

The Regents of the University of California

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

November 16, 2016

The Academic and Student Affairs Committee met on the above date at UCSF–Mission Bay Conference Center, San Francisco.

Members present: Regents Brody, De La Peña, Island, Lansing, Newsom, Ortiz Oakley, Pattiz, Pérez, Ramirez, and Reiss; Ex officio members Napolitano and Torlakson; Advisory members Chalfant and Mancia; Chancellors Dirks and Wilcox; Staff Advisor Valdry

In attendance: Assistant Secretary Lyall, Provost Dorr, Vice Presidents Brown, Budil, and Holmes-Sullivan, Chancellors Khosla and Yang, and Recording Secretary McCarthy

The meeting convened at 10:45 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 September 14, 2016 were approved.

2. **CONTINUATION OF DISCUSSION ON DEMOGRAPHIC TRENDS IN CALIFORNIA AND IMPLICATIONS FOR ENROLLMENT AND DIVERSITY**

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

Committee Chair Island introduced this continuation of the discussion that had begun at the September meeting about projected changes in California demography through 2040 and their implications for UC's future size and shape.

Provost Dorr highlighted two important frameworks from which to assess the implications of demographic data. First, as a land grant public research university, UC serves the state's residents by providing outstanding teaching, research, service, and clinical care. Also, UC fulfills its responsibilities under the 1960 California Master Plan for Higher Education, the second important framework. The Master Plan differentiated functions among UC, California State University (CSU), and the California Community Colleges (CCCs), and reified the principles of universal access, choice, and differentiation of admissions pools. The Master Plan established the percentage of California public high school graduates who could be eligible for UC as freshmen and guaranteed a place at UC for each of them who was eligible and applied, and also offered all eligible California resident transfer applicants the opportunity to complete a bachelor's degree at a UC campus. The Master Plan's differentiation of functions

designated UC as the state's primary academic research institution that offers research-oriented and professional graduate degrees. Demographic data should be viewed in light of these responsibilities of UC.

Vice President Brown reported on California Department of Finance data showing that California's population is expected to grow by ten million between 2010 and 2040, up to 47.2 million. The primary projected increase during that time was in the number and proportion of Californians retirement-aged or older, from 11 percent in 2010 to 21 percent in 2040. "Baby boomers," persons born during the demographic post-World War II "baby boom," would be moving into retirement, and they tended to be more highly educated than the generations that have followed. This demographic shift would mean that there would be a large number of workers with college degrees leaving the workforce. The college-aged population would increase only slightly, by 200,000, over the same period. Therefore, it would be important to increase the number and proportion of individuals who attend college and earn a degree.

Examining the college-aged population by region can highlight areas where UC could concentrate or expand its college preparation support and outreach efforts. In 2040, the two California regions with the largest college-aged populations would still be Los Angeles County and the San Francisco Bay Area. However, the areas of greatest growth from 2010 to 2040 would be the Central Valley, the San Bernardino and Riverside area, and Sacramento, along with additional growth in the San Francisco Bay Area. California would continue to be increasingly diverse. About half of the state's college-aged population in 2040 would be Hispanic/Latino.

Ms. Brown displayed a graph showing that, despite past projections that the number of California high school graduates would either remain flat or decline, the actual number had continued to grow. The Office of the President anticipated the annual number of California high school graduates to increase by more than 30,000 by 2024, taking into account improvements in high school graduation rates, particularly among Latino/a students. Overall, the California high school graduation rate had improved from 75 percent in 2009-10 to 82 percent in 2014-15; over that time, the Hispanic/Latino graduation rate increased from 68 percent to 79 percent. The percentage of public high school graduates completing "a-g" required courses for admission to UC, the best indicator of individuals who are preparing to go to college, had increased from 36 percent to 43 percent, and from 27 percent to 35 percent for Latinos/as. Improvements had been made, but opportunities exist for greater gains.

Ms. Brown displayed a chart showing the proportion of various ethnic groups at important stages of the admissions pipeline. Of current high-school-aged Californians, 56 percent were underrepresented minorities (URMs). URM students were 56 percent of those graduating from high school, 41 percent of those applying to UC, 34 percent of those admitted to UC from California's public high schools, and 34 percent of California public high school students enrolled at UC. These data illustrate that opportunities exist, particularly to increase the number of URM students who complete the "a-g" course

requirements, to encourage those students to apply to UC, and to ensure they are sufficiently prepared to be strong applicants.

