

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

January 14, 1999

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

Members present: Regents Atkinson, Bagley, Connerly, Davies, Espinoza, Khachigian, Kozberg, Miura, Montoya, Vallaraigosa, and Willmon; Advisory member Vining

In attendance: Regents Bustamante, Johnson, Lee, Parsky, Preuss, and Sayles, Faculty Representatives Coleman and Dorr, Secretary Trivette, General Counsel Holst, Treasurer Small, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, Gomes, Hershman, and Hopper, Chancellors Berdahl, Bishop, Carnesale, Cicerone, Greenwood, Orbach, Vanderhoef, and Yang, and Recording Secretary Nietfeld

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

1. UNIVERSITYWIDE OVERVIEW OF THE STATUS OF OUTREACH EFFORTS

It was recalled that as background information, the following materials were mailed to all Regents in advance of the meeting:

- *An overall list of UC partner high schools by campus and a list of their feeder elementary and middle schools.* This list continues to evolve as campuses explore and negotiate new partnership opportunities. In some districts, such as the San Francisco Unified School District, the “feeder system” concept is not fully viable in the traditional sense. These districts have adopted “open enrollment” policies, which, for all intents and purposes, allow students to attend schools of choice, assuming available space and minimum qualifications (as appropriate).
- *Preliminary Data on UC Partner High Schools, 1996-97.* These data allow for some preliminary comparisons of student achievement in and characteristics of the partner high schools to statewide averages.
- *Baseline Data for Universitywide Academic Development Programs: 1995-96.* These baseline data provide program-specific profiles of the Early Academic Outreach Program (EAOP), the Mathematics, Engineering, and Science Achievement Program (MESA), and the Puente Program, the three largest student-centered outreach programs operated by the UC system. The data include numbers of students served by and graduating from the programs, as well as information on subsequent UC enrollment. Also included is information on the involvement of the MESA and Puente programs in California’s community college system.

- A list of UC faculty members serving on an advisory committee guiding the design and development of the outreach research effort known as University of California Research Initiatives on Education and Equity.
- *Summary of 1998-99 outreach allocations.* This summary provides an aggregated summary of how State funds (\$38.5 million) received in the current fiscal year were allocated throughout the UC system.

President Atkinson recalled that over the past year individual campuses had reported to the Committee on their outreach programs. The purpose of today's presentation is to provide an overview from a systemwide prospective. He noted that the University's involvement in K-12 education is considerably larger than what is represented in the outreach programs, which do not include activities such as summer institutes for teachers. The President emphasized that the University has a responsibility not only to diversity but also to the quality of K-12 education in the state.

Senior Associate to the President Pister recalled that the Governor's budget message emphasized the three "a's" of access, affordability, and accountability. Mr. Pister explained that his presentation would address how the University of California is dealing with the challenge of providing access to UC. The material presented today will be synthesized into an annual report on outreach that will be widely distributed.

Senior Associate Pister began his report by noting that the University's outreach efforts are focused on the partner schools. Student-centered outreach programs such as EAOP, MESA, and Puente, along with professional development and curriculum enhancement for teachers and informational outreach initiatives, are all components of the partnerships. While the partner-school programs address issues of school structure and whole school reform, the student academic development programs provide services to individual students and are designed to lead directly to UC competitive eligibility and enrollment. These student-centered programs enroll participants in many schools across the state, beyond those in the partner schools. The University is building greater depth and complexity into these programs, adding components such as summer residential programs, after-school workshops, and teacher involvement.

The strategic aim of UC's informational outreach is to provide communities throughout the state with information about what is required for good postsecondary preparation and to direct this information to schools and communities that have sent few students to the University. A complementary component of this work will inform key decision-makers and the general public about the University's educational opportunities, academic requirements, and outreach efforts.

Supporting these three components of outreach are evaluation, research, and fiscal resources, each of which is a key foundational element of the overall outreach system. Evaluation has

two major functions. One concerns accountability and the need to provide documentation and evidence of progress toward stated goals. The second concerns learning and feedback, which provide the basis for making mid-course corrections for greater efficiency and effectiveness in outreach. Research provides long-term support for the outreach effort, lending new insights into the root causes of educational inequity and disparity among the various segments of the state's population. UC faculty are the principal investigators in this effort. Finally, fiscal resources determine the capacity to establish and maintain the outreach work on UC campuses, as well as in schools and communities.

