

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

October 14, 1999

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

Members present: Regents Atkinson, Bustamante, Connerly, Davies, O. Johnson, Khachigian, Lansing, Pannor, and Taylor; Advisory member Kohn

In attendance: Regents Bagley, Hopkinson, S. Johnson, Montoya, Moores, Parsky, Preuss, and Vining, Faculty Representatives Coleman and Cowan, Secretary Trivette, General Counsel Holst, Assistant Treasurer Young, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gomes, Gurtner, and Hershman, Chancellors Berdahl, Bishop, Carnesale, Cicerone, Dynes, Greenwood, Orbach, Tomlinson-Keasey, Vanderhoef, and Yang, and Recording Secretary Nietfeld

The meeting convened at 11:30 a.m. with Committee Chair Connerly presiding.

1. **MEETING THE CHALLENGE OF TIDAL WAVE II**

President Atkinson observed that California's public and private institutions of higher education are facing unprecedented enrollment growth in the first decade of the new century. The term coined to characterize this growth is "Tidal Wave II," which echoes the tidal wave of enrollments that occurred during the baby boom years. He recalled that at the February meeting the Regents were presented with the best enrollment estimates available as well as with data concerning graduate enrollments. Today's presentation represents the first in a series of three reports on enrollment which will culminate in an April 1, 2000 report to the Legislature on how the University will meet the challenge of this increased enrollment demand. To prepare for higher levels of enrollment, campuses are actively developing a variety of approaches, and these detailed plans will be presented to the Committee at its January 2000 meeting.

The President stressed that over the next ten years the University's student body is expected to grow by 43 percent. He noted that while this growth presents an opportunity for the University to serve the needs of the State, it also presents a great challenge. If the University fails to meet this challenge adequately, a process could be set in motion which would lead to a diminishing of the quality of the University of California.

Assistant Vice President Smith recalled that the February presentation on enrollment projections had been based upon the Department of Finance's estimates of the number of high school graduates and had shown a steep increase in enrollments between now and 2010. Projections which were recently released by the California Postsecondary Education Commission reach the same conclusions, as do UC's own analyses. Ms. Smith supplemented her remarks with a set of

slide projections, the first of which depicted actual and projected UC enrollments from 1990 to 2015. The University has experienced stable growth of approximately 1,000 students per year over the past decade. In the next decade, that growth is projected to rise to more than 5,000 students per year. After 2012, however, tentative projections indicate that there may be a leveling off or a slight decline in enrollment. In 1998-99 the University of California had 147,000 students; by 2010-11, that number should grow to 210,000.

Assistant Vice President Smith outlined the four primary assumptions which underlie the projected enrollment growth. The first is the Department of Finance's estimation of the number of high school graduates, a figure which is closely related to the state's economy. A second assumption relates to the number of students who choose to attend the University of California. All of the projections assume that the proportion will remain basically stable at about 7.4 percent of high school graduates, although the new four percent path to eligibility may encourage more students to enroll. The University's aggressive outreach activities should also result in greater participation. A third assumption is achievement of the goal of transferring one-third more students from the California Community Colleges as called for in the Memorandum of Understanding. Finally, the assumption has been made that UC will maintain the level of 18 percent graduate student enrollment. This percentage is based on careful planning by the campuses, with growth expected in fields where the workforce need is strong. Over the past thirty years, undergraduate enrollment has grown over 100 percent as contrasted to a seven percent increase in graduate enrollment.

Ms. Smith further contrasted the projected growth to that which took place in the 1960s, noting that in the 1960s the University grew by 6,000 students per year for seven years. The future growth of 5,600 students per year should take place over a twelve-year period. In addition, during the 1960s, 28 percent of the new enrollment was absorbed by three new campuses, whereas UC Merced will be able to take only eight percent.

Assistant Vice President Smith offered some solutions to accommodate increased enrollment. The first will be to increase the traditional fall, winter, and spring quarter enrollments, particularly at the campuses that have room for growth. The University will have no choice but to encourage up to 40 percent of the student body to enroll in a summer session. At present, summer session exists as a small program on some campuses, but it is not supported by the State. As a result, the program that a campus can offer is limited by what students can afford to pay. Ms. Smith stressed that summer expansion will be essential to meet enrollment demand; the University will seek State support to fund this expansion. The administration is considering creative ways to accommodate growth, including the Education Abroad Program and off-campus centers. A decrease in the time to degree will also be important.

