

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

September 17, 1998

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

Members present: Regents Atkinson, Chandler, Connerly, Davies, Espinoza, Khachigian, Miura, Montoya, and Willmon; Advisory members Taylor and Vining

In attendance: Regents Gould, Hotchkis, Johnson, Kozberg, Leach, Lee, Ochoa, Parsky, and Preuss, Faculty Representatives Coleman and Dorr, Secretary Trivette, General Counsel Holst, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gomes, Gurtner, and Hershman, Chancellors Berdahl, Bishop, Carnesale, Cicerone, Dynes, Greenwood, Orbach, and Yang, Executive Vice Chancellor Grey representing Chancellor Vanderhoef, Laboratory Director Tarter, and Recording Secretary Nietfeld

The meeting convened at 2:55 p.m. with Committee Chair Connerly presiding.

1. CONCEPTUAL OVERVIEW OF THE STRATEGIC PLAN FOR IMPLEMENTATION OF THE OUTREACH TASK FORCE REPORT AND DISCUSSION OF THE PARTNERSHIP OPPORTUNITY SCHOLARSHIP PROGRAM

Provost King indicated the appreciation of the Outreach Task Force for the funding that was provided by the State for the University's outreach efforts. He then called upon Senior Associate of the President Pister for his presentation on the strategic plan for implementation of the Outreach Task Force Report. Mr. Pister recalled that the Organic Act of 1868 states that "...it shall be the duty of The Regents, according to population, to so apportion the representation of students, when necessary, that all portions of the State shall enjoy equal privilege therein." He believed that this statement provides a firm historical basis upon which to consider outreach at the University. The chain of events since 1868 makes this instruction to the Board no less relevant today than it was then.

Senior Associate Pister explained that it was his intention to present an aggregated view of the University's efforts in the area of outreach in order to give a systemwide view of progress to date. The presentation will focus on where the University was with respect to outreach before Proposition 209, where it is now, and future outreach initiatives.

By eliminating race and ethnicity in admissions decisions, Proposition 209 posed new challenges for the University's efforts to create a diverse student body that reflects the state's population. The importance of a diverse student body has been affirmed several times throughout the University's history. Most recently, The Regents reaffirmed in the Outreach Task Force Report what President Daniel Coit Gilman (1872-75) remarked in his inaugural

address: the University of California is “of the people and for the people of California.” Mr. Pister observed that if all students were afforded the same precollegiate educational opportunities, it is less likely that the term “educationally disadvantaged” would be necessary, for the University’s eligibility pool would more faithfully reflect the demography of the state. The term “educationally disadvantaged” refers to those students who historically have been less well represented in higher education than in the general population of high school graduates.

Mr. Pister discussed the magnitude of the challenge of creating a more diverse University from the current eligibility pool. Students targeted for outreach are predominantly in the lowest performing schools as measured by SAT quintiles. For example, 79 percent of the students in the bottom quintile are Black, Latino, and American Indian. The data also indicate that, since the passage of Proposition 209, the proportion of Black, Latino, and American Indian students at each stage of the pipeline into the University has decreased every year, even though the proportion of these students among high school graduates increased.

If present trends in eligibility continue, projections indicate that the University will less and less reflect the population of the state. By 2006, Latinos and African Americans will represent almost half of the students graduating from California’s public high schools. At the same time, however, applying current UC eligibility rates to the projected numbers of high school graduates from each group, the University’s eligibility pool will include only 15 percent of students from underrepresented groups. The challenge is to reverse this trend.

As a consequence of Proposition 209, the University of California is developing new strategies and increasing its efforts to ensure that the eligibility pool better reflects the high school population and that more students are competitive for admission to UC. The Outreach Task Force recommendations provide a blueprint for meeting this challenge. The goals which have been adopted include contributing to the academic enrichment of UC campuses through a diverse student body and improving opportunities for California students in disadvantaged circumstances to achieve eligibility and to enroll at UC campuses.