Senior Associate Pister recalled the goals stated in the Outreach Task Force Report which inform the University's work: to contribute to the academic enrichment of UC campuses through a diverse student body and to improve opportunities for California's educationally disadvantaged students to achieve eligibility and enroll at UC campuses.

Mr. Pister stressed the fact that while the University's programs are designed to achieve these UC-oriented goals, it must not be overlooked that programmatic outcomes will include increased access to higher education for students who do not choose to attend a UC campus, as well as higher levels of academic achievement overall among students in the partner schools.

The University's work, and that of its partners, is necessarily predicated on the circumstances of the education system in the state. Compared to other states, California's investment in K-12 education is lower on a per-pupil basis, and this reveals itself in ways that are evident, including higher pupil-teacher ratios, fewer counselors, fewer librarians, fewer computers, substandard facilities, and greater numbers of underprepared teachers. The partner schools tend to have relatively fewer honors and advanced placement courses available to their students. UC's outreach programs are not designed to solve all the problems in K-12 education but, given the increased public support and the renewed statewide efforts toward improvement of the K-12 system, UC is poised to make a significant contribution to increasing educational performance and diversity in higher education. Mr. Pister drew special attention to the initiative that has been launched in the Los Angeles basin, noting that the region provides nearly one-fourth of UC's student population and over 40 percent of the state's African-American and Latino high school graduates. The Los Angeles campus has been provided a special allocation to lead the Los Angeles basin initiative.

Regent Montoya referred to outreach efforts being performed by California State University faculty in sections of Los Angeles that do not have UC partner schools and asked for a description of what efforts the University is making in these areas. Senior Associate Pister assured Regent Montoya that his presentation would touch on these matters.

School-Centered Outreach

Mr. Pister reported that during the past four months the campuses have continued to work on establishing partnerships with schools that are among the lowest performing in the state. Fifty-three partnerships have been secured with high schools, four more are pending, and still more are being developed. The campuses are in partnerships with 39 middle schools and 74 elementary schools that serve as feeder schools to the high school partners. These efforts are reaching high schools with a collective enrollment of over 100,000 students. The criterion by which the schools have been chosen is related to their low performance as indicated by a variety of measures, including SAT scores. The partner high schools report an average SAT I composite score of 864, compared to the statewide average of 1010. At the same time, the schools are often urban, have greater percentages of poor children than the state average, and represent a higher proportion of educationally disadvantaged students than the state's public high schools generally. The challenge of improving eligibility rates and, consequentially, participation in postsecondary education remains the central objective. Special attention is being given to rural schools in the Central Valley.

Senior Associate Pister discussed the accomplishments of the school-centered outreach programs. For this component, 1998 was a year of initiating, developing, and coordinating partnerships. In the past year, each campus was responsible for, and succeeded in accomplishing the following six major objectives:

- Develop campus administrative and advisory structures;
- Identify partner schools, along with community and postsecondary partners;
- Establish a shared governance structure and a multi-year operational plan;
- Design a systemwide strategy to develop and expand resources to support partnership activities;
- Develop a plan to evaluate progress; and
- Establish the Partnership Opportunity Scholarship Program in consultation with participating partner high schools.

In 1999, the University looks forward to accomplishing five objectives:

- To continue to expand the number of high schools and feeder middle and elementary schools with which it is working.
- In May, the University will publish the first partner school data book. The data book will include information on specific partnership strategies, feeder patterns, members of the partnership consortia, key investors in the partnership, and indicators of academic achievement in the partner schools.

- By August 1999, each partner will have undergone an internal review of program accomplishments to date, with a particular view toward program improvement strategies for the 1999-2000 academic year.
- By November 1999, a website will allow public access to descriptions of partnership activities, including the ability to query significant indicators related to the partnership schools and their work.
- Finally, the Office of the President will continue to convene meetings of outreach leaders, bringing school-centered and student-centered programs together.