To meet increased enrollment, the University will face the challenge of hiring 3,000 additional faculty over the next twelve years, in addition to replacing the 4,000 faculty members who will retire or leave University employment. As the University grows, it must be sensitive to community

relations and to the growth rates on each campus. Ms. Smith observed that, above all, the University must maintain quality as it grows.

The Legislature has requested a report on the advantages and disadvantages of implementing year-round academic programs as one means of accommodating the projected growth. The University intends to provide in that report information not only about course offerings in the summer but also information on all of the ways in which the University will expand its capacity to respond to the growth. The official report will be presented to the Committee at its March meeting. To accomplish this planning, a steering committee consisting of campus and Office of the President leaders has been appointed. Each campus must design an approach that works in its individual context, and each campus has a process that is making this activity a priority.

Referring to the University's response to Tidal Wave II as presented by Assistant Vice President Smith, Provost King emphasized the University's commitment to continue to provide access to all eligible students. The education provided by the University of California produces many of the most creative members of society. Sustaining this quality is important not only for the future of California's students but also for the economic and societal well-being of the state.

Regent Preuss asked whether the University would be able to find qualified faculty members to fill vacancies and to meet enrollment demand. Provost King believed that the situation will test the capability of the University in seeking and hiring faculty. Regent Preuss asked whether the University's faculty salaries would need to become more competitive in order to attract the best faculty. Provost King noted that the University has been successful in recruiting faculty, with above an 80 percent first-choice rate. President Atkinson added that there will be a shortage of Ph.D.s in the country in the coming decade. The University may need to rely on a certain percentage of part-time faculty in order to meet the demand.

Regent Preuss pointed out that the University had contributed to the problem by keeping its graduate enrollment at the relatively low level of 18 percent. He asked that the chancellors address graduate enrollment when the campuses report on their responses to the challenge of Tidal Wave II.

Regent O. Johnson asked why the solutions for accommodating increased enrollment did not include the use of new technologies. President Atkinson reported that the Governor had recently augmented the University's budget by \$2.25 million in order to ensure access to Internet2 in the Central Valley. There will be opportunities to rely on distance learning as one way to accommodate increased enrollment.

Regent Pannor expressed concern about the expansion of the summer session because the high cost would be a burden to students. She also noted that summer session faculty are paid less than during regular terms. President Atkinson explained that the intention is to seek State support for

an expanded summer session and to provide financial aid that is comparable to that which is provided during the regular school year. The President recalled that traditionally the summer session has been self-supporting, and the faculty are paid for the courses they teach. The University anticipates that, if the summer session is expanded, it will be structured in a way that is comparable to the regular academic year. As a result, some faculty members may choose to teach in the summer as part of their regular teaching load.

Regent Taylor asked whether there would be any bureaucratic hurdles which would prevent a UC student from enrolling at a different campus for the summer session. Assistant Vice President Smith reported that a student is able to obtain credit for a course taken at any general campus, but care must be taken to ensure that these courses are articulated into the major.

In response to a concern raised by Regent Taylor with respect to student housing, Senior Vice President Kennedy recalled that he had reported to the Regents that between now and 2002-03, 10,000 additional beds would be brought on line. In addition, the University will explore private-sector initiatives to address the problem. Regent Connerly stressed that the student housing problem has reached a crisis proportion characterized by lack of available units and high rents. He believed that the University would need to put the State of California on alert as to the seriousness of the problem. Regent Connerly reported that legislators had advised that the University document the degree of the housing shortage and present it to the Legislature. He recommended the formation of a task force to address this issue and suggested that Chairman Davies, Regent Hopkinson, and Regent Taylor be appointed to the task force.

Chancellor Berdahl recalled that during the Regents' visit to the Berkeley campus he had outlined the ways in which the campus plans to provide approximately 1,000 additional beds. The major obstacle faced is the campus' lack of space on which to build. As a result, the campus has initiated conversations with developers who might be interested in constructing University housing in Oakland.

Chancellor Vanderhoef reported that the Davis campus had opened its first housing units which were financed by a private developer in 1988 and that for the Davis campus, which recently broke ground for its third such project, this arrangement has worked well.

Regent Montoya reported that one university had created a Semester at Sea for its students and suggested that the Education Abroad Program consider the creation of a similar program for UC students who cannot afford to travel abroad to study.

