

The Regents of the University of California

**COMMITTEE ON EDUCATIONAL POLICY**

September 18, 1997

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

Members present: Regents Atkinson, Bustamante, Connerly, del Junco, Gonzales, Khachigian, Lee, Levin, McClymond, Montoya, and Soderquist; Regents-designate Miura and Willmon

In attendance: Regents Bagley, Brophy, Clark, Davies, Johnson, Leach, Nakashima, and Preuss, Faculty Representatives Dorr and Weiss, Secretary Trivette, General Counsel Holst, Treasurer Small, Provost King, Senior Vice President Kennedy, Vice Presidents Darling, Gomes, Gurtner, and Hopper, Chancellors Berdahl, Carnesale, Debas, Dynes, Greenwood, Orbach, Vanderhoef, Wilkening, and Yang, and Recording Secretary Nietfeld

The meeting convened at 9:50 a.m. with Committee Chair Gonzales presiding.

1. **AUTHORIZATION FOR CONTINUED PLANNING FOR AND DEVELOPMENT OF A TENTH UNIVERSITY OF CALIFORNIA CAMPUS**

The President recommended that, in order to enable the University to maintain overall undergraduate access at the levels contemplated in the California Master Plan for Higher Education and to fulfill its teaching, research, and public service mission in the San Joaquin Valley, The Regents authorize continued planning for and development of a tenth campus of the University of California at the previously approved Lake Yosemite site in Merced County. This authorization recognizes the need to continue academic program planning in coordination with planning of the physical site and the adjacent campus community. In addition, this authorization will enable the University of California to proceed with the formal steps of the statewide approval process. It is understood that exercise of the option agreement to acquire the campus site and commencement of construction at the site are contingent on further action by The Regents and on the provision of State resources adequate both to develop the new campus and to ensure the continued health and enrollment expansion of the University's existing campuses.

Committee Chair Gonzales reported that Regent Parsky had asked her to convey to the Committee his willingness to serve as Chair of the Special Committee on the Tenth Campus and to express his appreciation to Speaker Bustamante for his support and advocacy for the tenth campus.

Vice Provost Tomlinson-Keasey recalled that at the July meeting she had presented a status report on planning for a tenth University of California campus. Her report stressed that while the development of a tenth campus would enable the University to maintain overall

undergraduate access at the levels contemplated in the California Master Plan for Higher Education, the University's ability to build the tenth campus depends on adequate resources to fund its existing campuses. Ms. Tomlinson-Keasey reported that the 1997-98 State budget includes a permanent augmentation of \$4.9 million to the University's operating budget for the development of academic programs in the San Joaquin Valley and for planning, start-up costs, and ongoing support for the tenth campus. A long-term plan for State operating budget support for the University is encompassed in AB 1415 (Bustamante), the Higher Education Partnership Act of 1997, which would provide stable funding increases for existing programs, as well as budget support for enrollment growth. Before a decision can be made to proceed with construction of the tenth campus, funding actions are needed to secure long-term operating budget support for enrollment expansion, as well as capital funds for campus construction along with off-site infrastructure.

In the meantime, the Office of the President has initiated work on an academic transition plan that will lay out strategies for academic development of the campus, including student and academic support services, and for the hiring of founding faculty and academic administration. In addition, a faculty advisory committee is developing a preliminary academic plan for the campus. These plans will be completed this fall and, after consultation with various internal constituencies, will be submitted to the California Postsecondary Education Commission (CPEC). CPEC is charged under two Education Code sections to "advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education." The Commission has established several criteria by which "any letter of intent to expand" will be evaluated, including "a copy of the resolution by the governing board authorizing the new campus." Ms. Tomlinson-Keasey explained that, in order to carry out this legislative intent, there is a three-stage review process. Stage One, a systemwide long-range plan, was completed in 1988. The Second Stage, a letter of intent to expand, is the current phase of the planning for the tenth campus. On April 10, 1997, President Atkinson sent a letter to CPEC that summarized the University's planning activities. The letter did not, however, include a resolution by the governing board authorizing the new campus. Approval of the President's recommendation will meet this requirement and will allow the University to meet all of the Commission's criteria for the letter of intent. Stage Three of the Commission's review will include environmental impact reports, academic master plans, and enrollment projections. This stage will not be completed until the Regents are prepared to proceed with building the tenth campus. Ms. Tomlinson-Keasey emphasized that, as the University moves forward, it has been made clear to the citizens of the central valley, to the campuses, to CPEC, and to the State that this decision depends upon the assurance that the current campuses will receive the support they need to prosper and to grow.

