

The Regents of the University of California

**COMMITTEE ON EDUCATIONAL POLICY**

June 17, 1999

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

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

In attendance: Regents Bustamante, Hopkinson, S. Johnson, Lee, Moores, Parsky, Preuss, and Sayles, Faculty Representatives Coleman and Dorr, Secretary Trivette, General Counsel Holst, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, and Hopper, Chancellors Carnesale, Dynes, Greenwood, Orbach, Vanderhoef, and Yang, Provost Christ representing Chancellor Berdahl, Vice Chancellor Bainton representing Chancellor Bishop, Executive Vice Chancellor Lillyman representing Chancellor Cicerone, and Recording Secretary Nietfeld

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

1. **REPORT ON OUTREACH EFFORTS**

It was recalled that the following material was mailed to all Regents in advance of the meeting as background for a report on the Riverside campus' outreach efforts.

- A booklet (English and Spanish versions), "Keys to Your Future; Pathway to the University of California"
- An explanation and chart providing information on the 1998-99 UCR Average Financial Aid Packaging
- A chart showing the breakdown of UC Riverside Statements of Intent to Register for Underrepresented Freshmen, Fall 1997, 1988, and 1999
- An article from the *New York Times Magazine* entitled "The End of Affirmative Action (And the Beginning of Something Better)"

Provost King observed that the University had increased its outreach efforts over the past few years. Several Regents served on the Outreach Task Force, the recommendations of which formed the basis for these enhanced outreach efforts. Regents remain involved through membership on the Outreach Advisory Group, which oversees the University's outreach programs.

Due to the interest of the Regents in outreach, reports have been presented to the Committee by the campuses.

Senior Associate to the President Pister noted that the goal of the University's outreach programs is to educate, and they stress diversity due to the changing nature of the population of the state. He stated that today's presentation would be the eighth in the series of campus presentations describing the actions that they have taken in response to the recommendations of the Outreach Task Force.

Chancellor Orbach stated that the outreach program at the University of California, Riverside, is helping to develop the academic potential of students for all of the UC campuses as well as affecting the nature of the student body currently on the Riverside campus. He reported that, for the first time in the history of the University, UC Riverside has more African-American, American Indian, Chicano, and Latino students, numerically, than any other campus in the UC system. While this is a tremendous achievement, it is also a great responsibility.

Recently the Association of American Universities ranked the top research universities in the United States with respect to the percentage of their graduates who go on to receive a doctorate. The Riverside campus is among a cluster of UC campuses near the top of the list. It is the campus' responsibility to see that these students are included among those receiving their doctorates ten years from now.

Chancellor Orbach asked Executive Vice Chancellor David Warren, as the creator of the campus' strategic planning committee for educational engagement, to describe the outreach program. Vice Chancellor Warren reported that the campus faces an historic challenge because, for a wide variety of reasons, area high school students have been less likely to graduate, less likely to go on to college, and less likely to be eligible for the University of California system than their peers in much of the rest of the state. He related his dream that in ten years the best example of a partnership between a research university and the K-12 system will be widely known to be the University of California, Riverside, and its K-12 partners in Riverside and San Bernardino counties and beyond.

Mr. Warren reported that in 1995 the campus created a strategic plan for educational engagement to coordinate all of its outreach activities and to identify the needs of its school partners. The ALPHA Center is the organizing structure that the campus uses to accomplish the goals of its strategic plan. The Riverside campus also has a broad investment in engagement with K-12 education. Outreach has been done by faculty and staff in the fields of psychology, mathematics, chemistry, English, plant pathology, history, biology, and physics. Through the California Educational Research Cooperative and the Comprehensive Teacher Education Institute, the campus has created partnerships that extend onto the K-12 campuses.

The campus' significant investment in outreach has paid dividends in the form of increased college-going rates and increased UC eligibility. In the region, which is spread across a large rural and suburban area, UC eligibility rose from 6 percent in 1990 to 8.1 percent in 1996. The social, economic, and cultural vitality of California, particularly in the region, depends upon UCR's successful engagement with K-12 education. The campus' outreach efforts will be successful when 12.5 percent of students in the area are UC eligible.