Regent Hopkinson pointed out that some communities where UC campuses are located may express opposition to increased construction projects.

Regent Pannor pointed out that students who attend a non-University of California college during the summer earn credit for the courses taken but that the grades earned in these courses are not calculated into the students' GPA. She asked the administration and the faculty to address this issue.

Regent S. Johnson noted that if the State were to provide support for students to attend private colleges and universities, this could alleviate some of the enrollment pressure on the University of California. President Atkinson observed that the University has always encouraged the State to support students who attend private colleges. Provost King added that his projections were based upon the assumption that enrollment in private colleges would also grow.

Regent Vining suggested that the University may wish to consider ways in which to challenge the long-standing paradigms and the charges to the state's three higher education segments. His concern was maintaining the quality of the University of California. President Atkinson reported that a State commission is examining the relationship among the three segments. One intention of the Memorandum of Understanding between UC and the community college system is to facilitate the movement of students from their first two years at a community college into the UC system.

In response to a question from Regent-designate Kohn as to how solutions to the enrollment demand will be apportioned, President Atkinson explained that each campus was in the process of planning to meet the enrollment targets that have been set.

The Committee recessed for lunch at 12:25 p.m.

.....

The meeting reconvened at 1:50 p.m. with Committee Vice Chair Sayles presiding.

Members present: Regents Atkinson, Davies, O. Johnson, Khachigian, Lansing, Pannor, Sayles, and Taylor; Advisory member Kohn

In attendance: Regents Bagley, Hopkinson, S. Johnson, Montoya, Moores, and Preuss, Faculty Representatives Coleman and Cowan, Secretary Trivette, General Counsel Holst, Assistant Treasurer Young, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gurtner, and Hershman, Chancellors Berdahl, Bishop, Carnesale, Cicerone, Dynes, Greenwood, Orbach, Tomlinson-Keasey, Vanderhoef, and Yang, and Recording Secretary Nietfeld

2. **THE UNIVERSITY OF CALIFORNIA ONLINE HIGH SCHOOL COLLEGE PREPARATORY COURSES**

Provost King introduced Mr. Julius Zelmanowitz, Interim Vice Provost for Academic Initiatives, who noted the importance of access to the University of California for all segments of the state's population. The UC College Preparatory Initiative (UCCP) uses distance education technologies to increase access to high school (a)-(f) courses, honors courses, and Advanced Placement (AP) courses which are fully articulated into UC admission and graduation requirements. The UCCP is intended to improve UC eligibility for California's high school students and thus is considered part of the outreach program. The immediate goals for UCCP include increasing the number of courses offered and expanding the number of high schools involved in the program, with special emphasis on engaging the partnership schools that form a part of UC's outreach operation.

Chancellor Greenwood noted that when The Regents adopted the four percent path to eligibility, there was considerable discussion about whether to reduce the credit given for AP and honors courses in calculating a student's grade point average. Although The Regents did not act to reduce the credit, it was acknowledged that there are many schools, particularly in rural and urban areas, in which talented students would always be at a disadvantage because their schools do not offer sufficient AP and honors courses. UCCP represents an innovative, 21st century effort to level the playing field. The Chancellor stressed that an online course can never serve as a substitute for a good course taught by a talented teacher. It is, however, a viable alternative to nothing.

UC Santa Cruz, the lead campus for the initiative, conducted a feasibility study in spring 1997. The study found the following:

- For a number of California students, preparation for University admission is limited by a shortage of required courses at their high schools.
- There is a direct correlation between the lack of course offerings and low attendance at UC or the California State University.
- There is sufficient convergence of the available technologies, curricular components, and interest in addressing the need.
- A program such as UCCP can effectively address these limitations.

Vice Chancellor for Student Affairs Hernandez reported that an advisory committee with representation from each campus was formed in October 1998 to help guide the project and to develop detailed guidelines. The committee determined that the program should focus on UC's partner high schools, that the cost of participation should not be borne by the individual high school student, that all courses offered must be fully UC-certified, and that an effort must be made to integrate efforts both within and external to UC.