Regent Johnson stated that, while she was not opposed to the establishment of the tenth campus, she was concerned about protecting the existing campuses, in particular if the Governor does not sign AB 1415. She noted that at present deferred maintenance totals \$400 million. The Riverside campus is over-enrolled by 800 to 900 students for whom the

State has not provided funding. Regent Johnson asked where the money to build a new campus will come from if the State suffers another severe budget crisis. She submitted that the Legislature should not be driving the timetable of the University, and she suggested that taxpayers who are not from the central valley will question the wisdom of spending money for additional space when space exists for 30,000 more students on the existing campuses.

Regent del Junco observed that similar concerns had been raised when new campuses were considered in the past. He believed that it would be possible to fund adequately the present campuses while proceeding with the tenth campus. Regent Johnson pointed out that in the past the University received a higher proportion of State funding than at present.

(At this point, Regent Khachigian assumed the Chair.)

Regent Bustamante recalled that the Legislature was told of the need for additional funding for the University to provide for planning and design of the tenth campus, which the Legislature allocated. He then heard from the chancellors of the need to provide a more stable funding source. AB 1415 was designed to ensure this stable base of funding, with growth, for the University of California. He stated his intention to work to provide the tenth campus with the resources that it will require.

Regent Leach suggested that the Regents should ask the Office of the President to do longer-range planning to address the question of how many campuses the University of California should have and whether the University should continue to provide education for the top 12.5 percent of high school graduates.

President Atkinson responded that the University has thought long and hard about the future and has clearly stated its views. He explained that the administration will be presenting a document to the Citizens Commission on the Future of Higher Education in California which represents the views of the University. There is no question that the University will need a tenth campus. The President did not think that anyone was prepared to turn away from the idea that the University should serve the top 12.5 percent of the State's high school graduates. He noted that the University has a clear responsibility for diversity at its campuses. He believed that the University will be able to respond over the next two to three years to underrepresented students, but he was concerned that the message had gone out that the University was not receptive to these students.

Regent Leach requested that the President bring a future agenda item describing the University's long-range planning process to the Committee for information, noting that it would be particularly helpful for new Regents and chancellors. President Atkinson added that he has a home page on the World Wide Web which has information on the future of the University.

Regent Brophy stated his belief that the demographics clearly indicate the need for a tenth University of California campus in the central valley.

Regent Connerly stated that while he supports the tenth campus, he agreed with Regent Johnson that the project may be moving ahead too rapidly given that the other campuses are still underfunded. He asked that the Speaker convey the Board's sense of urgency that the problem of underfunding must be corrected.

Regent Preuss observed that the job of the University of California is teaching, research, and public service. Every time the University has opened a new campus, it has provided a kernel for economic growth in the region. He believed that the economic benefit to the State of opening a new campus is so great that the University should proceed with all due speed.

Regent Nakashima recalled that at the last meeting the Regents had agreed to hold a meeting in Merced sometime in the near future. It was his understanding that the meeting was scheduled for April, a month during which The Regents do not meet. Secretary Trivette explained that she had been working with the President's Office to arrange a visit for the Regents in April in order to acquaint them with the area.

(For speaker's comments, see the minutes of the September 18, 1997 meeting of the Committee of the Whole.)

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board.

At this point, Regent Bustamante presented Chairman del Junco with a photograph of the site of the tenth campus as it exists today. In so doing, he acknowledged the work of Chairman del Junco on behalf of the tenth campus. He noted that the campus will provide a new chapter in the history of the central valley that will take the valley into the next century. Chairman del Junco thanked Regent Bustamante for the support that he has given to the Board of Regents since he became the Speaker. He hoped that the photo would keep the Regents focused on how much must be accomplished to make the dream of a tenth campus a reality.

Regent Nakashima raised the question of the name of the tenth campus. President Atkinson believed that the University should decide on a name by the end of the year, noting that the name could be changed in the future if that were necessary.