Student-Centered Outreach: Pre-Collegiate and Community College Academic Development

Senior Associate Pister recalled that the University's statewide student-centered programs are the Early Academic Outreach Program, the Mathematics, Engineering, and Science Achievement Program, and the Puente Program. They provide academic services to promising students from disadvantaged backgrounds and are intended to support them in negotiating the path to higher education. Student-centered services include assistance in selecting appropriate college preparatory classes, recommendations regarding extracurricular activities, the setting of high standards, and guidance in taking the necessary steps to attain the high level of achievement required for admission to a competitive university.

Students need this support now more than they ever did. The standards of academic preparation required for admission to the University of California's undergraduate programs have steadily increased in recent years. Although minimum eligibility still assures students a place at a UC campus, a student must be competitively eligible to be assured the opportunity to select which campus or program he or she will attend or enroll in. The term competitive eligibility is used to indicate the high level of preparation and achievement needed for a student to be admitted to the most selective campuses. Mr. Pister suggested that the Regents should become ambassadors for the message that all of the University's eight general campuses provide a high-quality undergraduate education.

These evolving standards of competitive eligibility have particular consequences for the University's programs such as EAOP, MESA, and Puente, which serve educationally disadvantaged students. To help students achieve competitive eligibility in this new climate, the student-centered programs must both expand to accommodate the growing pool of eligible disadvantaged students and reshape and strengthen program activities specifically aimed toward ensuring higher levels of accomplishment.

The Early Academic Outreach Program provides its participants information on UC requirements and opportunities, motivational activities, counseling and academic advising,

parent and family involvement, and academic enrichment and support. In response to the question from Regent Montoya, Mr. Pister noted that the EAOP is widely distributed across the state's high schools; in particular, UCLA has programs which extend well beyond the partner high schools. While all of the students and families participate in the first four activities named, because of the high per-student cost, only a fraction of total program participants can enroll in the program's intensive academic enrichment activities, which include SAT preparation, summer and Saturday academies, individual tutoring, and study skills workshops. The new funds which the University has invested in EAOP will significantly enlarge the capacity of these activities.

MESA is one of the country's oldest and most successful programs, designed to nurture and unleash student potential to excel in mathematics- and science-based disciplines. This program seeks to have all its participants attain degrees in mathematics- and science-based disciplines from four-year institutions. MESA serves over 20,000 students in California from elementary through university levels and is active in 379 elementary, middle, and senior high schools in 99 school districts in California. Although MESA is a program of the University of California, it operates in all segments of California higher education. Rural community-based MESA centers have been established through a partnership with American Indian tribes and the California Department of Education.

Its successes have earned MESA support and recognition throughout the state and nation. Over 130 companies support MESA through field trips, speakers, volunteers, internships, and other resources. In 1998 corporations and foundations provided over \$1.4 million in contributions.

MESA has responded to the new demands placed upon it by the Outreach Task Force Report by developing the New MESA Model, which includes enhanced elements of the traditional program as well as some new components:

- Individual academic plans which allow MESA counselors to monitor individual student progress;
- MESA classes which provide a designated time during the school day for MESA advisors to implement the New MESA Model components;
- SAT and PSAT preparation and study skills training;
- Parent leadership training;
- Extracurricular activities, including Saturday Academies.

MESA is employing its Academic Excellence Workshops, previously used in the MESA Engineering Program, at the pre-college level from seventh grade on to attain academic

success in critical college-prerequisite mathematics classes.

The Puente Project combines both student-centered and school-centered preparatory work. Puente has 18 years' experience and expertise in transferring underrepresented community college students to universities. The Puente Project was awarded the prestigious Innovations in American Government Award for 1998, a national program sponsored by the Ford Foundation, Harvard University, and the Council for Excellence in Government. Recognized for its "innovative, effective, and replicable" approach to improving student success, Puente was the only post-secondary program nationwide to receive this award.