Vice Chancellor Warren then called upon the following presenters: Mr. Javier Hernandez, Director of the Early Academic Outreach Program (EAOP); Ms. Pamela Clute, director of the Alpha Center; and Professor Rodney Ogawa, associate dean in the School of Education.

Director Hernandez reported that in 1995 the Riverside campus received resources from The Regents' Diversity Initiative, which, in combination with earlier efforts, increased student participation in early academic outreach. Participation increased by 33 percent in 1996 and by another 38 percent in 1997. UC eligibility for the participants doubled in 1996 and again in 1997, while college enrollment also made dramatic gains. UC enrollment of EAOP students nearly tripled from 1995 to 1998.

Mr. Hernandez reported that, in his 14 years as the leader of the Early Academic Outreach Program, ongoing relationships have been forged with the schools and the larger community, including the private sector. Each summer the program brings 8th, 9th, 10th, and 11th grade students to campus for residential programs that include the publication of a literary magazine. College students and faculty members work with them, providing role models for academic life.

The program offers tours, one-on-one academic advising, parent leadership institutes, test preparation, and one-week summer residential academies in writing, science, and mathematics, including calculus for the most advanced students. UCR reaches students as early as the seventh grade, and sometimes even earlier, while they still have time to prepare for the UC system. The campus also places student mentors on middle and high school campuses to assist students who need help. In this context, Director Hernandez discussed the high school career of Ms. Ana Vargas, who graduated from UCR last year and will enter the teaching credential program this fall at Riverside.

With the funds authorized earlier this year by The Regents, UCR's Early Academic Outreach Program will expand into 56 schools and serve 3,000 more young people. The campus will be able to hire 130 additional student mentors for advising and tutoring, thereby doubling the current program. This translates into 39,000 additional hours of one-on-one tutoring and college advising.

Ms. Pamela Clute informed the Committee that the Alpha Center consists of several outreach activities, including the School University Partnership Program. Six school districts have engaged with the Riverside campus to establish an intellectual climate of high expectation that will build a pathway to college for students from low-performing schools. These districts are committed to

long-term relationships in order to facilitate change in school structure and school curriculum. For example, Indio High School has created a thirty-day intercession between semesters focusing on the key content areas of mathematics and language arts. Terrace Hills Middle School has created a new course for its fall schedule, titled "the integration of mathematics and science." Local area teachers are participating in UCR's teacher preparation program, while ladder faculty from fields such as mathematics, English, biology, and anthropology are lecturing and teaching in the partnership schools. There is increased involvement on the part of parents, as represented by their role in creating the School University Partnership site plan in several school districts. All districts are offering Saturday and evening programs for parents focusing on college preparation.

The campus expects change in student performance, change in student confidence, and an increase in the number of students who are UC eligible, but this change will occur only in an atmosphere of trust and cooperation. Under the mandate of increasing the number of UC-eligible students, each district has developed an action plan. There are commonalities, such as the area of mathematics. Teachers from the districts want professional development in mathematics education, including more content knowledge, and ideas that are interesting, purposeful, and relevant to college work. They also want access to professional organizations. Students and their parents want improved mathematics performance.

Facilitated through the Alpha Center, the Early Academic Outreach Program has joined hands with ladder faculty from mathematics and education to create the school-centered Mathematics Academy for Teaching Excellence (MATE). The partnership teachers and their students are participating in this program, along with undergraduates from the campus who have an interest in becoming mathematics teachers. The partnership teachers chose to focus on algebra, recognizing it as a gateway course to higher education opportunities. MATE supports teachers with an extensive professional library of materials, stipends, release time, units of credit, and relevant new ideas. Ms. Clute noted that while her presentation had focused on mathematics, there is a multitude of other partnership activities, including programs in reading and writing.