Similar data regarding transfer students show that in 2014-15 URM students were 51 percent of CCC enrollment. URM students comprised 42 percent of those who were transfer ready by the CCC definition; 32 percent of UC applicants from the CCCs were URM; 30 percent of transfer students admitted were from CCCs; and 29 percent of those enrolled in UC. These data reveal two primary areas where significant improvements could be made: first, increasing the number of URM students that are transfer ready and, second, encouraging those individuals to apply to UC. It was anticipated that in 2015-16 improvements would be shown in the proportion of CCC URM students who applied, were admitted, and enrolled at UC.

Vice Provost Yvette Gullatt discussed UC's efforts to improve freshman and transfer student pipelines. Ms. Gullatt stated that UC works to improve student academic preparation: by preparing educators to teach and to lead in public schools, and supporting them throughout their careers with professional development; and by supporting California K-12 schools to ensure that all students have access to high-quality teachers, a rigorous curriculum, and strong academic support for college readiness.

The training of high-quality educators is one of the most important issues facing education, particularly in California with its highly diverse K-12 population, which includes many low-income students and English learners. With its higher education partners, UC supports teachers' implementation of the Common Core State Standards, Next Generation Science Standards, and standards-aligned assessments. UC offers teacher education programs at all of its undergraduate campuses except UC Merced, with most students earning both a teaching credential and a master's degree. UC strongly affects teaching and learning in fields of science, technology, engineering, and mathematics (STEM); 26 percent of new California STEM credential holders hold a UC undergraduate degree. Through the California Subject Matter Project, more than 30,000 K-12 educators participated in long-term intensive professional development.

UC offers an array of academic preparation and college-readiness support, which helps more students statewide qualify for admission to UC, CSU, and other selective higher education institutions. UC's Student Academic Preparation and Educational Partnerships (SAPEP) reach more than 200,000 students and their families statewide and more than 1,100 California schools and CCCs. Data confirm that SAPEP programs serve students and schools with the most need. Of the high schools served by UC's programs, 70 percent were among the lowest-performing schools in the state. Program participants had higher rates of academic achievement, college readiness, and college enrollment, with 78 percent of participants completing "a-g" course requirements, compared with 42 percent of their peers, and 61 percent of participants taking the Scholastic Aptitude Test (SAT) or the ACT, compared with 41 percent of their peers. The percentage of students who accepted an offer of admission to UC was higher for SAPEP participants than for similar students from similar schools, 65 percent compared with 54 percent. The

University's greatest challenge was to reach more California high school students to offer access to "a-g" courses and to other college readiness preparation.

Ms. Gullatt described two technology-based activities that specifically tackled the issues of "a-g" course access and completion for thousands more students than could be reached through face-to-face college advising services. The Transcript Evaluation Service (TES), a data tool created by UC, helps students reach college readiness by showing them where they stand in relation to admission requirements. The TES system supplies analytics for every student in a high school at every grade level, on progress on completing "a-g" required courses. School administrators could use the data to assess school-wide or district-wide college preparedness and to plan curriculum accordingly. TES is available to any public high school in California.

Online courses are available to California students as an additional pathway to "a-g" course completion. UC Scout, an online learning platform, offers innovative, interactive online courses without charge to all California public middle- and high-school students. These include advanced placement courses, credit recovery courses, and "a-g" college preparation courses. Scout courses were developed in close consultation with UC faculty and are certified by the University to meet "a-g" requirements; Scout advance placement courses are certified by the College Board to meet advanced placement requirements. To support the state's "A-G" Success Initiative, UC was currently developing 45 additional online courses that would be available through UC Scout by January 2018. Ms. Gullatt expressed the University's appreciation of support of the Governor and the Legislature in making funding available to develop these online courses.