Vice Chancellor Hernandez stated his intention to focus on three pilot efforts that use learning technology in different ways. He reported that there are 51 students from 9 high schools in Imperial and San Diego counties enrolled in four courses. These students are enrolled sometimes in courses with each other and at other times with students in other parts of the state. The course material is presented entirely through the Internet. All of the course assignments are sent over the Internet, and the communication with the teacher is online. The students can engage the course material at any time they wish from computers at home, the public libraries, or at the school.

In Fresno County, 23 students from 7 high schools are enrolled in the same course. The teacher is at one of the high schools, and the course material is presented through CD-ROM using computers from home, in libraries, or at the school. Class assignments are discussed over the web. Because this is a lab course, the students will meet one Saturday a month for their lab experience. In Merced County, there are 23 students from two schools enrolled in one course offered through UC Berkeley Extension. Local teachers are in the classroom assisting the cyber-teacher from Berkeley Extension. The course material is presented on the web and through textbooks. The course assignments are on the web, as is the dialogue with the Berkeley Extension teacher.

Vice Chancellor Hernandez observed that these three different delivery mechanisms fit well with the different circumstances in each area. Each program meets a local need for access to these courses. Without this access the students could not take the course. All of the courses presented to date have been through partnerships with the private sector or with Berkeley Extension. In addition, the courses have been approved through the normal process.

Mr. Hernandez then played an audiovisual presentation which described the project in greater detail. In the presentation it was explained that the mission of the UCCP is accomplished through a three-part strategy which includes the adoption of high-quality existing courses, the adaptation of delivery methods to fit school needs, and the development of new courses.

UCCP identifies courses using a multi-faceted review system looking at quality of content, instructor experience, delivery method, technical specifications, and sound pedagogy. Courses that meet the University of California Office of the President articulation process are then included in the UCCP program offerings.

UCCP has established partnerships with successful commercial vendors who offer high-quality college preparatory courses. Commercial partners draw upon the expertise of world-renowned scholars for content development. Using the production expertise of the courseware developers, University of California faculty will create courses which are educationally relevant and necessary for entrance into the UC system.

The University of California is uniquely positioned to align with and leverage other programs and services throughout the state and the nation. As it becomes another vital node in an already active,

successful network of service providers, the UCCP will provide more options for under-served students across the state. The UC College Prep Initiative has already established an expanding network of partnerships within the UC System, with other organizations throughout the state and the nation, and with the private sector.

Vice Chancellor Hernandez explained that the project, which was launched with the support of President Atkinson, has received generous support from the State to expand the offerings of AP courses online. Course offerings will increase rapidly through partnerships with the private sector and by developing courses. UCCP will continue to work with UC's outreach partner schools to offer more courses in those schools and, in partnership with the College Board and the private sector partners, will present a summer training institute for teachers.

In response to a question from Regent Pannor, Vice Chancellor Hernandez explained that each of the high schools that were chosen to participate has formed a partnership with a UC campus as part of the University's outreach effort. UCCP will also target Early Academic Outreach Program schools.

Regent Hopkinson noted the lack of participation by schools in Los Angeles County. Mr. Hernandez explained that representatives of UCCP would be at UCLA in November to inform members of that campus what opportunities will exist for the spring 2000 quarter. President Atkinson predicted that within several years a range of such online courses would be available throughout the state.

In response to a question from Regent Khachigian regarding students' access to computers, Vice Chancellor Hernandez noted that the participating schools have encouraged local companies to provide them for the students.

Regent Khachigian observed that advanced placement and honors courses are very demanding and asked how they compare to an online course. Vice Chancellor Hernandez recalled Chancellor Greenwood's remark that an online course can never equal the quality of education provided by a talented teacher; on the other hand, it is preferable to no course at all.

In response to a question from Regent Montoya, Mr. Hernandez explained that a student is able to track his or her progress in the course. The teacher also knows how well the students are doing as well as how much time they are spending online.

President Atkinson stressed that the program is in its infancy. As it develops, the course offerings will become more sophisticated.

Regent Bagley noted that an initiative is being circulated for the March 2000 ballot which would reduce the local school district bond vote majority requirement from two-thirds to 50 percent.

While he did not suggest that the Board of Regents become involved, Regent Bagley did believe that individual Board members should become active in the campaign in order to support their local high schools.

Regent Sayles encouraged the administration to seek corporate sponsorships for the program. Chancellor Greenwood reported that the advisory committee is actively engaging major corporate sponsors in the initiative.

The meeting adjourned at 2:35 p.m.

Attest:

Secretary