The primary objectives for the next five years are to increase substantially the numbers of UC-eligible students from partner high schools, the numbers who participate in student-centered programs, the numbers of community college transfers, and the numbers of undergraduate students who are prepared for graduate and professional schools. Specifically, through its outreach efforts, the University plans to:

- Double the number of UC-eligible students from partner high schools and student-centered programs;
- Increase by 50 percent the number of competitively eligible students from partner high schools and student-centered programs;
- Increase by one-third the number of community college transfers; and

- Double the number of undergraduates in summer and academic-year research internship programs.

Senior Associate Pister emphasized in particular the challenge of increasing by half the number of competitively eligible students from both partner schools and student-centered programs over the next five years. The goal is not simply to assist students to meet the minimum eligibility requirements for the University but also to increase the number of educationally disadvantaged students who are competitively eligible for admission to the most selective campuses. To be competitively eligible, students' grades must place them in the top 25 percent to the top 50 percent of the overall applicant pool in order to have a reasonable chance of admission. In 1997, this meant having a high school grade point average of at least 3.73 but preferably 4.09 and above.

Mr. Pister continued that the University's strategic plan for outreach includes short-term, intermediate-term, and long-term components that are designed to work with students, schools, families, and communities in an effort to strengthen the academic preparation of greater numbers of California students. The long-term strategy is a school-centered approach which is designed to support a select number of schools' efforts to foster a culture that promotes academic success and high educational standards and to improve opportunities to help students prepare for college.

The intermediate-term strategy involves expanding effective academic development programs such as the Early Academic Outreach Program (EAOP), the Mathematics, Engineering, Science Achievement (MESA) program, and the Puente Project to make greater numbers of students competitive for admission.

The strategy for the short-term is an aggressive program of recruitment and of providing specific information for students, families, teachers, and counselors to help them improve students' planning and preparation for college and for graduate and professional school.

The fourth major strategy is also long-term, as it involves efforts to research the issues and conditions of these schools and communities that contribute to educational disadvantage while simultaneously evaluating the effectiveness of the University's outreach efforts.

School-Centered Partnerships

The University's long-term strategy focuses on creating partnerships with specific schools that traditionally send few students to college. The objective is to double the number of UC eligible and competitively eligible students from each of these high schools by raising the achievement of all the students in these schools and their feeder schools. This will be done in two ways: by marshaling the efforts of some of the existing school-based programs and through school-based partnerships. One of the University's greatest opportunities to affect

the quality of K-12 education is through existing programmatic efforts. Current programs focus on teacher professional development in the University's (a)-(f) subject areas, enhancement of curriculum, use of instructional technology, encouragement of parent and community involvement, and the development of educational policy related to school structure.

The school-centered partnerships involve long-term commitments to a number of "educationally disadvantaged" schools. The campuses have identified 38 high schools as well as 100 feeder elementary and middle schools for partnerships. Collectively, these partner high schools represent over 70,000 students and 3,300 teachers. In contrast, there are 5.5 million students in California's public schools and about 250,000 teachers. The goal of fifty partner high schools will be achieved by the end of 1998. In addition, it is expected that eventually campuses will develop partnerships with approximately four hundred elementary and middle schools that feed into these fifty partner high schools. These partner schools are distributed across the state, including several in the Central Valley. The partner high schools are 60 percent urban, 24 percent rural, and 16 percent suburban.

Mr. Pister noted that average SAT scores of these high schools suggest that students in many of these partner schools may not have access to academic programs that would adequately prepare them for eligibility to UC. Approximately two-thirds of the partner high schools fall in the two lowest quintiles of SAT scores. Some campuses were already involved in partnerships with high schools whose students scored in the upper three quintiles of the SAT scores. Campus leadership determined that terminating these partnerships in view of the outreach guidelines would, on balance, be unwise, because these schools have substantial populations of low-income students with low UC eligibility rates.

The baseline academic status of the partner schools is also indicated by the generally low performance of students on the recently released State Testing and Reporting System. These tests measure acquisition of basic academic skills in grades two through eleven. It is clear from the data that the partner schools serve a large proportion of educationally disadvantaged students. Almost half of the students in these schools are Latino, and 28 percent are African American. Many students in these schools come from low-income families. The proportion of students in these 38 schools whose families receive Aid to Families with Dependent Children ranges from 6 percent to 90 percent and averages 28 percent.