## 2. **REPORT OF THE LATINO ELIGIBILITY TASK FORCE**

Provost King introduced Professor Eugene Garcia, Dean of the Graduate School of Education at Berkeley and chair of the Latino Eligibility Task Force. Dean Garcia recalled that the task force was convened in August 1992 by President Gardner and charged with

exploring ways to enhance Latino eligibility, following in the footsteps of the Task Force on Black Student Eligibility. In 1995, following the passage of SP-1, the task force also examined overall issues of competitiveness and participation of Latino students in higher education. Dean Garcia reported that, in carrying out its charge, the task force visited each campus and reviewed the pertinent literature. It performed secondary analysis of large data sets from the College Board, the Office of the Department of Education, the California Postsecondary Education Commission, and the Office of the President. In addition, the task force initiated a research undertaking named the Anchor Study, which was based on a comprehensive set of school and student data at ten high schools that graduate the highest number of Latino students. In each school, a 20 percent sample of 1994 and 1995 seniors was selected, producing a total of 1,386 student participants in the study. The task force has produced two edited volumes, and a third is in press.

Dean Garcia then turned to the fifth and final report of the task force, *Latino Student Eligibility and Participation in the University of California: YA BASTA!* The task force has identified facts that became increasingly clear as it carried out its work:

Latino students and families place great value in higher education. Data collected over the past decade suggest that California Latino families look forward to participation in higher education. What parents lack is the information that would allow them to help their children succeed.

Latino college students come from lower socioeconomic strata. The socioeconomic status of Latino students who apply to and enroll in the University of California is representative of the State's Latino families. Seventy percent of Latino students at the University have a family income of less than \$30,000.

Latino college students come predominantly from public high schools. More than 80 percent of Latino students enrolled in the University of California attended public high schools.

Few Latino community college students transfer to the University of California. Latinos are pursuing higher education, but the community college pipeline to UC is failing them. Only 1,336 Latino students transferred to UC from community colleges in 1994, and only 1,160 are projected to enroll in fall 1997.

Latino retention and graduation rates vary little from the University of California average. Retention rates after two years for UC Latino students are not substantially different from those for white students.

Unmistakable evidence shows that a corps of UC outreach programs increases the academic achievement, UC eligibility, and participation of Latino students. Programs such as Puente and MESA have directly enhanced the participation rates of Latino students at the University of California.

UC eligibility of Latino students can be greatly increased by eliminating the SAT. The Scholastic Aptitude Test has not proven to have predictive value for Latino students.

Dean Garcia displayed a series of slides which depicted population projections for the State of California. By 2005 Latino students will represent a majority of those enrolled in K-12 in the State. The task force projected Latino freshman enrollment at Berkeley and UCLA for 1998 and found that there could be as much as a 50 percent reduction in Latino student participation. With respect to eligibility, Mr. Garcia noted that the last eligibility study was performed by CPEC in 1990. At that time, Latino eligibility for the University of California was about 3.6 percent.

Dean Garcia reported that an analysis performed by the Office of the President found that elimination of the SAT requirement would result in a 50 percent increase in Latino student eligibility. In 1998, using present eligibility figures, 2,000 additional Latino students would automatically become eligible for admission to UC if use of the SAT were eliminated.

Dean Garcia outlined the recommendations of the task force, as follows.

### **Immediate and Short-term Recommendations**

**Without reducing admissions standards, immediately change specific University of California policies and practices that may negatively affect Latino student eligibility, application, admissions, and enrollment.**

- A. *Eliminate the SAT in determining eligibility.* Numerous studies have questioned the SAT's ability to predict college success for minority students. The SAT seems to have been a barrier for eligibility and participation in the University of California for Latinos, women, and other disadvantaged students since it was incorporated into UC admissions requirements in 1968. There are some three hundred colleges and universities in the United States that do not require the SAT, including the University of Indiana at Bloomington and the University of Texas at Austin. Other indicators of high school performance such as the Golden Gate exam should be considered as replacements for the SAT. These student assessments would be aligned with California school reform efforts which include subject matter standards, curriculum frameworks, and school accountability procedures.
- B. *Encourage campuses to create admissions alternatives.* Initiatives are needed which stimulate local institutions to work with UC campuses in achieving broad representation of Latino students.
- C. *Expand admissions opportunities for community college transfers.*

**Expand the flow of relevant information in Spanish and English to Latino students and parents and school personnel.** A multi-media Spanish and English campaign targeted at Latinos to encourage UC application should be developed because the parents of Latino students in California are predominantly first-generation immigrant Spanish speakers with limited personal experience related to college preparation.

