

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

July 15, 1999

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

Members present: Regents Atkinson, Connerly, Davies, O. Johnson, Khachigian, Kozberg, Lansing, Pannor, and Taylor

In attendance: Regents Bagley, Hopkinson, S. Johnson, Lee, Montoya, Preuss, and Vining, Regent-designate Kohn, Faculty Representatives Coleman and Dorr, Secretary Trivette, General Counsel Holst, Assistant Treasurer Young, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gurtner, and Hershman, Chancellors Berdahl, Carnesale, Cicerone, Dynes, Greenwood, Orbach, Vanderhoef, and Yang, Laboratory Director Browne, and Recording Secretary Nietfeld

The meeting convened at 1:50 p.m. with Committee Chair Connerly presiding.

1. **GOVERNOR'S PROPOSAL FOR COMMUNITY SERVICE**

Regent Connerly invited Mr. Gary Hart, Secretary of Education, to address the Committee regarding the Governor's proposal for community service. Secretary Hart recalled that the Regents had received a copy of the letter from Governor Davis to President Atkinson concerning community service and stated that he would elaborate briefly on the Governor's letter. The Governor strongly believes that a service ethic should be taught in the state's public colleges and universities and that through a service requirement students will be able to contribute to their communities. Students in higher education in California receive an outstanding education that is underwritten at the taxpayers' expense. It is therefore appropriate to ask them to give a modest amount of their time to community service. Mr. Hart noted that such community service has important ancillary benefits which include addressing pressing social problems. Community service will also link classroom work to the broader community and provide students with an introduction to the helping professions. The Governor understands that his proposal must be referred to the appropriate academic committees for review, and he welcomes faculty engagement and consultation regarding the program. As noted in the Governor's letter, intersegmental cooperation between the University of California, the California State University, and the community college Academic Senates will be important throughout this review process. Secretary Hart stated that he and his staff would be available to assist in this consultation process. In addition to the basic policy of a community service requirement, there are a number of implementation issues that will need to be addressed. These issues include intersegmental coordination to ensure consistency in the community service requirement as well as the length and timing of community service and what types of activities will qualify. Governor Davis favors an inclusive definition of community service

and flexibility as to times when this service may be provided. The Governor hopes that the segments will be able to build upon the administrative structures that already exist for community service rather than creating new management structures.

Regent Connerly stated the intention to refer the Governor's proposal through the President to the appropriate faculty body.

In response to a question from Regent Bagley, Faculty Representative Dorr recalled that the Standing Orders of The Regents have established that the faculty shall authorize and supervise all courses, subject to the approval of The Regents. Any proposal for a graduation requirement would come to the faculty for consideration prior to being recommended to the Board.

Regent Connerly observed that the requirement may raise questions due to its mandatory nature. On the other hand, it is appropriate for the State to require a quid pro quo for the subsidy provided to students by the taxpayers. He added that a community service requirement would dovetail well with the University's outreach program.

Regent Lansing strongly supported the Governor's proposal, noting that the student who provides community service benefits greatly from the experience. She noted the importance of communicating with students what opportunities for service exist. Regent Lansing suggested that the Regents might wish to consider setting aside one school day when community service must be performed.

In response to a question from Regent Taylor with respect to timing, Faculty Representative Coleman responded that the proposal will be transmitted to the eight general divisions at the beginning of the school year. Consultation will also begin with the appropriate systemwide committees. Secretary Hart hoped that the matter could come before the Regents early in 2000. Professor Coleman suggested that more time might be required in order to permit the faculty to give the issue full and careful consideration.

Regent Montoya asked that the Academic Senate address the issue of whether students who are already performing service in their community should be asked to pay tuition for community service courses.

Committee Chair Connerly requested that the faculty evaluate the Governor's proposal in a timely manner in order for the Regents to consider it at the February meeting.

Regent Connerly suggested that if the Board adopts the new schedule which has been proposed beginning with January 2000, the Committee should consider establishing several subcommittees which would look at issues in greater detail in order to maintain Regental interaction between

meetings. He added that one of the subcommittees might work on the Governor's proposal in order to refine it before a recommendation is made to the Board.