Associate Vice President Stephen Handel described some of the efforts underway to expand access for California resident students. Completing a college preparatory curriculum is the single most important task for a student to prepare for UC or any other college. For more than 100 years, UC has viewed its work with California's high schools to ensure that students prepare effectively for success in college as one of its essential public service commitments. The result of that work is the nationally recognized "a-g" college preparatory courses that all students must complete for admission to UC and CSU. In partnership with the California Department of Education, UC has established the UC Curriculum Integration initiative (UCCI), which expands students' opportunities for applied learning by supporting California teachers who develop high school courses that blend academic subjects with technical education. Thus far, 67 UCCI courses have been approved by UC faculty as fulfilling "a-g" course requirements, addressing a growing need for California students to develop both analytical and technical skills for post-secondary school success in college and careers. The University's Achieve UC initiative expands awareness of UC in schools, community, and faith-based organizations to help students and families gain reliable information about preparation for a UC education.

Mr. Handel described UC's strategies to ensure that every student who is prepared for UC applies during the application period. First, UC increased the time available for students to apply. Beginning two years prior, UC had opened the application period on August 1, adding two months for students to prepare their applications. During the past

two years, UC extended the application deadline for transfer students to early January. Second, the University continued to emphasize UC's Eligibility in the Local Context (ELC) program to prospective students and their families across the state. ELC provides guaranteed admission to all California high school students in the top nine percent of their high school class and is one of UC's most powerful recruitment programs. In light of current demographic trends, ELC had become increasingly important, giving all California high school students a clear pathway to UC admission, regardless of their high schools' resources, reputation, or location. To highlight the importance of ELC, all UC campuses participate in the UC For You program, which served 7,000 prospective ELC applicants during October at UC Merced, UC Riverside, UCLA, UC Berkeley, and UC San Diego, all regions where increasing population growth presented an opportunity for UC to reach California's diverse communities. Third, in partnership with the CCC Chancellor's office, UC campuses were strengthening relationships with additional CCCs throughout the state, with the goal of admitting and enrolling more transfer students from a wider set of CCCs, with special emphasis on far northern California and regions predicted to have strong population growth, including the Central Valley, and the San Bernardino/Riverside area. Finally, UC offers professional development and conducts training sessions for more than 6,500 high school and CCC counselors throughout the state, and schedules these events with regional growth in mind. For example, UC Riverside hosted two counselor conferences and UC Merced hosted its counselor conference at the Fresno Convention Center, enabling UC to serve nearly 1,000 additional counselors and advisors in regions of the state that are growing rapidly.

Ms. Dorr discussed graduate student enrollment in the context of California demographics. Academic graduate students support campuses' teaching and research, become faculty and researchers, and are essential to attracting and retaining outstanding faculty. Professional graduate students make critical contributions to Californians' well-being. Over time, UC's investment in graduate education had not kept pace with its investment in undergraduate education. Ms. Dorr displayed a graph showing growth in the numbers of UC's undergraduate and graduate students over its history. In the period from 1954 to 1965, UC added five campuses, and from 1965 to 2015, UC's overall student population grew from 80,000 to 250,000. While the numbers of undergraduate, academic graduate, and professional graduate students all increased over that time, the proportion of graduate students to total enrollment decreased markedly, from 30 percent to 21 percent. For UC campuses, an increased proportion of graduate students was desirable and California had workforce needs for graduates with master's degrees and Ph.D.s in many fields. UC's eight comparator universities (four public and four private) have 35 percent graduate students compared with UC's 21 percent; the four public comparators have 32 percent; the four private have 63 percent. These data suggest that UC should focus attention on increasing the proportion of its graduate academic and professional students as it increases its undergraduate population.

Committee Chair Island asked about the data indicating that, while African American students were five percent of all California public high school students completing "a-g" course requirements, they were only four percent of UC applicants from California public high schools, and only three percent of students admitted to UC from those schools, if

successful completion of “a-g” course requirements was the most critical element of an applicant’s qualifications. Mr. Handel responded that completion of the “a-g” course requirements was only one aspect of eligibility for UC. Grades achieved in those courses and results on standardized tests were also considered. Committee Chair Island requested admission information about UC applicants who had completed “a-g” course requirements and had taken the SAT or ACT, to provide a more complete picture of how to increase enrollment of URM students. Regent Lansing requested that the information include students’ grade point averages. Mr. Handel indicated that roughly 90 percent of freshman applicants and 80 percent of transfer applicants were eligible for UC admission.

