

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

May 19, 2010

The Committee on Educational Policy met on the above date at UCSF–Mission Bay Community Center, San Francisco.

Members present: Regents Island, Lansing, and Reiss; Ex officio members Gould, O’Connell, Yudof, and Zettel; Advisory members Cheng and Powell, Staff Advisors Abeyta and Martinez

In attendance: Regents Bernal, De La Peña, Kieffer, Makarechian, Maldonado, Nunn Gorman, Schilling, Stovitz, and Varner, Regents-designate DeFreece and Hime, Faculty Representative Simmons, Secretary and Chief of Staff Griffiths, Associate Secretary Shaw, General Counsel Robinson, Chief Investment Officer Berggren, Chief Compliance and Audit Officer Vacca, Provost Pitts, Executive Vice Presidents Brostrom and Taylor, Senior Vice Presidents Dooley and Stobo, Vice Presidents Beckwith, Broome, Duckett, Lenz, and Sakaki, Chancellors Birgeneau, Block, Blumenthal, Desmond-Hellmann, Drake, Fox, Kang, Katehi, White, and Yang, and Recording Secretary Johns

The meeting convened at 11:15 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 March 24, 2010 were approved.

2. UPDATE ON CAREER AND TECHNICAL EDUCATION COURSE DEVELOPMENT AND APPROVAL

[Background material was mailed to Regents in advance of the meeting, and copies are on file in the Office of the Secretary and Chief of Staff.]

Provost Pitts noted that this item concerned an issue which has engaged the Office of the President actively over the previous year. It is an area of intense interest to the State Legislature. This presentation would be the first of two; at the July meeting there would be an update on relevant meetings that will have occurred by then.

Vice President Sakaki explained that the term “Career and Technical Education” (CTE) is used to distinguish today’s more rigorous academic and technical instruction from traditional vocational education programs. California is challenged by high dropout rates, the pressing need for skilled workers, and escalating competition from the global labor market. CTE can play an important role in school reform and economic development.

With the support of the Governor, State Superintendent of Public Instruction O'Connell, State Senate President pro Tempore Steinberg, and others, the expansion of high-quality CTE has become a priority. In 2005, California became the first state to adopt CTE curriculum standards, and in 2008, UC faculty provided guidance to schools on using CTE courses to fulfill UC and California State University (CSU) course requirements. UC has approved more than 9,000 CTE courses from public and private high schools; this number will exceed 10,000 by 2011-12. UC has approved CTE courses in all seven subject areas required for UC eligibility. CTE courses align well with laboratory science, visual and performing arts, and college preparatory electives. UC is committed to advancing CTE. With financial support from the California Department of Education, UC is holding an inaugural CTE Institute, focusing on math and the CTE industry sector – finance and business. Three more such Institutes are planned. The University's partnership with the Department of Education has allowed UC to streamline the course approval system, deliver presentations to schools statewide, enhance its online resources, and strengthen its relationships with schools and the CTE community. Additional information on UC's work in this area would be presented at the July meeting.

Provost Pitts observed that, while focusing on the approval process for CTE courses, the Office of the President has dramatically reduced the time required for approval. Approval now takes half the time it took a year earlier.

Regent Zettel asked when the Institute focused on math would be held. Ms. Sakaki responded that the Institute was being held at that moment. Regent Zettel expressed interest in the modules that would be presented to school districts.

Regent O'Connell recalled a meeting with former President Dynes and CSU Chancellor Reed in 2003, when he asked them if California could increase the number of CTE courses offered in high schools for admission to UC and CSU. They answered in the negative and expressed concern about maintaining UC and CSU standards. Regent O'Connell stressed that the State wishes to approach this matter by increasing the rigor and relevance of CTE courses. He expressed his conviction that there was no difference between college and career preparation. In 2003, there were 288 CTE courses which fulfilled UC and CSU requirements; at the present time there are almost 10,000 such courses. Standards and frameworks have been developed. In spite of the difficult budget environment, the Governor signed legislation to increase the number of career partnership academies in California schools. These academies are based on a "school within the school" concept with a focus on a particular industry sector, such as the medical, legal, education, high technology, biotechnology, and nanotechnology fields. He cited a UC Riverside study which showed that students enrolled in career partnership academies with an emphasis on CTE had a 96 percent graduation rate, a higher attendance rate than other students at their schools, better performance on the high school exit examination, and a 70 percent transfer rate to UC, CSU, and the community colleges. He noted that at the time of the last major statewide school bond, \$500 million was set aside to modernize CTE. Regent O'Connell described CTE programs as a success story and emphasized that they help students to prepare for rigorous jobs and to develop analytical, problem-solving

skills valuable not only in a career, but throughout life. He commended the University for its efforts in this area.

Regent Lansing recalled that, as a high school math and English teacher, it was difficult to make students understand how relevant these subjects are. She emphasized the importance of making subjects relevant in order to better engage students, prevent dropout rates, and increase the pool of qualified applicants for UC, CSU, and the community colleges, and the importance of rigorousness. She requested examples of UC-approved CTE courses and requested that the Regents receive reports twice a year on this matter, as well as information offline. Ms. Sakaki offered to provide this information.

President Yudof expressed agreement with Regent O'Connell's remarks and stressed the critical importance of analytic ability in any profession. Responding to Regent Lansing, he stated that the University would provide reports on CTE course development. He noted that course development takes time, and suggested that the degree of success would become apparent a year later, measured by how many additional CTE courses the University would have, and how widespread they would be throughout California public high schools.

Chairman Gould expressed great interest in the CTE curriculum, which can address gaps in knowledge of real-world issues. He requested information on the outcomes of CTE courses in the areas of math, business, and finance.

Regent Kieffer praised the Office of the President's work on CTE courses. He expressed concern that courses on history or government, important for civic education, not be diluted. He acknowledged that it may be challenging to design courses which are academically rigorous and comprehensive for these and certain other subjects.

Regent-designate Hime requested a copy of the presentation slides. Ms. Sakaki responded that this would be provided.

Provost Pitts commended Ms. Sakaki and Director Wilbur for their diligent work on this matter. He noted a challenge in the fact that CTE courses must be rigorous and cover material well, but that high schools also must be able to adopt them. If no high school adopts a course designed by UC, that course has no value. The Office of the President will continue to pursue this effort.

The meeting adjourned at 11:35 a.m.

Attest:

Secretary and Chief of Staff