(For speaker's comments, see the minutes of the July 15, 1999 Committee of the Whole.)

2. **QUARTERLY REPORT ON PRIVATE SUPPORT**

In accordance with the Schedule of Reports, the Quarterly Report on Private Support for the period January 1 through March 31, 1999 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 cumulative total that the University had received in private support in the period July 1, 1998 through March 31, 1999 was \$662 million, which represents an increase of \$171 million over the same time period for the previous year.

In response to a question from Regent Hopkinson, Vice President Darling stated that in his fall report he would provide a breakdown showing which funding goes to capital projects and which funding goes to operating costs.

3. **REPORT ON MATHEMATICS AND SCIENCE OUTREACH EFFORTS IN THE SAN JOAQUIN VALLEY**

Senior Associate Pister explained that today's presentation would be the ninth in a series of ten presentations designed to keep the Regents informed as to the University's systemwide outreach efforts.

Vice Provost Tomlinson-Keasey reported that outreach programs for K-12 students and community college students in the San Joaquin Valley are designed to help prepare students for the University of California and, more specifically, the opening of UC Merced in 2005. Students in the Valley often lack the necessary course work in mathematics and the sciences to be competitively eligible for the University of California. As UC Merced will initially emphasize the sciences and technical areas, the need for solid preparation in science and mathematics is critical.

Hence, outreach efforts have expanded existing programs and established new ones designed to improve instruction in science and mathematics and to increase students' competence in these areas.

Ms. Tomlinson-Keasey noted that the University serves the Central Valley from Modesto to Bakersfield and into the surrounding sierra communities. The San Joaquin Valley is home to almost 10 percent of the state's population; it has been the fastest growing region in the state since 1990 and will maintain that distinction through 2005. The number of high school graduates in the Valley

is projected to grow by 31 percent between 1996 and 2013-14. However, only 6 percent are eligible for the University of California, compared with an overall statewide eligibility rate of 11.1 percent. In addition, only a small percentage of students attending community colleges in the Valley continue their education at the University of California. In an effort to address these facts, the University of California established an Office of Relations with Schools in 1986 under the direction of Mr. Encarnación Ruiz. As a result of the Office's outreach initiatives, there has been a significant increase in the number of applicants to the University of California and acceptances of Valley students, with the number of those students who enroll at UC increasing from a little over 500 in 1990 to almost 1,300 in 1998.

The following are brief descriptions of programs that address the specific need for mathematics and science preparation in schools and community colleges throughout the Valley.

Laser Science and Optics in the Classroom Program is a professional development program that focuses on exposing K-12 teachers to curricular ideas in laser science and optics. The program is co-sponsored by UC Merced and the Lawrence Livermore National Laboratory and serves teachers in Merced and Fresno Counties.

UC Links/5th Dimension Program. The 5th Dimension is an after-school program for students at George Washington Carver Academy and Martin Luther King Elementary School in Fresno. UC faculty offer professional development programs for teachers involved in the program. With a new State Department of Education grant of \$7.5 million beginning this summer, the resources of 5th Dimension will be offered to 28 additional school sites in Fresno County. This program is sponsored by UC Davis and UC Merced.

The Young Scholars Program provides a range of academic counseling and enrichment activities for promising K-12 students in the Valley. The enhancement of mathematics, science, and English skills will be a major focus of this program. Beginning in fall 1999, the program will serve students in Fresno, Madera, Merced, and Tulare Counties. The program is sponsored by the UC Office of Relations with Schools, Fresno.

The Mathematics, Engineering and Science Achievement Program (MESA) provides K-12 students with academic counseling, mentoring, and enrichment programs focused on mathematics, engineering, and science. The program, which is sponsored by the Office of the President, serves students in Fresno, Kings, and Kern Counties.

The Health Professions Preparatory Academy aims to increase the number of under-represented K-12 students in Fresno County who are prepared for health and science careers. The Academy provides K-12 students with academic counseling and preparation, as well as summer internships. The program, which is the only one of its kind in California, is co-sponsored by UC San Francisco and UC Merced.