Regent Pérez observed that African American students’ comprising five percent of the total number of California public high school students who completed “a-g” course requirements, but only three percent of the admitted UC freshmen from those schools, represented a 40 percent decrease.

Regent Pérez asked that information be provided about projected population growth or decline, including by race and ethnicity, for all geographic areas of the state.

Regent Pérez also requested data comparing yield rates of students admitted as a result of ELC compared with yield rates for the entire group of admitted students in each ethnic group to help determine the effectiveness of ELC in increasing admission of that group of students. Mr. Handel expressed his view that ELC was an effective strategy to reach diverse California high schools and commented that these data would be part of a comprehensive report to the Regents at a future meeting. He added that ELC enabled UC to offer students from every public high school in California a guaranteed route to UC. Regent Pérez also requested data regarding the difference in yield rates between ELC admits and those from the general applicant pool, as well as samples from schools in particularly underserved communities, including whether ELC succeeded in increasing diversity of applicants from those schools.

Regent Pérez asked that future presentations include data about the diversity of UC graduate students, both retrospectively and the future trajectory, the proportion of graduate students to undergraduate students in various ethnic groups, and in relation to demographic projections. Ms. Dorr observed that there was less diversity among academic graduate students than among undergraduates. Diversity among professional graduate students is much more differentiated by program. Ms. Dorr expressed her view that UC’s more diverse undergraduate population offers a good pool from which to recruit more diverse graduate students.

President Napolitano commented that the University invested in Achieve UC to increase the application rate among African American students by providing information about UC’s affordability and accessibility to potential students and their families using media that they access. In the recent increase in undergraduate enrollment, the proportion of African American students who enrolled at UC had increased. The University would continue these efforts. Funding for enrollment growth is key to increasing diversity.

President Napolitano reviewed her top priorities with Sacramento. The University needed a solution to its capital budget to continue to grow. UC's classrooms, laboratories, and other facilities must be sufficient to support enrollment growth. Her second major priority was support for graduate students, an inextricable part of UC, as a public research university. The University also needed to diversify its graduate student population, for example, by encouraging URM undergraduate students to pursue a Ph.D. UC had some current programs to help diversify its graduate student population, for example recruiting graduate students from Historically Black Colleges and Universities and from Hispanic Serving Institutions (HSI). UC had thus far been unsuccessful in making the case to the Legislature for graduate student support necessary to fulfill UC's role under the Master Plan.

Regent Ortiz Oakley commented that the data presented thus far had been helpful and should be narrowed down to those key areas in which change can be effected in increasing diversity. He noted that the Public Policy Institute of California (PPIC) was working on projections of the state's needs for degree production from UC, CSU, and CCC in order to maintain California's competitiveness. These results could bring into question the percentage of students UC accepts, as the percentage dictated by the Master Plan may no longer be sufficient to meet the state's workforce needs. Based on its current capacity, UC may not be on the path to achieve the numbers needed by the state. These questions should be considered by this Committee and by the Regents. These goals cannot be met without improving the diversity of UC's admissions. UC's standards of college readiness should be continually re-examined to ensure that they do not disproportionately affect diverse populations that need to be represented in the University.

Regent Ortiz Oakley commented that the recent U.S. presidential election demonstrated that the more citizens feel disengaged from the economy and disenfranchised, the greater the threat to democracy. It is incumbent upon UC to do everything possible to support its campuses in areas where data show economic hardship such as the Inland Empire and the Central Valley. In addition, the Regents must focus on students' total cost of attendance, particularly for low-income students.

Regent Reiss noted the importance of K-12 after-school programs in low-income areas. She asked how students in low-income areas were being informed about online courses, about support for enrolled URM students at UC, and how the top one-eighth of California high school students designated by the Master Plan for admission to UC was defined.

Regent Lansing expressed her view that baby boomers were an overlooked source of UC students for master's degrees or certificate programs through UC Extension.

