

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 14, 2016

The Academic and Student Affairs Committee met on the above date at the Luskin Conference Center, Los Angeles campus.

Members present: Regents Brody, De La Peña, Island, Lansing, Ortiz Oakley, Pattiz, Ramirez, and Reiss; Ex officio members Lozano and Napolitano; Advisory members Chalfant, Mancina, and Monge; Chancellors Block, Dirks, and Wilcox

In attendance: Staff Advisor Valdry, Secretary and Chief of Staff Shaw, Senior Vice President Peacock, Vice Presidents Brown and Budil, Interim Vice President Handel, Deputy General Counsel Friedlander, Chancellors Khosla and Yang, and Recording Secretary McCarthy

The meeting convened at 10:20 a.m. with Committee Chair Island presiding.

1. **APPROVAL OF MINUTES OF PREVIOUS MEETING**

Upon motion duly made and seconded, the minutes of the meeting of the Committee on Educational Policy of July 21, 2016 were approved.

2. **OVERVIEW OF COMMITTEE RESPONSIBILITIES AND REVIEW OF COMMITTEE CHARTER**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Committee Chair Island welcomed members to the new Academic and Student Affairs Committee and particularly the three chancellors who are members of the Committee, Chancellors Block, Dirks, and Wilcox.

Committee Chair Island briefly reviewed the Committee's Charter, which gives it oversight for admissions policy, student affairs, student and faculty diversity, faculty conduct, technology transfer and innovation, the University's Division of Agriculture and Natural Resources, and the academic planning, instruction, research, and public service activities of the University. The Committee also has a Subcommittee on the National Laboratories, which would be chaired by Regent Pattiz. If needed, the Committee could make recommendations to amend its Charter, which must be approved by the full Board.

Committee Chair Island suggested areas the Committee could consider for discussion such as UC master's degree programs, Ph.D. programs, possible innovation partnerships with private and other public sector entities, education abroad programs, student life,

mentorship, and advising, and the long-term benefits of a UC education. He invited all members to contribute suggestions for topics for the Committee's consideration.

Regarding the Committee Charter, Regent Reiss suggested that prevention of sexual harassment and sexual assault be added to the Committee Charter as an area of responsibility. Committee Chair Island agreed. Chair Lozano said that could be added when changes are made to the charters.

Regent Pattiz asked if issues related to the Principles Against Intolerance should be added to the Charter. Regent Reiss observed those issues had traditionally been considered part of campus climate. Committee Chair Island agreed.

Provost Dorr expressed enthusiasm for the new meeting format and said she looked forward to providing necessary information and background materials to assist the Committee.

3. **PROGRESS ON THE ACADEMIC ELEMENTS OF THE BUDGET FRAMEWORK AGREEMENT**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Dorr reported on the University's progress in addressing the 13 academic elements in the budget framework agreement crafted by President Napolitano and Governor Brown and endorsed by the Regents. A substantial set of organizational structures and processes were established at the Office of the President and with the campuses in order to accomplish the academic elements well and on time. The academic elements of the budget framework were organized into three areas. Three elements involved enhancing UC's commitment to the transfer function; six involved promoting innovations to support undergraduate student progress and improve time-to-degree; and four involved using technology and data analytics to support student success.

Ms. Dorr discussed academic elements relating to the transfer function. The goal to establish systemwide major preparation transfer pathways had been successfully accomplished. UC campus faculty agreed on systemwide transfer pathways for 21 of the most popular majors on the nine campuses, establishing one set of courses that a California Community College (CCC) student could take that would prepare the student for the major on any UC campus that offers that major. Ms. Dorr displayed the biology transfer pathway web page, which lists the difference in requirements for transfer to UC and transfer to California State University (CSU), the requirements for the CCC Associate Degree for Transfer, and a list of all UC majors for which the biology transfer pathway would apply. Fulfilling the framework agreement for the transfer pathways is a major accomplishment for the University and would greatly benefit CCC students seeking to transfer to UC.

Ms. Dorr then discussed the academic element goal of reducing the ratio of California freshmen to California transfer students in 2017-18 to 2:1. The University has made progress on this goal. Three campuses, UC Davis, UCLA, and UC San Diego, have met the goal, and the systemwide ratio in 2015-16 was 2.22:1, excluding UC Merced. In pursuit of this goal, the University extended the transfer student 2016-17 application deadline, set aggressive transfer enrollment targets for 2016-17, and President Napolitano visited several CCCs with lower UC application rates. For 2016-17, it is anticipated that the number of new California transfer students would be at an all-time high and that UC Berkeley would be very close to the 2:1 ratio. Data are being analyzed that would help identify targeted strategies to help achieve the 2:1 ratio at the remaining UC campuses and systemwide.