The 4-H Program is among the oldest UC outreach programs in the Valley. The program, which is sponsored by the UC Division of Agriculture and Natural Resources, provides K-12 students with academic counseling, mentoring, and exposure to agriculture, natural resources, and related professions. In Fresno, the 4-H and the UC Links/5th Dimension Program are working cooperatively to extend their services to additional students and teachers.

The Vice Provost then called upon Mr. Joe Castro, the Director of Academic Programs for UC Merced, to describe in more detail some of the programs that have been instituted throughout the San Joaquin Valley. Mr. Castro first discussed the Lawrence Hall of Science Great Explorations in Math and Science (GEMS) Program. He explained that UC Merced's planned strong focus on science and engineering has helped to inspire the development of a new initiative to expand the mathematics and science skills of K-12 teachers in the Central Valley. The GEMS Program provides new instructional strategies and content knowledge to lead teachers, who return to their schools and sponsor GEMS workshops for their colleagues. UC Merced and UC Berkeley co-sponsor GEMS Centers in Fresno and Kern Counties, and this fall they will establish new Centers in Merced and Tulare Counties. Each Center serves teachers from throughout their counties as well as from adjoining counties. In all, the GEMS Centers in the Valley serve over 9,000 teachers and over 500,000 students.

Each Center has a slightly different focus, which enables them to address local needs and to take advantage of local resources. For example, the new Merced Center, with its partner the Challenger Learning Center, will focus on astronomy and earth sciences. The GEMS initiative has enabled UC Merced to provide high-quality professional development opportunities to Valley teachers, and it has also inspired Texaco to allocate \$75,000 to expand the Kern County program. The first off-site Lawrence Hall of Science Center is planned for the Central Valley.

A second initiative is the development of new, on-line courses that UC Merced is co-sponsoring with the UC College Prep Initiative. This systemwide initiative, which is led by Vice Chancellor Hernandez from the Santa Cruz campus, enables UC to help better prepare high school students from rural schools for higher education. Many small, mostly rural schools in the Valley do not have the resources to offer on a regular basis the advanced courses needed by students to gain admission to the University. The College Prep Initiative serves rural students who would not otherwise have access to such courses. Beginning this fall, on-line courses will be offered in Fresno, Merced, and Mariposa Counties. The courses have been designed jointly by UC and K-12 school officials in those counties and will serve about thirty students in each course.

Mr. Ruiz, Director of the Office of Relations with Schools in Fresno, briefly described some of the outreach initiatives in the Central San Joaquin Valley. He noted that the University has been providing outreach services to 120 high schools and ten community colleges in the Valley and adjacent mountain regions. Until recently, these outreach efforts have been targeted to students who have already demonstrated the ability to succeed at the University. This first outreach phase

has been effective, with over 30,000 students being contacted annually. In addition, the Office has developed strong relationships with Valley educators and earned their trust. It is imperative, however, to increase Valley UC eligibility in order to see greater participation of Valley students at UC campuses.

The second phase of the outreach plan continues information outreach and implements comprehensive student development programs designed to improve eligibility rates. The first is the Young Scholars Program, which establishes a partnership between elementary schools, middle schools, high schools, families, the community, and the University focused on increasing UC eligibility and UC enrollment. It creates an earlier expectation toward higher education among students, parents, and school personnel and implements a vertically articulated curriculum in English and mathematics from grades 6-12, providing an advantageous environment which will lead to college readiness. Students will receive certain services, including an individual academic plan, progress monitoring, academic support, enrichment institutes, test-taking preparation, and UC campus visits.

Mr. Ruiz explained that parental involvement is critical to the success of the programs. Parents will participate in conferences on topics such as understanding higher education, financial aid, and parents as educators. In addition, a parent advisory committee will provide input to the program.

The partnerships will be established with schools from Fresno, Kings, Madera, Merced, and Tulare Counties. Schools will be selected based on low UC enrollment rates, income levels, level of disadvantage, and the willingness of the school to pursue the program objectives. The program will consist of sixteen teams each composed of a high school, a middle school, and an elementary school. At full implementation, the program will serve between 3,500 and 4,000 students.