Puente recently completed a successful four-year pilot high school program which is now working with twenty school districts statewide to prepare for post-pilot expansion. In addition to its integration of school- and student-centered work, Puente involves local communities in its academic program. To date, over 4,000 volunteer mentors and over 300 business and community organizations have contributed to local schools through Puente. This year Puente will expand its successful pilot program, aimed at increasing eligibility and enrollment, into 36 high schools where over 4,300 students will be served. It will also expand its community college program to 75 sites where it will serve some 9,000 students annually.

The new model will provide students with a range of expanded academic services, including a rigorous university preparatory program for which teachers and counselors are specially trained, intensive academic counseling on (a)-(f) course completion, adult and peer mentors, and SAT and PSAT preparation. The new model will actively involve parents through workshops, counselor-parent conferences, and mentor-parent activities.

Turning to community college outreach efforts, Senior Associate Pister reported that the University's enhanced outreach to community colleges will be guided by the memorandum of understanding that was signed by President Atkinson and California Community College Chancellor Nussbaum in November 1997. This memorandum, which was described to the Regents at the October 1998 meeting, commits UC to increase by 33 percent the number of community college students who transfer to the University by the year 2005. To reach this enrollment target of 14,500 transfers by that date, the University will need to increase the number of new transfer students it enrolls by four to five percent each year for the next eight years. Campuses are currently preparing detailed campus-specific outreach plans in response to this challenge. These will include a full array of outreach services to all community colleges in their service areas.

From a systemwide perspective, the need to increase the number of transfer students is an immediate concern, and the Office of the President is undertaking several efforts that will bolster campus outreach and recruitment efforts. The University administration is undertaking the following:

- Developing a database of prospective transfer students for outreach purposes;

- Expanding outreach to community college counselors and transfer personnel via the highly successful counselor institutes;
- Increasing the number of outreach visits to community colleges across the state;
- Developing new transfer-specific publications and newsletters; and
- Expanding course articulation efforts that provide road maps for transfer students.

Outreach Media and Communications.

Mr. Pister observed that the next element of the University's outreach efforts, media and communications, is a critical one. It has two components, informational outreach to students and families and public and media relations. The University has prepared a systematic media and information plan and is taking steps to implement it. The Office of the President produced three radio spots that reached more than 2.5 million listeners during the November application filing period. A Web site has been established to provide a full overview of the University's student-based outreach and University and school partnerships. The site gives audiences outside the University a one-stop location for general information regarding UC's efforts to enhance educational opportunities. An information packet explaining the mission and scope of UC's outreach efforts has been produced, and distribution is ongoing. Campuses have also implemented special recruitment efforts to maximize enrollment of admitted students, giving specialized attention to students and families from communities with rates of lower eligibility. Through the UCLA Graduate School of Education, the University conducted market surveys regarding target audiences' perceptions of college in general and the University in particular.

Clear, accessible information about higher education is critical for students and parents at all levels of the educational system. The University plans to develop a statewide database of prospective applicants from which all general campuses can draw in identifying, communicating with, and recruiting prospective students. The University is developing a set of age-appropriate programs for elementary and middle school students and their teachers which provide an introduction to college and to the University of California, emphasizing the value of education and good preparation. A companion series will be made available to parents, detailing the academic and financial planning required for higher education, and for the University of California in particular. In addition, the University is developing new information and recruiting materials for high school students, including a CD-ROM featuring information about all the campuses of the University, academic preparation required for admission, financial aid resources, and explaining the steps involved in the application process.

The University is developing a statewide media effort to reach key decision makers throughout the state, enlisting them in the University's outreach efforts and joining forces with them to reach the largest audience possible and to engage with each group effectively.

Members of the Outreach Advisory Group will be engaged in these efforts. There will be briefing sessions on outreach in Sacramento and in Washington, D.C. for elected officials.

Research

Turning to the role of research in outreach, Senior Associate Pister reported that the Faculty Planning Group of the University of California Research Initiative on Education and Equity consists of twenty faculty members drawn from campuses of the UC system. These faculty members, who provide expertise in researching underlying issues pertaining to outreach and diversity, bring a breadth of experience and practice to outreach initiatives. Outcome-based evaluation identifies programs that are either effective or ineffective in improving student learning and quantifies performance measures. Research that links teaching to learning can provide analysis of the specific program curriculum, instructional strategies, teacher expertise, and organizational structures that promote increased student achievement while also identifying ineffective practices. The purpose of research is to develop explicit practical models that can be replicated and disseminated, thereby making them accessible to teachers, administrators, policy makers, and parents.