Partnership Opportunity Scholarship Program

Senior Associate Pister announced a new initiative to provide additional incentives for disadvantaged students at partner schools to excel academically and to enroll at UC. Beginning in 1999-2000, the Partnership Opportunity Scholarship Program will offer four-year scholarships of up to \$5,000 per year to disadvantaged students from partnership high schools when they enroll as freshmen at the University of California. Each year, one student from each of the partner high schools who enrolls at a UC campus will receive a scholarship.

This program builds upon successful programs for educationally disadvantaged students currently in place at several campuses, adding special emphasis to the role of partner high schools. Regental participation will be a highlight of this program. Individual Regents will be invited to link with a UC campus to assist in raising money for the scholarships. The fundraising effort has a goal of \$250,000 in scholarships the first year and \$1 million annually after four years.

Student-Centered Outreach

Senior Associate Pister discussed the University's intermediate-term strategy, which focuses on student-centered outreach. The University has a number of programs that enhance the academic development of students along the entire educational pipeline from eligibility for UC to preparation for graduate and professional school. The three largest and best-known programs are the Early Academic Outreach Program, the Puente Project, and MESA. These programs provide an array of experiences that prepare disadvantaged K-12 and community college students. Large numbers of students who participate in these programs become eligible for UC and go on to enroll. The most recent available outcome data for the EAOP program, for example, indicate that, of those high school seniors completing the program in 1997, approximately 52 percent (5,000 students) became UC-eligible, of whom 15 percent enrolled at UC. Another 5,700 EAOP students enrolled at other higher educational institutions. Historical data show that the proportion of all first-time, underrepresented minority freshmen who participate in EAOP has increased steadily. In 1990, a little over one-fifth of all underrepresented minority UC freshmen participated in EAOP programs. By 1996, the proportion had risen to over one-fourth of this group of students.

Nearly two-thirds of the MESA participants became eligible for UC last year. One-third of those achieved competitive eligibility, and one-fourth of the seniors completing the program enrolled at UC. In addition, the transfers to UC from MESA's community college program comprised over one-third of all UC transfers of underrepresented students from the eleven community college campuses with MESA programs. Mr. Pister noted that programs such as MESA make a difference, particularly in helping students not only to achieve eligibility but also to become competitively eligible for majors such as the field of engineering. In addition to precollegiate programs such as MESA, there are undergraduate student-centered programs. As a consequence, the number of minority students receiving baccalaureate degrees in science, engineering, and mathematics at UC has increased steadily.

Informational Outreach

The strategy for making an immediate impact on eligibility and transfer rates is informational outreach. The goal is to expand informational efforts to potential students in partner high schools and community colleges and to expand information regarding UC's graduate and professional programs. In addition to disseminating more widely information on UC programs and requirements for admission, various outreach activities are being expanded. For

example, comprehensive college counseling programs, media announcements, and direct-mail campaigns to targeted students are being developed. Special efforts will be made to reach students in the Central Valley.

Graduate and professional schools are also working to increase their outreach efforts. Graduate divisions are working with departments to expand the faculty's role in recruiting students nationwide at professional meetings, in meetings with prospective students during campus visits, and in participating in statewide forums designed to encourage and inform undergraduates about graduate study. Law and medical schools are expanding faculty and student outreach visits to undergraduate institutions and to pre-medical and pre-law conferences. They are also increasing the number of campus conferences, forums, or tours for undergraduates, particularly disadvantaged students, and also for pre-medical or pre-law advisors. Because of the outstanding quality of students who are admitted to UC, other law and medical schools actively recruit them. Accordingly, UC's professional schools are undertaking aggressive efforts to persuade their admitted students to enroll. Such steps include joining with alumni to host receptions around the country for admitted students, providing welcome days and individualized campus tours, and increasing phone calls by faculty, students, and alumni to encourage enrollment.