### **Intermediate and Long-term Recommendations**

- Coordinate universitywide and campus outreach plans with those of the K-12 schools, community colleges, and local organizations and businesses in order better to prepare and recruit promising disadvantaged students for higher education. The University of California must become a partner in enhancing the education of the K-12 sector.
- Offer new resources to University of California programs and research units to establish or expand on enhancing Latino participation, especially by focusing on improving K-12 teaching and curriculum directed at Latino students.
- Proceed to develop programs for the tenth campus in Merced.
  - A. *Promote links with community colleges, given the high proportion of Latino community college students in the central valley, and seek out linkages with other higher education segments and with K-12.* The University of California has historically drawn few students from the central valley; however, the area is growing rapidly, with Latinos projected to become the largest ethnic group by 2020.
  - B. *Create academic and professional emphases which will promote Latino student participation.*
  - C. *Develop off-site instructional opportunities in Fresno and other heavily populated areas within the central valley.* The geographical spread of the valley and its more dispersed and less wealthy population require close-to-home higher education opportunities. The University should plan to offer or facilitate preparatory instruction at satellite locations.
- Maximize the legacy of the Latino Eligibility Task Force.
  - A. *Sponsor a set of regionally based intersegmental institutes on improving Latino eligibility.* Designed to build consensus, the institutes would aim at attracting a cross-section of intersegmental partners, K-12 practitioners, and policy makers at local and State levels to working sessions in which participants would determine the next steps to expand eligibility and participation in their region.

- B. *Monitor participation of Latino and other underrepresented groups in UC.*
- C. *Fund longitudinal studies of Latino K-12 students.*

Regent Connerly recalled that the task force had found that Latino eligibility would increase if the SAT were eliminated from the University's admissions requirements, and he asked how doing so would affect the overall pool of applicants. Dean Garcia reported that elimination of the SAT would increase the overall eligibility rate from 12.8 percent to 16.9 percent. The Latino eligibility rate would rise by almost 60 percent, from 3.9 percent to 6.3 percent. Dean Garcia observed that the University of California is opposed to preferences for any students and that the SAT is currently providing preferences for white students. Regent Connerly asked what the task force would propose as a replacement for the SAT in order to distinguish among the many applicants with a 4.0 grade point average. Dean Garcia noted that the task force has recommended that there be an assessment that is aligned to standards in subject areas that are being taught in the schools. Regent Connerly pointed out that the task force has made many recommendations which, if implemented, would affect a wide range of disadvantaged students. Dean Garcia noted, however, that there are some recommendations which apply only to Latino students, such as the provision of outreach materials in Spanish.

Regent Connerly asked whether, if it were determined that language posed a problem to certain students, the University could legally craft an outreach program that would address language barriers and still be in compliance with Proposition 209. General Counsel Holst believed that it would be necessary to determine how such a program would fit within the confines of Proposition 209.

Regent del Junco pointed out that Latino students who attend parochial schools have much higher rates of eligibility than those who attend public schools. Dean Garcia replied that while the task force did not have the resources to examine why this may be so, there are many factors which affect Latino eligibility, including the lack of an understanding of what courses they must take.

Faculty Representative Weiss reported that the Academic Senate's Board on Admissions and Relations with Schools took the recommendations of the task force very seriously; the Board is planning to use the task force report in conjunction with the CPEC eligibility study and a study conducted by the Academic Senate in order to recommend potential changes to the eligibility index and to address articulation issues with the community colleges.

President Atkinson pointed out that a student must take the Scholastic Aptitude Test in order to be eligible for admission to the University of California, which represents a barrier for many students. On the other hand, the University admits students who perform poorly on the SAT, based on grades and other factors. He asked that the Academic Senate investigate how the recommendation to eliminate the SAT requirement could be implemented.



In response to a question from Regent Montoya, Dean Garcia explained that approximately twenty community colleges account for about eighty percent of transfers to the University of California. The task force found very few Latino students at those community colleges, and those who were enrolled were not taking advantage of the programs available for assisting in their transfer to the UC system. One exception to this pattern is the the Santa Barbara Community College. The Anchor Study found that most Latino students who enter the community colleges do not intend to complete four years of higher education.

In response to a question from Regent Davies regarding the predictive value of the SAT, Dean Garcia explained that it has been shown that for Latinos it is random. Factors which do predict Latino performance include grade point average, particularly in (a)-(f) courses; these results are found throughout the United States. Dean Garcia added that the California State University does not require the SAT for admission. The optimal solution would be for the University of California to make the SAT voluntary.

President Atkinson believed this to be a powerful suggestion that should be attended to. He recalled that originally aptitude tests were developed to identify students with high potential who were not performing as well as would be expected. The President believed that too much emphasis was put on minor differences in SAT scores to determine which students should be admitted to a particular institution.

