, and meetings held with BOARS members to revise and refine the final recommendations that were subsequently approved. BOARS places a high value in its on-going relationship with colleagues in the California community colleges and supports every effort to strengthen this relationship.

Beyond eligibility, BOARS supports University efforts to ensure that incoming transfer students have successfully completed a substantial level of academic preparation, both in general education and in the chosen major. BOARS reviewed and helped to shape the selection guidelines for each of the campuses when they were recently changed.

In keeping with its philosophy of sound lower division preparation prior to University entry, BOARS lent its support to the development and implementation of IGETC, the intersegmental general education transfer curriculum. IGETC was developed under the aegis of the three segments of higher education. This curriculum of approved lower division general education courses taken at the community college permits the transferring student to satisfy either the University of California or California State University lower division general education requirements, thereby facilitating transfer to either institution. It provides a predictable and consistent general education plan for transferring students. This program has been in place since fall of 1992 and is currently undergoing an extensive evaluation to determine its effectiveness.

Provost King introduced Vice Chancellor Thelma Scott-Skillman of the Community College Chancellor's Office, noting that she would be willing to answer any questions pertaining to the community college system.

Provost King recalled that in fall 1996 President Atkinson and Chancellor Nussbaum began a series of discussions regarding the status of student transfer between the University of California and the California community colleges. These discussions resulted in a Memorandum of Understanding entitled *Enhancing Student Transfer: A Memorandum of Understanding Between the California Community Colleges and the University of California*.

The MOU is designed to improve the transfer process. It establishes numerical goals for increasing the number of transfer students enrolling at the University. Such an increase is desirable in and of itself and also because of the predicted rise in college-age students in the coming decade. The MOU sets a target of 14,500 California community college students transferring to the University by 2006-07, which will be a 33 percent increase from 1995-96. Currently the University enrolls about 10,800 transfer students. Both the University and the community colleges stipulated in the MOU that this goal requires the additional resources associated with the increase in students. The MOU will build upon existing University-community college collaborative efforts, enhancing the most effective transfer programs and activities, such as ASSIST and cooperative transfer admissions programs

ASSIST, or *Articulation System Stimulating Interinstitutional Student Transfer*, is a computer-based articulation and transfer planning system. It provides transfer students with academic information on California higher education opportunities in a readily available and easily accessible format. The World Wide Web version of ASSIST was deployed last October and has been earning positive reviews from counselors, students, and faculty.

Transfer admission programs are offered at each campus for students preparing for transfer from a community college, although each varies somewhat depending on local campus needs.

Under some programs, students are guaranteed admission to a UC campus if they meet specific course and GPA requirements. Other programs provide extensive academic and admission support services to transfer applicants, but do not guarantee admission.

The MOU also addresses some areas where greater attention is needed. These include identifying potential transfer students much earlier, cultivating faculty-to-faculty dialogue, creating special financial aid packages for transfer students covering both pre- and post-transfer years, part-time enrollment at University campuses, and closer alliances between University transfer and outreach staff and community college transfer centers.

Since November, the University has been working with the Community College Chancellor's Office to implement the MOU. The MOU stipulates that implementation is to be directed by

an intersegmental committee consisting of University and community college administrators, Academic Senate representatives, and students. The charge of this committee is to review the current array of transfer-related admissions policies, procedures, and activities for both segments. As well, it should recommend both on-going and new initiatives designed to meet the overall MOU transfer objective. This committee also estimates costs associated with these initiatives, develops timelines for implementation, and identifies State and University resources to support recommended activities.

Provost King reported that Associate Vice President Galligani and Vice Chancellor Scott-Skillman will co-chair this committee. There will be a conference designed to serve as a further step in implementing the MOU and to stimulate new thinking about the problems and opportunities unique to the transfer process. The Santa Cruz campus and the Office of the President have tentatively agreed to host this meeting, which will involve a small number of community college presidents, University administrators, and faculty. Invited participants will include community college presidents whose campuses are strongly committed to transfer and who have a successful record of sending students to the University. The purpose of this meeting is to identify best practices and to generate ideas for new programs or transfer initiatives. It will focus on the unique needs of California community college students wishing to transfer to a UC campus. It will review the types of community college academic programs most effective in preparing students for transfer to the University. A small working group of campus representatives has been established to develop an agenda for the conference, which should take place in early summer.

Regent Davies asked whether transfer students are truly qualified to attend the University as the majority are not eligible when they graduate from high school. President Atkinson believed that transfer students as a whole perform quite well at the University, especially those admitted to programs with high demand such as engineering at Berkeley. Provost King added that the graduation rate for transfer students is the same as for those admitted as freshmen. Regent Davies suggested that a more meaningful comparison would be between transfer students and students who have completed two years of study at the University.

Regent Davies stated that he would like to know what evaluations have been done on the performance of transfer students. President Atkinson stated that he would distribute to the Regents a memorandum in answer to this question.

Faculty Representative Weiss noted that the Berkeley campus had done a study which showed that the performance of transfer students had a correlation to the grade point average they had achieved at the community college.