Regent Ramirez asked that a future presentation include projections of California workforce needs, including for teachers. UC HSI campuses may have access to certain financial grants that could help increase the diversity of graduate students.

Committee Chair Island noted that decline in the number of predominantly African American high schools had reduced the efficacy of ELC in increasing UC enrollment of African American students. Mr. Handel said it would be helpful to examine data indicating the extent to which ELC had been an effective tool.

Regent Pérez cautioned that URM status can be improperly conflated with poverty. While there is a disproportional overlap, these two populations are separate. For example, it would be incorrect to think of the African American student population as poor. He stated that UC's incoming first-generation Latino/a students were poor in significantly greater proportion than African American students. Total cost of attendance must be considered differently for students whose families live in poverty. In addition, private universities were often able to offer URM students more attractive financial aid packages. President Napolitano added that Proposition 209 caused UC to consider socioeconomic status as a proxy for race. It would also be important to consider how to attract middle class students of color.

Regent Pattiz stressed the importance of communicating about UC using appropriate media targeted for particular audiences. He suggested that the University focus on obtaining the expertise to determine the most effective means of communicating.

President Napolitano suggested that a future Committee session could examine UC's marketing efforts to underrepresented minority communities.

3. **IMPROVING COLLEGE READINESS IN THE CALIFORNIA PUBLIC SCHOOL SYSTEM**

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

Committee Chair Island briefly introduced State Superintendent and Regent Torlakson and California State Board of Education President Michael Kirst to discuss how students in California's public K-12 schools are prepared for college.

Regent Ortiz Oakley welcomed the leaders of California's public school system. The University relied heavily on the work in the K-12 schools and was a large part of the professional and overall development of California public schools. He stressed the importance of partnering with and supporting public K-12 education for the future of UC. He expressed appreciation for the work of teachers in the K-12 system in preparing students to come to the University.

Provost Dorr explained that the California State Board of Education, appointed by the Governor, set policy for standards, instructional materials, assessment, and accountability, and the Department of Education, a professional staff led by the elected Superintendent of Public Instruction, oversaw the functioning of the system, including funding, testing, and holding educational agencies accountable. Ms. Dorr noted the collaborative relationship between Regent Torlakson and Mr. Kirst, who would describe



the innovations in education and achievements over the past several years of their leadership, focusing on those promoting college readiness.

Regent Torlakson highlighted ways in which the K-12 system was being improved, including key elements of the new accountability system. In the context of California's changing economy, technological changes, and evolving social structures, the state's educational system was dramatically changing in ways designed to prepare students for college and careers in the 21st century. California was changing what students learn, how they are tested, and the ways in which schools and districts are funded and evaluated. The Governor, the State Board of Education, the Legislature, business leaders, teachers, administrators, the Parent Teacher Association, school board members, and community leaders helped develop these dramatic reforms and were strongly supporting their implementation. The reforms emphasize participation of all stakeholders and local control.

California had the largest student population in the nation, with 6.2 million K-12 students, or one of every eight students in the nation. The state had 10,000 schools in 1,100 districts, and 1,200 charter schools. The overall annual spending for California public schools was \$77 billion.

The diversity of California's schools is a strength, with 53 percent of its students Latino/a, 25 percent white, nine percent Asian, and six percent African American; 43 percent of the state's students spoke a language other than English at home; 60 percent qualified for free and reduced price lunches. Regent Torlakson emphasized the need to protect the diversity of California's schools at all levels.

In the past six years, California had upgraded standards for all of its core academic subjects. California's new standards emphasized critical thinking, problem solving, strong communication skills, and team skills. California was the first state to integrate English Language Arts and Literacy with English Language Development, helping English language learners by making language development a core part of the curriculum in all subjects. The passage of Proposition 58 the prior week would make it easier for students to develop language skills, as dual language programs would expand. The number of high school graduates receiving a gold seal on their diplomas indicating dual literacy had increased from 10,000 to 40,000 in just three years.

The state hoped to address the persistent achievement gap through its new funding system, which gave greater resources to those with most need, including English learners, foster youth, and students from low-income families. Regent Torlakson noted that California K-12 education had been chronically underfunded, currently ranked 42nd in the nation in per pupil spending. The prior week, California voters had approved Proposition 51, which would provide \$9 billion for school facilities and new construction, and Proposition 55, which would generate \$4 billion to \$8 billion in annual revenues.