Professor Ogawa, chair of the systemwide advisory committee on evaluation, reported that an evaluation unit had been established in the ALPHA Center, staffed by faculty from the School of Education. The evaluation unit will collect data from students and parents to assess the overall effectiveness of outreach and will serve as a management tool to improve programs. In addition, the study will follow students into the University to determine the long-range effect of these outreach efforts. Each of the School University Partnership programs will incorporate a study that examines its impact on the school, its staff members, and students. One such project in the Jurupa Unified School District involves UCR faculty working with a team of teachers from the high school and feeder middle and elementary schools to integrate mathematics curriculum across levels, smoothing transitions and eliminating redundancies. This will enable students to progress through the mathematics sequence they need to become UC eligible and prepared for success in college. The research portion of that project will assess whether there is a change in the instructional

practices of teachers, and it will also chart student academic performance. Finally, the evaluation unit will conduct in-depth case studies of selected School University Partnerships to determine whether they work and to reveal why and how they increase UC eligibility.

Chancellor Orbach concluded the presentation by recognizing the following representatives of the Riverside campus who have contributed to the outreach efforts as described above: Ms. Carmel Myers, Vice Chancellor for Student Services and Enrollment; Mr. Jim Sandoval, Assistant Vice Chancellor and Registrar, Ms. Betty Benzor, director of Relations with Schools; Mr. Otis Greer, Admissions Counselor, Relations with Schools; and Mr. Noel Keen, holder of the Johnson Endowed Chair in Plant Pathology, who has lent his expertise to the ALPHA Center and to other campus outreach efforts.

In response to a question from Regent Kozberg, Ms. Clute reported that faculty members from four local community colleges participate in the MATE program, and the Alpha Center is looking for ways to expand its cooperation with the community colleges. Chancellor Orbach continued that the campus has contracts with 80 of the 106 community colleges in the state, as well as meetings between community college and University faculty to compare curriculum.

Regent-designate Taylor called attention to the student involvement in the campus' outreach efforts and asked whether there was consideration given to involving these students in outreach once they become alumni. Mr. Hernandez reported that the Youth Education and Motivation Program draws 160 volunteers from all facets of the community, including alumni. These volunteers discuss the importance of education with middle-school students in Riverside, San Bernardino, and Pomona schools. Professor Ogawa added that many of the School University Partnerships involve professional development for teachers; at least one-half of the participant teachers in the Juruba Unified School District project are alumni of UC Riverside.

Regent Johnson drew the Regents' attention to the fact that Chancellor Orbach is personally involved with the campus' outreach efforts, visiting many schools throughout the region.

Regent Bagley cautioned that University administrators would need to be aware of the potential for lawsuits in connection with outreach, as a district court of appeal in San Jose recently ruled that a City contracting program was unconstitutional under Proposition 209 because it assisted women and minorities to qualify for contracts. The plaintiff's attorney asserted that outreach programs would be found to be unconstitutional.

Regent Connerly reported that General Counsel Holst is in the process of determining whether any of the University's outreach efforts would be affected by the recent ruling. He suggested that the University's outreach programs should be broad based rather than targeted at any particular group. He did not believe that any of the University's programs would be construed as unconstitutional outreach.

General Counsel Holst reported that he had found nothing in the case referred to by Regent Bagley which would raise concerns about its application to the University's targeted informational outreach programs.

Regent Willmon stated that he was deeply impressed with the approach that the Riverside campus is taking to its outreach objectives. This effort flows from Chancellor Orbach, who serves as both role model and leader. The outreach program is an example of how the intellectual resources of the University can be harnessed to produce a better work force and a more civilized population. The fact that the campus strives to assure that all groups attain UC eligibility is the hallmark of its outreach program. Regent Willmon noted that The Regents had provided a high level of funding for outreach and asked whether there had been any difficulties with this funding at the campus level.

Vice Chancellor Myers responded that the administration had been taking full advantage of the new funding by hiring additional personnel. Chancellor Orbach added that the funds that the University receives for outreach can be leveraged against other State and federal funds, thereby providing the campus with support that is far beyond the level of direct State support.