This year, three working subgroups of the Faculty Planning Group were created. Each was charged with one of three tasks: examining the goals and objectives of outreach, designing an organization plan which builds on and leverages existing infrastructure for research, and surveying faculty regarding promising new directions for research. The Faculty Planning Group has reviewed and inventoried the existing research projects throughout the UC system and, based on this review, has identified six major objectives on which to focus in 1999:

- Build on the existing expertise of the individuals involved in organized research on education and equity which are operating in the UC system;
- Identify core issues related to education and diversity;
- Fund new research in key areas;
- Engage K-12 educators as partners in research and development activities;
- Respond to emerging issues and make research responsive to the needs of K-12 practitioners; and
- Strive to disseminate research effectively.

Evaluation

Senior Associate Pister turned to an evaluation of the University's outreach efforts and its accomplishments to date. An Outreach Evaluation Advisory Panel has been established which

includes distinguished research faculty and practitioners from all campuses. Chaired by Professor Rodney Ogawa, the Advisory Panel is charged with advising on the direction and implementation of all UC systemwide evaluation efforts. UCOP staff have prepared a draft evaluation plan, identifying preliminary options and proposed directions for collection of evaluation data. The draft plan is being used as a basis for consultation with the Outreach Evaluation Advisory Panel and campus evaluation staff, leading to the development of a final plan. A data exchange agreement has been formalized with CSU and the community colleges to allow tracking of UC outreach program participants into California public higher education institutions, including UC. Finally, Office of the President staff are now completing site visits on each UC campus and for MESA and Puente statewide programs related to evaluation. The purpose of the site visits is twofold: (1) to assess local campus evaluation plans and needs, including needs for additional resources related to evaluation, and (2) to obtain campus input on the draft systemwide evaluation plan under development by the Office of the President.

Fiscal Resources

The 1998-99 budget for outreach has afforded the University of California an unprecedented opportunity to expand the scope and depth of its programs. The State budget provided \$33.5 million in new funds for outreach and required the University to redirect \$5 million of its own resources for these programs. Further, it specified that more than three-quarters of the total \$38.5 million be targeted to school-centered partnerships and student-centered academic development programs. The Budget Act further mandated that the funds allocated to school partnerships, student academic programs, and the Central Valley should be matched on a one-to-one basis by K-12. The University has consulted with K-12 administrators and staff of both the California Department of Education and the Department of Finance to interpret this language and prepare guidelines to advise campuses in working with their K-12 partners to identify and secure resources for the match and to document it appropriately.

Once the Budget Act was signed, the administration's first priority was to send the funds to the campuses as quickly as possible. Subsequent to the distribution of the \$38.5 million, each undergraduate campus received an equal portion of approximately two-thirds of the remaining funds for partnerships and academic development programs. Approximately one third of these funds were reserved for distribution following a review of campus outreach proposals.

In concluding his presentation, Senior Associate Pister invited the Regents to reflect on the fact that the University has committed itself to engage its human, physical, and financial resources to addressing the critical problem of access to higher education. The magnitude of this commitment is unprecedented in the history of the state and of the University. The engagement with K-12 schools can be accomplished only by moving outreach closer to the core mission of the University. The mission of creating and disseminating knowledge is largely accomplished through students, who carry the fruits of their education into society. The historical record demonstrates that the university has been critically important to the

economic well being of the state. The 21st century presents the opportunity to ensure that the alumni, who take on the responsibility of defining and implementing the social, political, and economic policies of the state, are truly representative of the people of California.

In response to a question from Regent Villaraigosa, Provost King recalled that the State appropriated \$38.5 million to the University's outreach programs for 1998-99. Of that amount, \$33 million was allocated by the State, while an additional \$5 million was to be provided through internal reallocation.

Regent Villaraigosa recalled that the State had funded additional advanced placement courses and courses to prepare students for the SAT. Vice President Hershman explained that this funding went directly to the K-12 system.