Parents and voters appreciated school improvements, including high school graduation rates at an all-time high of 82 percent, up from 74 percent just five years prior, renewed

emphasis on career technical education, dual language capacity, and bringing back arts, music, and drama into California schools. In the past five years, California had spent nearly \$1.5 billion upgrading career technical education, a large part of which involved improving coordination among high schools, community colleges, higher education, and the business community. Students in these hands-on, engaging classes had graduation rates above 90 percent. Regent Torlakson expressed appreciation for Regent Ortiz Oakley's leadership in this area, including in career technical education (CTE) programs and dual enrollment opportunities. The Department of Education had led the way in upgrading more than 12,500 CTE classes so they fulfill the "a-g" course requirements.

In September, California adopted a groundbreaking accountability system to evaluate schools in ten critical areas, including graduation rates, readiness for college and careers, test scores, school climate, and the progress of English learners. In the current year, California would invest heavily in improving college readiness. The Department of Education would administer the \$200 million college readiness block grant, to be spent on counseling, preparation for college entrance examinations, and other services. Regent Torlakson acknowledged that much work remained to be done and expressed hope that the new funding and accountability systems would help close the achievement gap.

Mr. Kirst noted that the California Master Plan for Higher Education did not encompass K-12 education, and there was no ongoing format for coordinating policies of higher education and the K-12 system. Nonetheless, K-12 policies were moving closer to filling higher education needs, which had been long overdue. The fact that 70 to 80 percent of students entering California Community Colleges (CCCs) and 40 percent of students entering the California State University (CSU) required remedial courses indicated a serious disjuncture between high school preparation and college readiness, which education officials are working to close.

Mr. Kirst indicated the importance of the content of "a-g" courses, since a student could get a "B" in an "a-g" required course and still not be prepared for college-level work. Course content was being examined and upgraded through a variety of policies. Classroom instruction in K-12 must be continually improved. The biggest challenge was to build the capacity of California's 310,000 public K-12 teachers to teach to the higher curriculum standards, including new rigorous standards in four subject areas containing drastic changes from just ten years ago. California was able to implement the Common Core Standards with very little political resistance, unlike other states, partly because of the endorsement and support of public higher education. UC viewed the new K-12 standards as part of its approval of "a-g" required courses. Remediation placement systems at both CCC and CSU use the K-12 Smarter Balanced assessment.

Mr. Kirst explained that for the first time in his long career, K-12 education policies started from requirements for college or career readiness in Grade 11, and developed K-12 curriculum working backwards from that point through the earlier grades. Prior to this time, K-12 standards were developed separately from higher education expectations. Now K-12 curricular standards would be geared to success in post-secondary education and career.

A new state-of-the-art tool for student assessment, Smarter Balanced, used by 15 states and funded by \$180 million from the federal government, had been implemented in California. The computer-based Smarter Balanced adjusts its questions to the student response. If a student was answering difficult questions, he or she would be given even harder questions. If a student had difficulty, the tool would deliver easier questions. Smarter Balanced also included extended response; high school students have a 1.5 hour problem solving, performance element. Mr. Kirst expressed his view that the Smarter Balanced assessment tool could be used as part of UC's holistic admissions review. He noted that the SAT had aligned its content with the Common Core Standards.

Mr. Kirst reported that California faced a serious teacher shortage, particularly in mathematics and science. He appealed to the University to assist in addressing this shortage, and in professional development of existing teachers confronted with higher standards.

The new accountability system had a composite measure of college and career readiness, including the Smarter Balanced test, Advanced Placement assessment, International Baccalaureate assessment, and completion of courses in career pathways. This work in progress would continue to be developed over the upcoming years and Mr. Kirst looked forward to continuing work with colleagues in higher education.

Regent Lansing commented that the various segments of California public education were tied together directly. The number of CSU students who required remedial courses was stunning. Public K-12 schools were not all on a level playing field, and the shortage of mathematics and science teachers obviously affected student preparation at schools with fewer resources. Regent Lansing viewed the teacher shortage as most critical. UC should continue to train teachers. Retiring baby boomers could also be a source of teachers. She commended the University for the extent of its existing outreach to K-12 schools, and urged even further effort in this important area.