Regent-designate Pannor suggested that the Regents should use the Riverside example as a model to help increase UC eligibility for students in the secondary schools. She pointed out that the Riverside campus had been successful in an area that has traditionally not sent its students to the University and urged other campuses to use the Riverside model in their outreach endeavors.

Regent Espinoza felt that the University should be aware of how its outreach efforts are being packaged because he did not believe that everyone would share the opinion expressed in the title of the *New York Times Magazine* article: "The End of Affirmative Action (And the Beginning of Something Better)." He echoed Regent-designate Pannor's opinion that the campuses that have been less successful in achieving a diversified student body should attempt to replicate the success of the Riverside campus.

Chancellor Orbach stated that the goal of the Riverside campus is to bring every student in the state to a competitive level for every general campus of the University. Regent Espinoza stated that the Riverside campus' efforts gave him the hope that a place remains within the University of California for students of color.

In response to a question about the use of the campus booklet "Keys to Your Future; Pathway to the University of California" from Faculty Representative Dorr, Chancellor Orbach reported that the campus had printed over 90,000 copies of the booklet, which are distributed in the schools. The primary purpose of the booklet is to empower parents who are not familiar with what steps a student should take to become UC eligible. School counselors tend to give the children of these parents the wrong advice about their future. The booklet gives parents a way to compare the classes their children are taking with those they need to take.

Professor Dorr pointed out that the English and Spanish versions of the booklet contained different advice for parents. Director Hernandez responded that the booklet had been written with advice from faculty in the School of Education and from school district officials. While the Spanish version might be slightly different, he believed that the message was the same. Chancellor Orbach added that parents had assisted in the translation to Spanish.

Regent Connerly recalled that in 1996, 259,000 students graduated from public high schools in California. Of those graduates, 19,436 were Black students, and 2.8 percent, or 544 of these Black students were UC eligible. There were 29,039 Asian students, and they achieved a UC eligibility rate of 30 percent. Of the 78,600 Latino students, 3.8 percent were eligible, while of the 120,000 white students, 12.7 percent attained UC eligibility. He suggested that the title of the *New York Times Magazine* article was accurate because he believed that there is a better way to bring students in than through affirmative action. The Riverside campus is creating an outstanding model for how to achieve diversity by preparing students for higher education. Other campuses are having success as well: as a result of the Berkeley Pledge, at one Bay Area high school 39 Black students are taking calculus, up from 13 in the previous year. He stressed that the University is doing all that it can to keep its doors open to everyone and that these efforts are working.

President Atkinson observed that the future of the University is clearly tied to diversity. If the student body does not reflect the diversity of the state, the level of support for the University will diminish.

## 2. **UNIVERSITY OF CALIFORNIA K-12 TECHNOLOGY INITIATIVES: UC NEXUS**

Senior Associate to the Chancellor Pister explained that UC Nexus is a statewide network of University and K-12 educators working together both locally and statewide to promote quality learning tools and activities for all California students through the use of instructional technology. In support of the University's school- and student-centered outreach efforts, UC Nexus collaboratively explores the effective use of technology for learning and teaching, both in class and out of school. This initiative focuses on three strategic areas: teacher professional development, curriculum development and assessment, and the development of distance learning tools and strategies. Mr. Pister called upon Mr. Charles Underwood, the director of the UC/K-12 Technology Initiatives in the Office of the President, to introduce the program.

Mr. Underwood noted that UC Nexus is both a strategy and an internet-based resource to support UC/K-12 collaborations statewide. It represents a way for people to work together using new technology to promote learning. UC Nexus' charge is to identify the technology-based efforts at each campus and bring them together in larger, more coherent networks so that teachers and students throughout the state can have access to this information. Through the UC Nexus website, which is being developed in collaboration with UC and K-12 colleagues, a resource is being developed to sustain and improve the effort to serve more teachers and more students throughout

the state. Today's presentation will include two examples of campus-based collaborative activity with K-12 schools.