Chancellor Dynes reported that, for those students graduating from the San Diego campus in 1995-96, students who entered as freshmen had an average GPA of 3.17, while those who came from a community college had on average a 3.03 GPA.

Regent Lee suggested that the University should view transfer as a form of outreach. He noted that while he supported the agreements reached in the MOU, he did feel that there should be an attempt to increase the transfer rate by more than the amount currently proposed. President Atkinson agreed with Regent Lee's observations, noting that transfer represents an excellent way to enter the University of California.

Regent Ochoa stated that he had data pertaining to the transfer rate of each of the community colleges in the state. These data show that twenty community colleges produce ninety percent of the transferees and asked for an analysis of why this might be. He emphasized the fact that 86 community colleges do not send any transfer students to the University.

President Atkinson observed that this year the State budget provides financial incentives to the community colleges to increase both the number of students transferring to the University and the range of colleges that participate.

In response to a comment from Regent Ochoa, Provost King explained that the purpose of the conference which he described earlier would be to understand the best practices for successful transfer and then attempt to extend those practices to the campuses that are at present not successful in preparing transfer students. Regent Khachigian added that the community colleges have a much broader function than preparing transfer students and suggested that they should not all be judged on the transfer program alone.

Regent-designate Willmon concurred with Regent Khachigian's observation, noting that the community colleges have the greatest impact of the three segments of higher education in California. He hoped that the University's outreach efforts would be directed as much towards community college transfers as they are to students who enter as freshman and asked whether data exist with respect to these outreach goals. Mr. Willmon noted that the median age of community college students has risen gradually; with that increase in age comes a need for services that the University of California does not have to provide to its students, such as childcare, flexible schedules, and part-time coursework. He noted that transfer students often turn out to be some of the University's most successful students, being highly motivated and aware of the value of a UC education.

With regard to outreach goals, Provost King emphasized that there is a major effort directed at the community colleges.

Regent Soderquist pointed out that the Regents express concern that not all high schools in the state prepare students to attend the University and asked why the same expectation should not be made of each of the community colleges.

In response to a further comment by Regent Soderquist regarding preparation for transfer, President Atkinson explained that ASSIST was designed to aid students in determining which courses were transferable from the community colleges to the University.

Regent Davis pointed out that today's presentation had not addressed the concerns raised by Regent Ochoa and asked for further comment. Provost King explained that there appears to be a critical mass phenomenon associated with the transfer effort in order to produce successful results. Vice Chancellor Scott-Skillman added that transfer is a partnership; increased attention will be paid to the transfer program as a result of the MOU signed by President Atkinson and Chancellor Nussbaum. She noted that the Chancellor's Office was engaged in conversations with those institutions that do not transfer as many students as they should. She looked forward to the work of the committee that she would be co-chairing with Associate Vice President Galligani as well as the conference designed to identify best practices.

Regent Davis asked whether any incentives were provided to the community college campuses to prepare students to attend a four-year institution. Vice Chancellor Scott-Skillman recalled that funding is expected to be provided in the State budget for Partnership in Excellence, the goal of which is to increase the rate of transfer.

Regent-designate Miura reported that sixty to seventy percent of students at San Jose State University come through the community college system, primarily from the ten campuses in the service area. She suggested that transfer students tend to be bound by geography.

Following up on this and other comments, Regent Nakashima asked for the names of the twenty institutions that prepare the great majority of transfer students and their locations in order to analyze whether there is a geographical explanation for this situation. He was also interested in knowing the transfer rate of community college students from the San Joaquin Valley. Regent Nakashima believed that it would be important to communicate to the community college faculty the importance of their role in the transfer process. Provost King noted that the MOU calls for greater faculty interaction and exchange between UC and the community colleges.

President Atkinson observed that the Regents had raised important questions about the transfer function and stated his intention to prepare a background paper to answer these questions. That background paper could be used in preparation for the upcoming conference with colleagues from the community colleges.

Faculty Representative Weiss reported that the Academic Senates of the three segments of higher education have organized a conference, scheduled for April 29, to address barriers in the transfer process. The conference should provide an opportunity for faculty members to build on the MOU. She believed that the faculty at the community colleges are excellent teachers who provide a good foundation for entrance to UC.

4. **QUARTERLY REPORT ON PRIVATE SUPPORT**

In accordance with the Schedule of Reports, the Quarterly Report on Private Support for the period October 1 through December 31, 1997 was submitted for information.

[The report was mailed to all Regents in advance of the meeting, and a copy is on file in the Office of the Secretary.]

Vice President Darling reported that University received gifts totaling nearly \$200 million during the referenced quarter.

Regent Johnson stated that she had read in the **Chronicle of Higher Education** that the University of California has the seventh-largest endowment of 342 institutions surveyed. Vice President Darling noted that one of the University's highest priorities is to increase that endowment in order to provide the financial stability that the institution deserves.

The meeting adjourned at 2:45 p.m.

Attest:

Secretary