Regent Pérez commented on a recent *Los Angeles Times* article citing evidence of different rates of progress in CCC remedial programs, one the traditional remedial program consisting only of remedial courses followed by transition to CCC courses and the other consisting of remedial courses taken while the students were concurrently enrolled in regular CCC courses. Initial data suggested that the latter was more effective, particularly for underrepresented minority students. Mr. Kirst commented that the referenced article cited a Public Policy Institute of California (PPIC) report showing remediation outcomes that were distressing and demonstrated that current remediation efforts were not effective enough. He suggested that alternative pathways, for instance by taking statistics or quantitative reasoning, might be made available to students. Regent Torlakson added that K-12 students involved in career pathways were often more engaged. The digital divide still existed and more investment was needed in providing internet connectivity to all K-12 schools. Diagnostics obtained through the Smarter Balanced tool could be helpful in determining specific remediation needs.

Regent Pérez cited statistics from the PPIC study indicating that only 16 percent of CCC students placed in remedial courses earned a skills certificate or two-year degree within six years, and just 24 percent transferred to a four-year university. He expressed concern that recent proposals to offer free community college could attract some students who were CSU or UC eligible when they completed high school and that some of these students would not successfully transfer to CSU or UC. Regent Torlakson agreed this would be a good area to evaluate, and noted that dual enrollment in a CCC while in high school can help some students take college-level mathematics courses if their high school did not have teachers with that capability. Those students were likely to transfer from a CCC to a CSU or UC campus with great confidence and preparedness.

Mr. Kirst added that CSU had pioneered an early assessment program some years prior including development of a 12th grade English class geared to postsecondary education preparation for students whose 11th grade Smarter Balanced assessment showed weakness in that area. The Legislature had passed a bill requiring CSU to develop a similar mathematics course for 12th grade students. Such bridge courses make use of students' senior years, which could often be better used to develop college readiness. Mr. Kirst encouraged more extensive similar collaborations.

Regent Reiss asked about efforts to ensure that all California high schools offered sufficient "a-g" courses to their students. She also asked how UC could use online courses to assist. Mr. Kirst commented the current K-12 standards align well with "a-g" courses and current curriculum frameworks help high school teachers teach "a-g" courses. In the upcoming year, a pilot science assessment program measuring knowledge of science content, scientific thinking across various disciplines, and ability to apply science would be launched. Mr. Kirst expressed his view that online education could be very helpful for professional development for California's existing K-12 teachers who were facing new standards. The K-12 system could not fund in-person training for all of its 115,000 teachers and lacked enough substitute teachers to fill in for teachers taking professional development courses. Online professional development courses that K-12 teachers could complete on their own time would be very beneficial.

Regent Torlakson commented that the expansion of "a-g" courses was a shared goal and it would be helpful to establish a greater working partnership among UC, CSU, CCC, and the State Department of Education. Further coordination with the CCCs about the value attributed to completion of "a-g" courses and course content would be beneficial.

Regent Ramirez stressed the importance of supporting UC's teacher education, professional development, and educational research at UC.

Regent Ortiz Oakley solicited suggestions regarding policy alignment between UC and the K-12 system. Mr. Kirst commented that K-12 and UC policy mechanisms were currently in entirely separate orbits and it would be helpful to consider various mechanisms to interact more systematically. He was about to reinstate a joint committee between the Board of Governors of the CCCs and the State Board of Education to consider career technology pathways that would articulate between K-12 and the CCCs.

He encouraged bold thinking about ways to communicate and interact about such important issues. Regent Torlakson encouraged scheduling round table discussions with leadership and staff from the different segments of California public education to consider issues such as joint use of bond fund issues.

Regent Brody requested a copy of the new accountability measures for K-12 schools. Mr. Kirst commented that the prior Academic Performance Index was based exclusively on standardized test scores. The new system had multiple measures, some statewide and some local, such as parent engagement.

The meeting adjourned at 12:40 p.m.

Attest:

Secretary and Chief of Staff