Regent Davies drew attention to the serious decline in Latino applications to the University in 1997 and asked whether that was unique to the University. Dean Garcia did not have an answer to this question. President Atkinson stated that data should be available soon to indicate what is happening at the national level.

Regent Nakashima observed that the SAT is unfair to Asian immigrant students whose families do not speak English in the home. He believed that the recommendation of the task force had merit.

In response to a question from Regent McClymond, Dean Garcia explained that the Golden Gate exam, which is presently being developed, will be aligned with the new standards which have been proposed for adoption by the State Board of Education. He expected that the test would be available within two to three years.

Regent Johnson observed that the task force had found that the low eligibility rate for Latino students did not reflect a lack of interest in higher education on the part of Latino families and asked how the task force would address this apparent dilemma. Dean Garcia described the work of the Puente program, which promotes the transfer of students from community colleges to four-year institutions. Puente uses community members who have attended college to serve as mentors to students, and these mentors become a bridge to the families.

Regent Johnson believed that there was a true dedication on the part of the University of California to move forward with strengthening its outreach efforts.

Regent Leach observed that a lack of proficiency in English was a key reason for poor performance academically. Dean Garcia reported that research has shown that programs in the schools can assist immigrant and other children to meet high standards, but this does require additional resources and well-qualified teachers.

Chancellor Orbach stated that he was struck by the fact that 45 percent of Latino high school graduates go on to community college, yet their transfer rate to UC has declined in recent years. He suggested that this decline was related in part to the budget cuts which the University suffered in the early 1990s, which led to a decrease in early outreach to community college students. He hoped that more attention would be focused on students at the beginning of their community college careers, as such an effort could have a profound impact on the enrollment of Latino students at the University. President Atkinson reported that he and Chancellor Nussbaum of the California Community College system are developing an agreement that will focus on these issues.

Chancellor Greenwood recalled that two years ago a group of third- and fourth-grade students from the Aromas School approached Chancellor Pister as part of a school assignment; as a result, the entire class, which was bilingual, visited the campus. Prior to that visit, their teachers discovered that there was no appropriate literature about colleges and universities written for children. Because of this, the students produced a book, **Kids Around the University/Niños Alrededor de la Universidad**, which is written in English and Spanish by and for fourth-grade children. The current goal is to distribute the book, along with a curriculum guide, to every fourth-grade student in the State of California. Following publication of the book, it was found that all of the participants' literacy scores were raised by the process.

Regent del Junco spoke of the need to establish goals and timetables; if not, predictions indicate that by the year 2010 access to high-paying jobs will be limited to whites and Asians, while Hispanics will be relegated to the level of second-class citizens. He acknowledged that the K-12 system bears much of the responsibility in this area but suggested that goals and timetables would allow the Regents to assess how much progress is being made. Regent Khachigian, a member of the Outreach Task Force, reported that Regent del Junco's suggestions were discussed at great length by the task force, including accountability for the outreach effort.

Regent Preuss pointed out that the University of California has the most difficult application for admission in the country, noting that this is an artificial barrier to admission which the Regents have the power to remove. He asked that the President immediately begin an analysis of the application compared with those of other universities and that UC's form be simplified as soon as possible. Provost King stated that the application has been revamped but the issue remains of considerable concern. Regent Preuss asked for a report from the President. President Atkinson stated his intention to report back at the next meeting.

### 3. UC'S INVOLVEMENT IN THE MARS MISSION

Provost King observed that last year's discovery of evidence for life on Mars and the successful landing of the Mars Pathfinder Spacecraft on July 4 of this year have touched off a new wave of interest in the red planet. During the next decade, NASA will be conducting the vigorous Mars Surveyor Program, whose overall goal will be to answer the question of whether life ever existed on Mars. Provost King then called upon Mr. David Paige, an Associate Professor of Earth and Space Sciences at the Los Angeles campus, for a slide presentation on the program.

Professor Paige reported that the Mars exploration will be accomplished by launching two new unmanned missions to Mars every two-year launch opportunity. The first mission in the Surveyor Series is the Mars Global Surveyor, which was put into Mars orbit on September 11, 1997 to map the surface of the planet for the full Mars year. The next pair of missions will launch in late 1998 and early 1999. The first will be an orbiter which will observe the planet's atmosphere, and the second will be a lander which will be targeted to the South Pole region to study the Martian climate.