Research and Evaluation

Senior Associate Pister reported that the fourth major outreach strategy comprises two separate but related components: research and evaluation. UC faculty will be enlisted to conduct research to advance the understanding of the root causes of educational disadvantage and the practical implications of social, racial, ethnic, and other factors in academic preparation. The multi-disciplinary Faculty Planning Group of the UC Research Initiative on Education and Equity has been organized to undertake this responsibility. How the University measures the actual progress and effectiveness of its outreach efforts is crucial for credibility and accountability, especially given the increased level of State funding for these programs. As a result, a long-range evaluation plan will be developed. The goal of this plan will be to provide consistent, annual, systemwide data on all UC outreach strategies as required for reporting to the Legislature, the Regents, and senior UC administrators. The systemwide evaluation will be in addition to local program evaluation efforts. This is an activity to monitor and measure the effectiveness of UC's outreach programs and assess progress toward the specific goals enumerated by the Outreach Task Force Report. The University has retained PACE (Policy Analysis for California Education) to help develop the evaluation design. A technical advisory committee has been established which includes UC faculty with recognized expertise in educational research and evaluation methods to oversee all aspects of the evaluation. In addition, although most routine data collection for the evaluation will rest with staff at the campuses and Office of the President, UC faculty will be directly involved in commissioned research studies in order to ensure a rigorous, independent evaluation of programmatic efforts.

Mr. Pister discussed the specific kinds of data that will be collected as part of the evaluation. The outcome goals specified in the Outreach Task Force Report will provide the ultimate yardstick by which to measure success or failure. The University is working with the California Department of Education to develop baseline data for all of the partner schools, establishing a benchmark against which to measure UC's progress five years from now. In addition to long-term outcome measures, there is also a need to look carefully at markers of progress in the short to intermediate term. In evaluating the campus/school partnerships, these markers will include the proportion of students enrolling in ninth grade algebra, increased participation of teachers in training and development programs, and increased offerings of, and enrollments in, the courses required for UC admission.

For student-centered programs, key markers include increases in the number of students participating in these programs, the number of schools served, and the number of UC applicants and admittees.

Budget Summary

Mr. Pister emphasized the potential afforded by the 1998-99 outreach budget. The \$38.5 million provided by the State, assuming a full match by the K-12 system, will enable the University to attain the \$60 million goal that the Outreach Task Force estimated would be needed to achieve the goals and objectives it recommended. The plan for allocating resources to campuses respects the desire of chancellors and other campus leaders to exercise as much discretion as possible in responding to local needs and supporting campus initiatives, while at the same time focusing revenues on targeted outcomes. This must be balanced with Legislative intent which designated new funds for certain programs and priorities.

The University also plans to address the unique problem of low-performing schools in the Los Angeles basin. Because all UC campuses draw students from this area, they all share responsibility for addressing the issues surrounding eligibility of educationally disadvantaged students from this area. Los Angeles County has 47 percent of all Latino and African American students in K-12 in the state. The Los Angeles campus will take the lead in convening an inter-campus group that will develop a plan in which all UC campuses can better serve the significant numbers of educationally disadvantaged students and low-performing schools in the Los Angeles basin.

In concluding his remarks, Senior Associate Pister observed that the University of California has committed to engage its human, physical, and financial resources in addressing the problem of access to higher education. This commitment is of unprecedented magnitude in the history of the state and the University. Two aspects of this engagement bear special consideration. First, engagement with K-12 schools, students, and their teachers at the level of effort called for by the Outreach Task Force, and subsequently supported by the resources made available in the State budget, can be accomplished only by moving outreach closer to the core mission of the University. It will require a new level of collaboration of all

constituencies in the University to succeed. Second, the University's mission of creating and disseminating knowledge through teaching, research, and public service is largely accomplished through students. The historical record demonstrates beyond reasonable doubt that the University has been critically important to the economic well being of the state. This success has been dependent upon faculty, staff, and alumni who have been the agents who made this possible. The 21st century presents the opportunity to ensure that alumni who take on the responsibility of defining and implementing the social, political, and economic policies of the state are truly representative of the people of California. In meeting this challenge, major steps will have been taken to assure the future of the University and the State in whose service it is chartered.