Chair Lozano commented that it would be helpful to have data indicating which outreach efforts had been successful in increasing transfer applications from CCCs that previously had low application rates. She also asked if it is known whether students are actually matriculating through the transfer pathways. It would also be important to examine the quality of the transfer students being admitted, whether they are prepared to succeed at UC, and if they are being provided support services appropriate to transfer students once they are at UC. Ms. Dorr responded that the transfer pathways were established in the spring and fall of 2015, so it was too early to determine their use by CCC students. Meetings have been held with appropriate CCC and CSU staff to increase awareness of the pathways. Use of the transfer pathways website is being monitored. Some CCC funding has been obtained for work with particular CCCs and their local UC campuses.

President Napolitano explained that it would be important to partner with the CCCs so that communication about the pathways could reach advisors at the 113 independent CCC campuses.

Regent Reiss asked why some CCCs provided much higher rates of transfer students to UC than others. Regent Ortiz Oakley commented that cultural issues can have an effect on transfer rates from particular CCCs. Transfer pathways would help encourage necessary mutual communication. He expressed his view that progress was made in transfers from CCCs to CSUs because both systems had the expectation that they would work together, for instance by establishing an oversight task force with specifically assigned members from CSU and CCC. He thought it would be beneficial to establish a similar task force between CCC and UC. He added that \$1 million in foundation grant funds were used to advertise and market the Associate Degree for Transfer from the CCCs to CSU to students and their families.

Regent Reiss asked if the courses in the UC transfer pathways were available at all 113 CCCs. Regent Ortiz Oakley commented that UC faculty had done an excellent job aligning the transfer pathways with the Associate Degree for Transfer pathways to CSU. A remaining challenge would be to provide all the CCC administrators, faculty, and advisors the information about the UC transfer pathways. Ms. Dorr said that work was being done to identify which CCCs offer the transfer pathway courses and if certain courses they do not offer could be taken at another CCC or online.

Regent Reiss asked if a CCC student had to declare intention to fulfil a transfer pathway upon entering. Ms. Dorr said a student could make that determination at any time.

Regent Reiss asked President Napolitano if she would consider establishing a task force of UC and CCC members to help implement the transfer pathways. President Napolitano said such a group exists informally, and she and Regent Ortiz Oakley could discuss formalizing it after he became Chancellor of the CCCs in December. She congratulated UC faculty and the leadership of the Academic Senate on developing the transfer pathways on schedule. Ms. Dorr added that faculty have identified 25 additional majors that would use one of the existing transfer pathways.

Regent Pattiz asked if marketing efforts were being focused at CCCs with the best chance of sending students to UC, for instance those not located close to a CSU campus. Ms. Dorr agreed that CCC students are much more likely to transfer to a nearby UC campus. Data show that a fairly small proportion of those students identified by CCCs as transfer-ready are applying to UC. CCCs with large numbers of such students would be good places to increase awareness of the transfer pathways. The fact that transfer students are very successful at UC and graduate at high rates, should also be communicated to CCC students.

Chair Lozano asked the chancellors if they had particular admissions staff for transfer students. Chancellor Block said that the campuses have a substantial group of staff who work with CCCs. UCLA receives a large number of transfer students from Santa Monica College and works with many other CCCs. Chancellor Wilcox commented that UC Riverside receives many transfer students from nearby CCCs because of proximity for the students, but also because it is easier for UC Riverside to have outreach programs to nearby CCCs and to local high schools to help students prepare to attend nearby community colleges. Chancellor Dirks agreed that proximity is helpful. Some Berkeley City College students take classes at UC Berkeley before they transfer.

Regent Ortiz Oakley expressed appreciation for the work that had been accomplished on the transfer pathways. He said his comments would reflect his experience with the CCC to CSU transfer process, which involved many similar issues. He expressed his view that there are two different groups of potential transfer students involved: one group that is already achieving success in transferring to UC, such as students from Santa Monica College, and is generally from a community with members who know how to navigate the UC transfer process. Those students would continue to transfer to UC with great success. The other set of students do not have the same support infrastructure to navigate the transfer process or encouragement to transfer to UC. He suggested formally engaging with the CCC system to work on the transfer pathways and to increase UC's engagement with CCC personnel who could help reduce students' perceived barriers to transferring to UC.

Faculty Representative Chalfant commented that working on the transfer pathways was a very positive experience and that UC faculty are committed to removing any barriers to students' transferring from any of the 113 CCCs. However, UC faculty respect the unique

missions of the various 113 CCCs and their determinations about what courses to offer. Regarding when a student must declare intention to pursue a transfer pathway, Mr. Chalfant commented that some students may not see themselves as potential UC students until well into their second year. He said the practical information on the transfer pathways websites would be very helpful to students. Meetings of Academic Senate leadership from UC and the CCC are ongoing and are now focusing collaboratively on gaps in transfer pathway course offerings. Some gaps could be appropriate areas for online course offerings after the CCCs have determined whether filling any course gaps would be possible or desirable.