The Mars Global Surveyor Program will be managed by the Jet Propulsion Laboratory (JPL), with significant participation by industry and universities, including UCLA. Lockheed Martin will be responsible for developing and operating the South Polar Lander, and UCLA, through a competitive process, will be responsible for developing and operating its integrated scientific payload, called the Mars Volatiles and Climate Surveyor (MVACS). The payload includes four major instruments that will be developed by a UCLA-led consortium that includes JPL, the University of Arizona, and the Max Planck Institute for Aeronomy in Germany, for a total cost of \$20 million. The integrated payload package consists of a panoramic stereo color imaging system similar to that used by the Mars Pathfinder, a two-meter robotic arm with a close-up robotic arm camera, a meteorology package, and a thermal and evolved gas analyzer. These instruments will work together at the South Polar landing site to study the behavior of water on Mars and the history of the Martian climate by measuring the water vapor content and isotopic composition of the Martian atmosphere, determining the mineralogy and volatile content of the Martian soil, and digging a 0.5-meter deep trench to probe for evidence of subsurface ice.

The South Polar Lander will touch down on the surface of Mars on December 3, 1999, and operate for approximately ninety days. During this period, the payload will be operated by the MVACS science and engineering team, which will be housed in a mission control facility that is being constructed in the new Science and Technology Building at UCLA. During this period, the MVACS team will send commands to the payload and analyze the scientific and engineering data that are received. They will also disseminate the results of the mission to the media and the public through press conferences and to the rest of the world via the World Wide Web.

The timing of the landing coincides with the turning of the millennium, and the White House has been approached with the plan to include the landing among the official celebration events. The MVACS team is working with the Planetary Society to host Planetfest 99 at UCLA during the weekend of the landing. The event will include numerous exhibits, lectures, and live images from Mars for the UCLA community and the general public.

NASA's future Mars plans include a number of missions, including long-range rovers in 2001 and 2003 that will search for important rock samples and cache them for return to Earth by an unmanned sample return mission launched in 2005. These missions will offer many opportunities for university participation in the areas of science definition, payload development, mission operations, and sample analysis. UC has significant experience in these areas and is in a leadership position for the scientific exploration of Mars' physical, and possibly its biological, evolution.

#### 4. **UPDATE ON IMPLEMENTATION OF OUTREACH TASK FORCE RECOMMENDATIONS**

Provost King recalled that at the July 1997 meeting the Board accepted the report entitled "New Directions for Outreach: Report of the University of California Outreach Task Force" and adopted the recommendations contained in the report. He explained that this would be the first of periodic reports that he would make to the Regents on the progress of implementation of the recommendations of the report. Since the Board's adoption of those recommendations, the administration has moved rapidly toward implementation of the plan. Although primary roles in the school partnerships are the responsibility of individual campuses, it is important that there be coordination and facilitation at the systemwide level. In other areas, such as student academic development programs, primary implementation will be within the Office of the President.

Provost King reported that, as a first step in the implementation process, he had named a management team responsible for this multidimensional task. The administration is developing a three-year plan for resource acquisition to support program efforts, and several campuses have already initiated partnership relationships with school clusters, as recommended in the report.

#### **Regional UC-School Partnerships**

The principal new endeavor put forward by the Outreach Task Force is the development of partnerships formed by campuses with various educational, business, community, and government bodies. These partnerships will work with selected high schools and associated feeder schools for school improvement and for greater motivation and better preparation of students for university-level education. Provost King announced that he has asked Chancellor Emeritus Pister to assume leadership of the school partnership initiative and associated relations with schools and the K-12 system. Robert Polkinghorn, Executive Director of

Academic Collaboratives in Education, will work with Chancellor Pister in order to integrate several already-existing and related programs into the partnership effort.

### **Student Development and Informational Outreach Programs**

The second and third elements recommended by the Task Force are programs in student academic development and informational outreach. These will form substantially expanded and redefined activities in the Student Academic Services department, led by Assistant Vice President Galligani and Director of Outreach Programs Heisel. Achieving these goals will require careful review of current student academic development programs, accomplished through independent performance-based assessment, as recommended by the task force. This review is under way, with a target date of October 30 for completion.

### **Organized Research**

The fourth element recommended by the task force is organized research dealing with the fundamental causes of the differences in educational motivation and achievement that exist within society and with discovery, identification, and evaluation of methodologies employed in addressing those disparities. The University of California brings unparalleled intellectual capacity to this task. Vice Provost for Research Shelton will launch a major, structured research program dealing with these issues. This program, which will be faculty-generated and faculty-based, will be a new formal research initiative, either in the form of a multi-campus research unit and/or evolution of the missions of one or more current research units.