Regent Villaraigosa referred to the fact that UCLA's partner schools are located primarily on the west side of Los Angeles. He requested a description of how the University plans to reach out to schools that are not listed as partner schools.

Referring to the Central Valley, which is underrepresented at the University, the Speaker hoped that the University's outreach would extend beyond the Fresno area to the northern and southern reaches of the Valley.

Mr. Villaraigosa stressed the importance of evaluating the University's outreach programs to determine which ones work. He hoped that there would be enough flexibility in the programs to shift funding as appropriate to meet the needs of students.

With respect to the commitment of the Legislature to outreach, Regent Villaraigosa noted that everyone is in agreement as to the importance of increasing the eligibility rate of underrepresented students. He assured the Regents that funding for outreach would be preserved throughout the budget process. He pointed out, however, that \$38.5 million is a fraction of the University's budget and hoped that the University would be committed to devoting more resources to outreach in the future.

Regent Bagley suggested that it would help the University's outreach efforts, particularly in the area of media and communications, if the Board were to correct the impression that the University does not welcome diversity.

Regent Khachigian reported that the Outreach Advisory Group was in the process of developing a speech to be used when speaking about outreach which will be distributed to the Regents. Responding to Speaker Villaraigosa's comments about the Central Valley, Regent Khachigian pointed out that the University has a significant outreach effort there, although much more needs to be accomplished.

Vice Provost Tomlinson-Keasey noted that several campuses have ties to schools in the Central Valley. The Santa Barbara campus, for example, is working with schools in Kern County and in Bakersfield. UC Merced, UC Santa Cruz, and UCSB are attempting to cover the entire Central Valley in their outreach efforts. The University also works with teachers in the area to assist in their professional development.

Regent Bustamante reported that the Speaker was referring to the concerns of some Valley residents that UC Merced should serve the entire Valley.

Regent Miura referred to the chart giving baseline data for the number of EAOP and MESA program graduates and the number of those graduates who enter UC. She asked if there were also data on how many of the program graduates go on to either CSU or the community colleges. Associate Vice President Galligani responded that between 80 and 90 percent of the program graduates go on to postsecondary education. He stated that the data are available and offered to share those statistics with Regent Miura.

In response to a question from Regent Bustamante, Mr. Galligani reported that the vast majority of the programs' participants remain in California.

Regent Espinoza recalled that a only small portion of the state's community colleges transfer a significant number of students to the University. The community colleges that do not transfer many students tend to be located in poor, urban, and generally minority communities. He asked what outreach strategies were geared specifically towards these community colleges, in light of the memorandum of understanding and its goal of increasing transfers by 33 percent by the year 2005. Senior Associate Pister noted that \$3.5 million had been allocated to the campuses for community college outreach. At present the campuses are at different stages of addressing the issue raised by Regent Espinoza. He pointed out that, unlike the K-12 schools, the community colleges have a governance structure that exercises local control over what the objectives of the community college should be.

President Atkinson pointed out that the State budget had directed a significant amount of funds to the community colleges to induce them to accelerate the transfer process. He stressed that the cooperation of the community colleges was essential if transfer is to occur. The President then referred to a table provided by Mr. Pister which showed that \$38.5 million had been allocated to outreach. Mr. Atkinson explained that this figure represents the money that was allocated in the prior year; by the end of 1999, the University will spend more than \$140 million on outreach. President Atkinson referred to UC Links, after-school programs that have been set up in many locations throughout the state. These programs are principally staffed by UC students and are thus limited to where the students are located. He added that the University has recruited some CSU and community college campuses to try to expand the areas served by UC Links.

In response to a further question from Regent Espinoza regarding the targeting of certain community colleges for partnerships, Senior Associate Pister explained that one goal of the campuses is to identify those students who have the potential to transfer and to provide them with the counseling they need.

Regent Willmon discussed the nature of the community college system, which is governed more locally than the University of California, and asked if the chancellors at the various community college campuses were engaged in the efforts to qualify more students to attend UC. Senior Associate Pister agreed that the administration would follow up on this issue.