Regent Lansing expressed support for enhancing the transfer process as part of increasing UC's student body and fulfilling its mission for the state. She stated that Regent Ortiz Oakley's comments indicated the need for increased communication with CCC students about the potential for transfer to UC. She suggested forming a smaller committee under Regent Ortiz Oakley's leadership to enhance such communication.

Chair Lozano commented that much work is underway in this area. The transfer pathways might be a topic the Committee would revisit and Ms. Dorr's office could help frame that discussion with appropriate information to move overall efforts forward. Regent Reiss suggested that a foundation grant could be sought at the appropriate time to fund a publicity campaign.

President Napolitano stressed the importance of partnering with the CCCs in this effort. During the past year, she had regional meetings with the heads of all 72 CCC districts. Data are being gathered that could guide ongoing efforts. The goal is to enable transfer students to graduate from UC as if they had started as freshmen. Currently the six-year graduation rates for UC's transfer and students who entered as freshmen are virtually identical. President Napolitano would like to increase transfer students' four-year graduation rate, as reducing time-to-graduation reduces costs for students. It would be worthwhile to consider the best way to organize ongoing efforts in this area.

Regent Ramirez emphasized the importance of transition support services appropriate for transfer students.

Regent Reiss asked the chancellors about support for transfer students. Chancellor Block commented that transitioning from a semester system to a quarter system can be jarring for transfer students. UCLA has a large staff who support transfer students through specific orientation and advising. Orientation specifically for transfer students is provided and a transfer living unit is available for transfer students who wish to live on campus at UCLA. Mentorship is important and the campus has found that certain groups of transfer students, such as veterans, can benefit from targeted services. Other groups of transfer students, such as undocumented students, formerly incarcerated students, and students from foster homes, can make use of targeted support that goes beyond the academic pathway. UCLA and the other UC campuses have been very successful at graduating transfer students on time with grade point averages indistinguishable from students who started as freshmen. Transfer students often encounter a much broader world at UC and

some may want to extend their time at UC to take advantage of new opportunities, such as internships and study abroad, that would enhance their education. Chancellor Wilcox added that transfer students should be given credit for their own success, often attributable to skills learned before they come to UC.

Committee Chair Island expressed his support for continuing to explore how the transfer pathways can be embedded in all CCCs. He expressed support for Regent Ortiz Oakley's earlier suggestion to establish a formal structure, rather than more occasional outreach, for the CCCs to communicate with the Office of the President and the Provost's office as a partner in the pathways program.

Ms. Dorr reported on progress made in the academic element of the budget framework involving undergraduate major requirements. UC faculty have been reviewing the top 75 percent of majors at each of the nine undergraduate campuses to ensure that the major requirements are successfully preparing undergraduates for work and for further education, with a benchmark of one full year of upper division major requirements. Faculty reviews of these 649 majors would be complete by UC's internal deadline of November 7, 2016, with the whole project slated to be completed by July 1, 2017. Currently, faculty have reviewed 580 majors and changed requirements for about one-third. Three-quarters of the majors are at or under the one-year target. When department faculty make changes to the major, campuses must approve the changes; the campus approval processes have begun. Following campus approval, the changes must be implemented in advising and other materials. This represents a major effort by campus faculty and deans.

Vice President Brown discussed another academic element of the budget framework, the creation of three-year degrees. Students who seek to earn three-year degrees would take a full course load each quarter, including summer quarters. The goal of this element was that eight of UC's nine undergraduate campuses would create three-year degree maps for ten of their top 15 majors, and three of the top five for UC Merced, a proportional goal considering the number of majors currently offered at UC Merced. All the campuses met the March 1 deadline for accomplishing this, and seven exceeded that goal by creating three-year major maps for from 11 to 15 majors on their campuses. This information is posted on campus websites, and was shared at orientation sessions and in materials and training for advisors. These efforts are being tracked by the Office of the President and implementation methods are being shared among campuses.

Ms. Brown reported that three campuses, UC Berkeley, UC Irvine, and UC San Diego, had pilot tested pricing incentives to increase 2016 summer session enrollment, another academic element of the budget framework. This effort is important because many students' financial and loan aid cannot be used for summer session courses. UC Berkeley used a two-pronged approach by expanding a summer enrollment loan program that supported both low- and middle-income students, and offering a two-unit online tuition-free class providing incoming freshmen exposure to majors available within the College of Letters and Sciences. UC Irvine had a summer fee cap; students paid fees for up to eight summer session units and any units above those eight units were free. UC San

Diego had a low-cost summer housing program for students enrolled in a summer class, with rates of \$15, \$20, or \$25 per day for a triple, double, or single room respectively. The Office of the President is collecting enrollment data for these pilot programs and would assess the effect of these initiatives. Results would be shared with summer session and undergraduate deans.