### **Convocation**

The final initiative urged by the Outreach Task Force is for UC to call upon other segments to join in organizing an Education Summit convocation, which will include the leaders of different parts of California society. This is regarded as a useful and important effort. Plans for its implementation are still being defined.

### **Campus Implementation of Task Force Recommendations**

Campuses have also moved quickly to designate responsibilities for these new outreach efforts. Several campuses have begun to identify partner schools and to begin the work that will bring the task force concepts into full operation. Provost King stated that he would provide details about four such efforts as illustrations of work under way, noting that such efforts exist on all campuses.

The Los Angeles campus in the process of establishing a K-16 collaborative, centered in the Venice-Westchester Cluster of the Los Angeles Unified School District. The Venice-Westchester Cluster comprises some 25,000 students in 18 elementary schools, five middle schools, and two high schools. The Cluster, notable for its ethnic and socio-economic

diversity, has strong leadership, a sound academic foundation, and is eager to raise academic performance for its students and increase college-going rates, especially to highly selective institutions such as the University of California.

Using a “college begins at kindergarten” approach, UCLA plans to develop, in partnership with other institutions and organizations, a comprehensive model for high academic achievement that can be replicated in other K-16 partnerships. The model will include a variety of strategies and activities such as teacher preparation and development, professional development for principals and counselors, curricular reform, intensive tutoring, student mentoring, career-focused academic outreach, family outreach by both direct contact and media, and outreach to community-based groups. UCLA is involving an array of partners in the proposed collaborative including, among others, UC Irvine and UC Riverside, California State University Los Angeles, Loyola Marymount University, West Los Angeles College, Santa Monica College, the Achievement Council, and the College Board.

In June 1997 Chancellor Dynes of the San Diego campus appointed a task force to develop a proposal for increasing participation of students from disadvantaged circumstances at UCSD and to propose outreach efforts to complement existing programs. The task force report, issued at the beginning of September, proposed the following elements for outreach:

- A Center for Research in Educational Equity, Assessment, and Teaching Excellence
- Outreach programs to strengthen recruitment and retention efforts
- Partnerships with public schools in San Diego
- A Model School on the UCSD campus
- Educational research programs
- Teacher education and professional development programs

Each of these elements builds upon and enhances coordination among existing programs while adding strategic components to them. The metaphor linking these efforts is a series of pipelines running through the pre-college and college years, in the expectation that they will result in substantially increased numbers of students from disadvantaged circumstances graduating from UCSD.

While this design awaits review and action by the Academic Senate at San Diego, it is clear that this proposal is the result of extraordinarily creative and bold thinking on the part of the San Diego campus task force. It is appropriately ambitious in its aims, comprehensive in its design, and presents the opportunity for far-reaching improvement of educational opportunities for young people in the San Diego area and those who identify UCSD as a possible goal for enrollment.

Provost King reported that the Davis campus has demonstrated leadership and initiative in addressing the Outreach Task Force recommendations. The Davis effort is particularly strong in the collaboration it has effected among the many campus activities engaged in outreach efforts. The Davis program is building on successful campus programs in teacher education, professional administrative development, instructional and curriculum projects, academic development research, early motivational and academic outreach efforts, and family and community involvement programs. The campus has established a regional consortium that will oversee school-centered partnerships with six schools. Grant Union High School and Sacramento High School, both located in Sacramento, and their four associated feeder middle and elementary schools comprise the six sites. During the first year, the consortium is collecting and examining data to inform program interventions. This information will help partner schools and campus personnel identify specific areas of need in order to improve student achievement, identify existing resources to respond to these needs, and develop new resources.

The Santa Cruz campus has begun a University-School partnership with the East Side Union High School District in San Jose. This alliance is particularly strong in the level of private sector involvement. The University will join the David and Lucille Packard, Noyce, Hewlett, and Sun Microsystems Foundations in investing in this district, along with the San Jose Mayor and the City Council. This activity builds upon the experience gained through UCSC's already successful Monterey Bay Education Consortium. Over time, the goals of the campus' work with the district will be to strengthen the academic preparation and pre-college experiences of students from the district, to leverage effort among the major contributors to

student achievement for higher levels of college going, in particular to postsecondary institutions which are academically competitive. In addition, this partnership aims to increase understanding of the root causes of low UC eligibility and enrollment rates among the district's students and to apply resources to ameliorate those causes.