Mr. Ronald Stevens, a professor of Microbiology and Immunology at UCLA, and Ms. Paula Dallas, a biology teacher at Palisades Charter High School, described the Interactive MultiMedia Exercises (IMMEX) Project at UCLA and its use in the classroom. Professor Stevens recalled that 12 years ago he began developing software to teach and test medical students' diagnostic skills. After six years of refining the software, he undertook a project to transfer this learning technology to the broader community. As part of this technology transfer, teams of teachers are invited to work with faculty at UCLA to construct problem-solving software in many disciplines. Teachers have constructed project sets in the disciplines of chemistry, language arts, life sciences, mathematics, economics, social studies, and interdisciplinary studies. In so doing, it was learned that educational technologies and software should not be crafted for a single class but should be part of a broad design that articulates content and process skills across disciplines and levels of education. Professor Stevens reported that, for the medical students, it was important to determine not only if they had solved problems but where the problem-solving process succeeded or failed. As a result, software was developed that tracks the improvement of students' problem-solving strategies. This analysis is being used widely by the partner schools.

Professor Stevens reported that professional development activities are critical in bringing technology into the classroom. Issues include implementing technology, establishing long-term partnerships with UCLA faculty, aligning software with standards and curriculum, and establishing best practices. Changes in classroom practice take time. In 1995 the campus worked with approximately forty teachers, but the actual use of the technology in the classroom did not occur until 1996. In the current year approximately 45,000 students in Los Angeles will have access to the IMMEX software.

Ms. Dallas explained that the Palisades Charter High School is characterized by socio-economic and ethnic diversity, as well as a variety of educational backgrounds. As a result, her biology students range from highly gifted to limited English proficient. Other challenges included limited access to technology and to professional development. She reported that in 1995 she participated in the first IMMEX institution, which gave her the ability to work with UC faculty who were experts in her field and access to laptop computers for use in the classroom. The use of IMMEX provides the ability to see how students solve problems and assists these students throughout the year to become efficient problem-solvers. Ms. Dallas concluded by noting that her involvement with the IMMEX program has removed many of the obstacles she faces as a teacher because students have the opportunity to develop into critical thinkers who will be successful at the university level.

Mr. David Greenbaum, Director of the UC Nexus Website Development Team, stated that the three goals of UC Nexus are, first, to support strong collaborative projects between the University



and K-12 schools. Secondly, UC Nexus will allow students and teachers from across the state to locate some of the University's outstanding research projects. Finally, UC Nexus will address fundamental problems of scale. He displayed a prototype website which he anticipates will be released in September 1999 for use throughout the University system. The site will allow people to share the results of their work with others. It will include a directory of all outreach and partnership programs throughout the system. There will also be an electronic magazine which will profile these various programs. A second function of the website will be to enable people to work better together by displaying the membership of groups that are active in a particular area of research and allowing them to share information and electronic mail.

Mr. Greenbaum continued that a third function of the site is to present the best information about projects and lesson plans. He gave as an example a project that works to improve first-grade reading and writing skills by integrating science and technology into the classroom using Berkeley campus undergraduate students as tutors. The project has shown real results in bringing students up to grade level. The website will be used to distribute the program's methodology to teachers as well as the lesson plan and the students' work. The intention of UC Nexus is to build a library of the best curriculum that UC has to offer.

In response to comments by Regent Lee regarding access, Mr. Underwood reported that in some cases UC Nexus works with schools that have the required technology. It also works with the after-school program UC Links, which provides computer access in community-based organizations to students without computers at home.

Mr. Pister observed that the computer and the internet are the last in a long series of instructional artifacts which began with books. He believed that each generation that has confronted a dramatic change in the technology available to teaching has been confounded by this occurrence. He suggested that the internet provides both the opportunity and the challenge to incorporate this technology in the classroom. It is the University's intention ultimately to make this technology available to the people of the state in the same way that people have access to knowledge through books.

### 3. **GOVERNOR'S PROPOSAL FOR COMMUNITY SERVICE**

The Committee was informed that this item had been withdrawn.

The meeting adjourned at 4:30 p.m.

Attest:

Secretary