Regent Connerly cautioned that, in laying the framework for the University's expanded outreach efforts, the purpose is to serve students who are disadvantaged. Outreach programs should not become surrogates for affirmative action. He urged that greater emphasis be placed on the family and the community in order to involve them in motivating underachieving students. He suggested that, given the magnitude of opportunities, no one should be denied a higher education in California. If the University's outreach efforts prepare students to attend the California State University, those efforts should be recognized. Regent Connerly observed that programs sponsored by the private sector could be enhanced through cooperation with the University of California.

Referring to efforts to address the problems associated with K-12 education in Los Angeles County, Regent Hotchkis reported that a student in the sixth grade in Los Angeles has a 12 percent chance of reading at the eighth-grade level by age 18. He suggested that this statistic represents an insurmountable obstacle. Senior Associate Pister reported that \$2.5 million would be allocated to the Los Angeles campus for outreach. He pointed out that the improvement of education in K-12 is not the responsibility of the University of California. The University's role is to help to bring about change. Chancellor Carnesale added that the intention of the Los Angeles campus will be to focus its resources rather than to try to spend money evenly throughout the K-12 schools in Los Angeles.

Regent-designate Taylor commended the fact that concrete goals had been established for the University's outreach efforts. He noted, however, that the research and evaluation component lacks a specific goal. Associate Vice President Galligani responded that annual evaluations which measure outcome will be presented to the Regents. With respect to research, Provost King observed that it is inherently a long-term effort and may not produce milestones in the sense that the other outreach components will. The University will use its research expertise to inform the evaluation process.

Regent-designate Taylor called attention to the fact that UC alumni are concerned about diversity and eager to participate in the University's outreach efforts. Senior Associate Pister confirmed that the chancellors recognize the importance of the alumni.

In response to a further comment from Regent-designate Taylor regarding the timing of the admissions process, Associate Vice President Gallaghi reported that President Atkinson had established a group chaired by Chancellor Emeritus Young that is looking at ways to streamline the admissions process.

Regent Ochoa discussed the fact that, of the 106 community colleges in the state, only 22 to 30 consistently transfer from 180 to 540 students per year to a UC campus. He believed that the Memorandum of Understanding between the University of California and the California Community Colleges does not go far enough because it does not increase the number of students who will transfer from underprivileged, urban settings. Regent Ochoa suggested that this problem would need to be addressed.

Provost King reported that, as of September 1, Associate Vice Chancellor Paredes from the Los Angeles campus had joined the Office of the President on a part-time basis to assist in outreach. The community colleges will be one of his main focal points. Some of the campus partnerships include local community colleges.

Regent Ochoa reiterated the point that not all community colleges have the preparation of students to transfer to a four-year institution at the center of their programs.

Regent Khachigian reported that several Regents recently met with Regents from the University of Texas. During a session on admissions, the Chair of the UT system noted that a more serious problem for Texas than the diversity of the student body is the fact that one-half of all students in Texas do not graduate from high school. With respect to Regent Ochoa's comments, she pointed out that the community colleges serve many functions in addition to transfer. While she agreed that this component of the community college system should be strengthened, she also noted that many students who attend a community college have goals other than education beyond that level.

Regent Espinoza asked that Senior Associate Pister comment on the participation of the faculty in the University's outreach efforts. Mr. Pister recalled his comment that outreach would need to move closer to the academic core of the University, which is the faculty. Faculty Representative Dorr reported that individual faculty members have been actively engaged in outreach. Faculty are also involved in the research aspects of outreach and with issues of articulation and transfer. In addition, the faculty leadership has excellent relations with leaders from both the community colleges and the California State University. Last spring, faculty, articulation staff, and administrators from the three institutions, as well as representatives of independent colleges and universities, participated in a workshop on issues of articulation and transfer. At the workshop, barriers to articulation and transfer were identified, and solutions were proposed. Chancellor Greenwood commented that when the prospect of a new approach to outreach became feasible, she formed a campus-wide committee that involved deans and faculty members from every division. As a result, the administration feels prepared to energize the faculty and expects that the creativity of the

faculty will be put into the outreach effort. The chancellor noted that outreach will also create an important link between faculty and students engaged in this activity.