With respect to the California Community Colleges, Provost King reported that the campuses are working with local colleges in building partnerships. In addition, the Office of the President has conducted discussions with the community college Chancellor's Office regarding joint transfer responsibilities and the recommendations of the task force that are directed to that process. Discussions thus far have been constructive, and there should be an announcement of a memorandum of understanding within the next month.

Regent Khachigian observed that Regents were deeply involved in the work of the Outreach Task Force and suggested the need for continuing close association on the part of Regents with the University's outreach efforts. Provost King believed that Regents could serve as effective spokespersons as well as advisors to the administration. He reported that, in order to involve the other sectors that were represented on the Outreach Task Force, Mr. Richard Clarke, co-chair of the task force, had agreed to join with the University in continuing to work on outreach.

Regent Bagley noted that, following the passage of SP-1, the University can no longer provide scholarships that are based upon a student's race or gender but that private organizations can. He pointed out that UC's application form does not include a listing of private scholarships that are available. Provost King confirmed that the University knows of scholarships that are available from the private sector. Regent Bagley stressed the necessity to have this information available in the University's outreach programs. Regent Bagley asked whether doing so would be permissible under Proposition 209, and Regent Khachigian stated that Regent Bagley would be provided a response to his question.

At the request of Regent Preuss, Chancellor Dynes provided additional comments on the work of the San Diego campus task force that was described by Provost King. The Chancellor recalled that during the spring the San Diego campus debated whether or not to establish a charter school. This proposal was rejected by the faculty. Chancellor Dynes believed that the charter school proposal was flawed because it was a stand-alone program which would not have been integrated into the University's overall outreach efforts. The task force, which was comprised of faculty and administrators, met over the summer and discovered that San Diego is a very diverse community. In order to respect that diversity, a wide range of solutions is required. The task force found that there were 77 outreach programs on the campus, some of which were not performing well. The task force recommended a set of activities which would have at its core the coordination and evaluation of these various programs. As described by Provost King, the task force recommended cluster partnerships with high schools and their associated feeder schools, a model or charter school, expanded research, and teacher training. Chancellor Dynes explained that while these



recommendations were subject to faculty review, it appeared that members of the campus community were in agreement that the proposals were the right solution for the San Diego campus.

In response to a question from Regent Levin regarding a timetable for implementation of the recommendations of the Outreach Task Force, Provost King explained that the administration is carrying out a one-month assessment of the current academic outreach programs. In November, research projects will be chosen which will be funded by the University. Funds are being allocated to informational outreach which will be targeted at admitted students whom the campuses wish to encourage to enroll. A similar effort will be undertaken by the medical and law schools. Early outreach to community college students will be included in a memorandum of understanding to be entered into between the University and the community college system.

Regent Johnson reported that recently Mr. Michael Milken had spoken at a conference on urban revitalization in which Regent Montoya participated. Following the conference, Regent Montoya wrote a letter to Mr. Milken in which she stated the following: "You don't have to bring in academics from Pennsylvania to provide your audiences with information about public universities that are partnering with their neighbors for the betterment of both. One notable example is the University of California at Riverside, where Chancellor Raymond Orbach has literally moved the campus across the highway to include and restore a portion of the contiguous barrio neighborhood. In part because of this effort, the numbers of Black and Latino students being admitted to UCR have dramatically increased this year."

Regent Connerly recalled that he recently attended a meeting of the Council of UC Staff Assemblies and that as a result two thoughts had occurred to him in response to Provost King's report. First, he noted that the staff have a great deal of contact with students and a knowledge of the problems that need to be resolved. It was his hope that the administration would include the staff in designing the University's outreach efforts. Regent Connerly reported that he was impressed by the fact that no one at the meeting argued with the statement that the quality of students is different from that of ten years ago. In the opinion of the staff, there are fewer excellent students, and the gap between those students at the top and those at the bottom is widening considerably. Regent Connerly suggested that this fact represents a message to the people of the state regarding the quality of the K-12 system. Provost King agreed that the staff have important contributions to make.

5. **QUARTERLY REPORT OF PRIVATE SUPPORT**

In accordance with the Schedule of Report, the Quarterly Report on Private Support for the period April 1 through June 30, 1997 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 noted that the University received \$250 million in private support for the quarter and \$726 million for the year ended June 30, 1997. Six campuses surpassed their prior year totals, with four campuses with increases that were greater than ten percent.

The meeting adjourned at 12:25 p.m.

Attest:

Secretary