Regent Sayles observed that, through its outreach programs, the University is trying to increase the eligibility pool of underrepresented students. A second goal is to improve how the University is perceived by minority students. He asked when the administration would have data on the make-up of the applicant pool for 1999-2000. Provost King stated that this information is being collected and should be available shortly. President Atkinson added that last year the number of applications from minority students increased, indicating a strong interest in the University of California within minority communities.

Regent Sayles pointed out that the benefits of many of the outreach programs described by Senior Associate Pister would not be seen for four to five years and hoped that steps were being taken to bridge that gap. President Atkinson recalled that in September he sent a letter to all underrepresented minority and low-income high school seniors in the state, indicating how concerned the University is that they center their attention on UC. He reported that he had received many positive responses to this letter.

Faculty Representative Dorr reported that Professor Bill Scroggins, who is serving his second year as President of the Community Colleges Faculty Senate, has been vigorously involved in a variety of efforts to increase the transfer function. The faculty, however, recognize that the community colleges have a wide range of important responsibilities. From the faculty's perspective, they would never have as a goal that all community colleges would equally address all aspects of the community colleges' charge. Each community college will craft the appropriate balance of responsibilities.

Regent Davies referred to remarks made by Speaker Villaraigosa regarding the amount that the University is spending on outreach. He suggested that it would be worthwhile for the administration to provide the Regents with information on how the \$140 million the University will spend on outreach is allocated.

In response to a question from Regent Connerly regarding staffing and organizational structure in the Office of the President, Senior Associate Pister explained that he has the responsibility for overseeing the University's outreach efforts. Staff from different organizations work with him in a matrix mode. President Atkinson continued that when the Office of the President began to bring a clearer focus to the full range of outreach activities,

Mr. Pister was chosen to lead the effort because of his commitment and his success in the past. To date, no organization has been established to support him. The President reported that Senior Associate Pister intends to retire from his position in January 2000, at which time new leadership will have to be identified. In the interim, it will be necessary to determine how the office should be organized and staffed.

In response to a question from Regent Connerly, Senior Associate Pister agreed to find out how many of the campuses' partner schools are also magnet schools and provide that information.

Regent Connerly observed that educational disadvantage is not necessarily a function of race or ethnicity and asked how the University is modifying its outreach programs which were previously based on race or ethnicity. Mr. Pister explained that the University has made every effort to move its outreach programs into compliance with Regental policy and State law. He expressed confidence that this has been achieved. For example, MESA has changed its eligibility criteria, and the Early Academic Outreach Programs are designed for students regardless of their backgrounds. The school partnerships are aimed at low-achieving schools, which tend to have students from certain ethnic backgrounds. The partner schools are selected strictly on the basis of their low performance and their need for assistance. He reported that all parties are dedicated to serving all disadvantaged students.

Provost King, speaking from the standpoint of the Outreach Task Force, believed that one of the principal accomplishments of the task force was the identification and nurturing of the concept of educational disadvantage and the ways in which it can be measured and used to define outreach programs.

Regent Connerly recalled that in June 1995 he had asked then-President Peltason what it would require to make all students competitively eligible for UC. His response was that a bold and unprecedented outreach program would be required. Based on Senior Associate Pister's report, Regent Connerly suggested that the University was in fact moving in that direction. He expressed his appreciation for the progress that had been made.

Mr. Pister stated that he was concerned about the perception on the part of people outside the University as to how UC's outreach programs can influence K-12 education across the state. He suggested that the University must be judged by how well outreach funds have been used to increase the value added to education in the partner schools. He worried that there might be the expectation that K-12 education in general will be improved through contact with the University of California. Regent Connerly pointed out that, were it not for what the University has done over the last two years, education would not be the top priority in the state.

2. **QUARTERLY REPORT ON PRIVATE SUPPORT**

In accordance with the Schedule of Reports, the **Quarterly Report on Private Support** for the period July 1 through September 30, 1998 was submitted for information.

Vice President Darling reported an increase in support of 17 percent over the first quarter of the prior year.

[The report was mailed to all Regents in advance of the meeting, and a copy is on file in the Office of the Secretary.]

The Committee went into Closed Session at 4:25 p.m.

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The meeting adjourned at 4:30 p.m.

Attest:

Secretary