Regent Espinoza continued that significant outreach activity by students is taking place on each of the campuses and asked how these efforts would be factored into the University's overall outreach strategy. Senior Associate Pister reported that the allocation letter from the President to the chancellors made a specific recommendation that they set aside a portion of the outreach budget for student-initiated projects. Regent Espinoza emphasized the importance of coordination between the campus administration and student groups in order to create a community effort.

Regent Espinoza reported that he had recently attended a meeting of the Board of Directors of MESA and that it had meant a lot to them to have a Regent in attendance. He encouraged the administration to consider what opportunities might be provided to other Regents who wish to become involved in the University's outreach efforts on an ongoing basis.

Regent Chandler recalled that at a recent workshop of the California Postsecondary Education Commission there had been a great deal of interest in transfer and articulation. She hoped that these issues could be addressed in more detail at a future meeting.

In response to a question from Regent Kozberg regarding establishing ties with private colleges and universities, President Atkinson gave as examples of connections that already exist the Subject Matter Projects, UC Links, and MESA. Provost King added that the University of California serves as the steward for the statewide MESA programs, which operates in all of the segments of higher education in the state.

Faculty Representative Dorr reported that the faculty at the Los Angeles campus are enthusiastic about outreach as a means of fulfilling the responsibility of a land-grant University to broaden its reach into all segments of the population. She agreed with Senior Associate Pister's assessment that outreach must have reasonable goals. The University will not be able to solve society's ills, but it can help individual students and schools to achieve more. The faculty bring their professional support to this effort. They also acknowledge that the University as a whole will need to be engaged, which will require changes in the culture.

President Atkinson observed that comments by Regents had indicated their enthusiasm for the strategic outreach plan and commended Senior Associate Pister for his efforts on the University's behalf. He believed that outreach would have tremendous value for the future of the State. Mr. Pister acknowledged the contributions of the staff in the Office of the President.

(For speaker's comments, see the minutes of the September 17, 1998 Committee of the Whole.)

2. ANNUAL REPORT ON THE PRIVATE SUPPORT PROGRAM

The **Annual Report on the University Private Support Program, 1997-98**, 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 the University of California received \$754.5 million in private support in 1997-98, which represents a 4 percent increase from the previous year's total of \$726 million. This progress sustains the University's position among the first rank of charitable recipients.

Approximately 57 percent of the gifts were made to The Regents and 43 percent to campus foundations. Sixty-three percent were in cash and marketable securities, 29 percent in pledges, and 8 percent were in-kind gifts. This year continues a positive ten-year trend during which UC received \$5.3 billion in private support.

Vice President Darling recalled that, during the budget negotiations, the University committed to the Governor and the Legislature to raise more private support and increase public-private partnerships. During the last fiscal year, the campuses were involved in campaigns with a cumulative goal of \$2.6 billion, toward which \$1.6 billion had been received in gifts and pledges. These efforts are led by the Berkeley and Los Angeles campuses, each of which is involved in a successful \$1 billion capital campaign.

To sustain this success in private fundraising, the President and the chancellors have made additional investments in campus fundraising, and the Investment Advisory Group of The Regents continues to discuss ways to further support the University's development activities.

One of the areas that has benefitted the most from private support is the health sciences, which attracted over 37 percent of the total support for the year.

With respect to the purposes for which gifts were given to UC, Vice President Darling reported that departmental support led with 35 percent of the total gifts. This includes 52 new endowed chairs, raising the total number of chairs to 628. Research followed with 30 percent and campus improvement at 12 percent. Gifts for instruction increased by 33 percent to \$35.9 million.

The results included dramatic increases in support from private foundations, up 36 percent from the previous year, and from corporations, up 37 percent.

Mr. Darling commented on alumni giving for the past year, noting it declined 32 percent from the prior year. This is the result of two large gifts the prior year. The campuses are making serious efforts to increase the percentage of alumni who make contributions to UC. Two campuses reported the highest number of alumni gifts in their history.

In conclusion, Mr. Darling noted the expectation that individual donor support will increase. In addition, the \$10 trillion in inter-generational wealth transfer in the next thirty years offers significant development opportunities. He recognized the chancellors, the campus foundations trustees, the faculty, and the campus development staffs for their efforts.

The meeting adjourned at 4:30 p.m.

Attest:

Secretary