Regent Ortiz Oakley commented that summer session is a major issue for students who wish to complete three-year degrees as well as for those trying to complete their degrees in four or five years. While he appreciated this effort to make summer sessions more affordable, students' inability to use Pell Grants for summer sessions makes it impossible for low-income students to take summer session courses without assuming significant debt. Since UC Merced and UC San Diego are close to large CCC campuses, which are funded to offer summer courses, Regent Ortiz Oakley asked if UC had considered partnering with these CCCs to offer summer general education courses. Ms. Brown commented that, in addition to the three pilot programs, other initiatives are ongoing. The University has provided financial support for UC Merced Pell Grant recipients. Ms. Dorr said there had been some discussion about possible online courses, but pursuing a partnership with CCCs to offer summer general education courses that would provide UC credit could be valuable. She added that UC campuses are adding to summer session offerings more courses that satisfy degree requirements.

Chancellor Wilcox commented that some coordination with CCCs is idiosyncratic rather than part of a large program. For instance, some colleges and departments at UC Riverside work closely with particular CCCs to coordinate transfer and summer courses.

Ms. Brown discussed another education element of the budget framework in which UC was asked to provide guidance to its campuses regarding student advising strategies that would improve time to degree. The Office of the President worked directly with the campuses to identify best practices currently being used and examined recommended best practices outside of UC. A report compiled that information and was distributed to campus leadership and advising staff in January. Each participant at the upcoming October California Collaborative Advising Conference that would bring together advisors from CCCs, CSU, and UC would receive a copy of the report.

Activity-based costing, an academic element of the budget framework still underway, is one method to measure the costs associated with offering individual courses. UC Riverside is completing a pilot program using an activity-based costing tool. UC Davis and UC Merced have completed scoping studies, which would allow them to understand the cost and time associated with undertaking similar pilots. UC Riverside's findings would be reviewed and then decisions would be made on next steps.

Adaptive learning technologies, another academic element, are being used in pilot programs at UC Davis, UC Santa Barbara, and UC Santa Cruz with the Assessment and Learning in Knowledge Spaces (ALEKS) platform to help students master content in particularly difficult entry-level chemistry and mathematics courses. The campuses are

currently assessing pilot outcomes that would be shared with key staff on the campuses including undergraduate deans.

Ms. Brown summarized that the University has succeeded in completing seven of the 13 academic elements, with the others well underway toward completion. This collaborative effort had the leadership of President Napolitano, Ms. Dorr, the Academic Senate, and chancellors, and supportive work of staff across UC and the Office of the President.

Regent Ortiz Oakley asked about communication with the State administration regarding completion of the academic elements of the budget framework and the alignment of the administration's expectations with UC's. Ms. Brown explained that Ms. Dorr met quarterly with representatives of the Department of Finance and the Governor's office to review progress on each of the elements of the budget framework. Ms. Dorr added that completion of seven of the 13 academic elements is agreed upon. Even though these elements have been completed, work would continue on many of them as it would benefit the University. Regarding activity-based costing, it is yet to be determined whether pilot programs are necessary at UC Davis and UC Merced. She explained that UC Riverside uses activity-based costing as part of its budget model. Whether activity-based costing could be used to help understand and control the cost of offering courses was of interest to the Governor and President Napolitano. It had been agreed that two other campuses would do scoping studies to understand what would be needed to do a pilot study; those have been completed. The University would make decisions contingent upon the results of UC Riverside's pilot and the scoping studies.

Regent Ortiz Oakley commented that it would be beneficial for UC and the State to be in agreement about completion status of elements of the budget framework prior to future discussions about tuition.

Regent Ortiz Oakley asked about faculty progress on common identification of courses through the Course Identification Numbering System (C-ID), which would be extremely helpful to students trying to navigate the CCC, CSU, and UC systems. Ms. Dorr stated that President Napolitano had asked the Academic Senate to address this element as part of its responsibility. Mr. Chalfant reported faculty support for making progress on the use of the C-ID, particularly in connection with the transfer pathways.

Chair Lozano expressed the University's ongoing commitment to the goals of the academic elements of the budget framework, as they would enhance UC's ability to fulfil its mission. The budget framework has merely brought focus to the University's existing priorities. She expressed appreciation for the significant work that had been accomplished in a very short time.

The meeting adjourned at 11:50 a.m.

Attest:

Secretary and Chief of Staff