The 1997 California Postsecondary Education Commission eligibility study found that over 40 percent of Valley high school graduates enter a community college; however, the community college transfer rate from the Valley to UC is less than 3 percent. The Community College Transfer Initiative creates a collaboration between the University and the community colleges to increase transfer rates. Potential transfer students will be identified during their high school senior year. Students services will include an individual academic plan, academic advising, opportunities to explore UC campuses, and assistance with the admission and financial aid process. One thousand students will be assisted through this program.

The National Parks Science Program encourages disadvantaged students to become interested in science by introducing it to them in a natural environment. The program outlines preparation for a UC education and creates a greater awareness of the national parks. The four-week program partners Merced Schools with Yosemite National Park and Parlier schools with Sequoia and Kings Canyon National Parks. High school teachers and UC graduates and undergraduate students develop the curriculum and serve as instructors while researchers act as role models. Twenty-nine

students study science research methods using biology and geology in school laboratory settings and the national parks. Students take three expeditions to the parks to study vegetation, geology, fire, water, and wildlife. In addition, they receive an academic assessment and visit the Berkeley and Santa Cruz campuses. Students, educators, and the national parks have been enthusiastic about this program.

In response to a question from Regent Montoya regarding the laboratory component of an on-line course, Mr. Castro explained that participating students at each of the schools will work with a staff member at the school site. On Saturdays students will come together at the Clovis High School to work in the science laboratory under the guidance of a teacher.

Regent O. Johnson asked that the administration report on how it is planning to increase outreach to Stanislaus County, noting that there are many potential UC students in Modesto and its surrounding communities. She believed that Modesto Community College should expect an increase in the transfer rate, particularly by re-entry students, once the Merced campus is established.

In response to a question from Regent Khachigian regarding the financial support required to reach students who are not UC eligible, Mr. Ruiz explained that the Office of Relations with Schools is not able to reach all of the students in the 120 schools it serves with its full complement of outreach programs.

Regent Connerly reported that recently he had spent a day with the University of Southern California's neighborhood academic initiative outreach program. He described his experiences, noting that one 11th-grade student who had been in the program for five years had reported that it is difficult to focus on a college education when you have a poor home situation. This student had stressed the importance of involvement with the family. Regent Connerly also observed that students in the program must make the transition from a two-hour program at USC to their regular school, where they are degraded for their intellectual ability.

Senior Associate Pister noted the University does not have the resources to extend its outreach efforts to areas without a UC campus. As a result, the decision was made to work with schools with which the campuses have had a prior relationship or with schools that have made a commitment to change their culture. This year a pilot program, the Community Educational Resource Center Program at Berkeley and Los Angeles, will focus on issues in the communities where the campuses are located. Vice Provost Tomlinson-Keasey added that the University has asked the Carnegie Foundation to help extend this program to all of its campuses.

Regent Lee stressed the need to improve the take rate of Valley students. Mr. Ruiz noted that while the acceptance rate of Valley students is exceptionally high, his office has been working to increase the enrollment rates of Valley students by encouraging them to attend a UC campus.

There is a need to increase the eligibility rate of students in the Central Valley in order to increase enrollment. Regent Lee believed that the University should attempt to achieve a higher yield rate.

In response to Regent Lee's comments, Regent Connerly asked how the University intends to evaluate the effectiveness of its outreach program. He suggested the need for benchmarks to allow the University to monitor its success. Such a benchmark might be the increase in the enrollment of underrepresented students in calculus over a certain time period. Mr. Pister assured Regent Connerly that the administration is quite conscious of the questions which he had raised. There is an advisory panel made up of faculty members who do research in the field of program evaluation, and a letter has been sent to each chancellor requesting data on their outreach programs. This information will be provided to the Regents. Regent Montoya asked that this information include anecdotal evidence such as that mentioned by Regent Connerly. Senior Associate Pister confirmed that the campuses had been asked to provide this type of information.

The meeting adjourned at 2:50 p.m.

Attest:

Secretary