

The Regents of the University of California

PUBLIC ENGAGEMENT AND DEVELOPMENT COMMITTEE

April 18, 2022

The Public Engagement and Development Committee met on the above date at Sacramento City College Davis Center, 1720 Jade Street, Davis.

Members present: Regents Hernandez, Ortiz Oakley, Reilly, and Torres; Ex officio member Drake and Leib; Advisory members Blas Pedral, Cochran, and Timmons; Chancellor May; Staff Advisor Tseng

In attendance: Regents Park and Zaragoza, Secretary and Chief of Staff Shaw, Chief of Staff and Special Counsel Drumm, Senior Vice President Colburn, Vice President Gullatt, and Recording Secretary Li

The meeting convened at 12:45 p.m. with Committee Chair Reilly presiding.

Committee Chair Reilly welcomed attendees to the meeting and thanked Regent Ortiz Oakley, Chancellor Brian King of the Los Rios Community College District, Sacramento City College (SCC) President Michael Gutierrez, Sacramento City College Davis Center (Davis Center) Dean Andrea Gaytan, and their staff for hosting this meeting. Committee Chair Reilly recognized Chancellor May and his staff for helping plan the meeting and for their partnership with the Davis Center, as well as Secretary and Chief of Staff Shaw and Assistant Secretary Lyall for their efforts. The last time the Committee met in the community was in 2019, at Mann UCLA Community School; Committee Chair Reilly expressed her hope that this meeting, the Committee's first at a community college, would restart such Committee meetings in the community. She and Regent Torres chose the Davis Center due to the uniqueness of its location being on a UC campus. Committee Chair Reilly briefly reviewed the meeting's presentations.

President Drake began his remarks by thanking Chancellor May and welcoming those in attendance. He stated that these Committee meetings helped the University better understand its impact on communities and campuses. The Davis Center was the only California Community College campus located on a UC campus. This meeting would focus on increasing access, opportunity, and student support. Early and frequent engagement with the University was critical in supporting African American students hoping to attend UC, as was Regental support of these outreach efforts. President Drake shared that he recently met with African American community college leaders to discuss their efforts to foster institutional change; increase African American student success; increase enrollment, retention, and transfer rates; and to familiarize African American students with UC. He also discussed deeper local partnerships between UC and the community colleges. The University has made positive strides in affordability over the last two years, such as a multi-year tuition plan and a debt free pathway to a UC education, both of which built on previous offerings that ensured that tuition and fees are fully covered for 55 percent of California undergraduate students. President Drake looked forward to visiting high schools and community colleges again, and speaking directly with students.

Regent Ortiz Oakley thanked President Drake for his commitment to transfer students and Chancellor May for embracing the Davis Center, and his California Community Colleges colleagues. The Davis Center presented great opportunities that could be expanded. Every year, over 100,000 community college students were eligible to transfer to UC, and this number was growing; there were 7,000 more students eligible in 2021 than in 2015. The California Community Colleges were not transferring as many students from historically underrepresented regions, and time and attention must be focused on improving transfer in these regions. He has asked California Community College staff to work with the UC to improve data transparency to better understand why, for instance, about 8,000 community college students were admitted to UC this last year but did not enroll. The transfer pathway must be made simpler for those who do not have the same degree attainment rates and do not know how to navigate the transfer process.

1. **PUBLIC COMMENT**

Committee Chair Reilly explained that the public comment period permitted members of the public an opportunity to address University-related matters. The following person addressed the Committee concerning the items noted.

A. Helen Young, Assistant Project Director of the California Community Colleges Transfer Guarantee to Historically Black Colleges and Universities (HBCUs) Program, shared the Program's successes over the last seven years. Managed at El Camino College with a grant from the California Community Colleges Chancellor's Office, the Program has connected over 400 students with 39 HBCUs. In light of the University's interest in developing something similar, the Program offered to share its background data with UC.

2. **UC DAVIS IN THE COMMUNITY: UC DAVIS AND LOS RIOS COMMUNITY COLLEGE PARTNERSHIP**

[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.]

Chancellor May began his remarks by acknowledging Chancellor Brian King of the Los Rios Community College District for his vision and collaboration with UC Davis in bringing Sacramento City College (SCC) Davis Center to the Davis campus about a decade ago. Nearly 92 percent of UC Davis transfer students came from community colleges. The pathway to the University from community colleges ensured that UC was serving those who had financial hardships, needed additional academic preparation, or faced other challenges. Chancellor May introduced two new collaborations between UC Davis and the Los Rios Community College District. The first, the K-16 Northern California Regional Education and Workforce Collaborative, was comprised of school districts, the California Community Colleges, the California State University (CSU), UC, and workforce development professionals. The Collaborative was developing occupational pathways from high school to postsecondary education and into the work force. UC Davis was also leading the Sacramento Valley College Corps consortium, in which UCD and SCC were partnering with Sacramento State University and Woodland Community College to further

develop the pathway for regional community college students to transfer to four-year institutions. Students who identified as black and indigenous/Native historically enrolled at UC Davis at lower rates than their peers and struggled to feel a sense of belonging. The UCD Transfer Opportunity Program (TOP) complemented the community colleges' efforts to enhance transfer culture. At the forefront of UC Davis' strategy to reach African American and other underrepresented students was creating and nurturing strong partnerships with community college student support programs like Umoja. TOP served 26 community colleges, providing individual admissions advising, group advising, and workshops. Between 2006 and 2020, 5.3 percent of participants were African American, 4.95 percent of whom were enrolled at UC Davis. Early student engagement and increasing transfer knowledge were key to improving transfer rates. The Avenue programs relied on strong partnerships with community college districts and businesses to help students transition into UC Davis and develop career skills. They focused on recruiting underrepresented students and providing holistic, academic, professional development, and financial support. Chancellor May shared the percentages of underrepresented students participating in the different "Avenues" in the program. There were plans to replicate and expand this model with the UC Davis School of Medicine, California State Polytechnic University, Humboldt, and Sacramento State University, to increase the number of underrepresented primary care physicians.

Los Rios Community College District Chancellor Brian King stated that SCC, through its interaction with UC Davis and Sacramento State University, was a statewide model in leadership and collaboration. He and other educational leaders in the region met regularly, and Chancellor May has been very open to partnerships. For students of color, barriers to transferring to UC or to a successful career have persisted. Declining community college enrollment across the U.S., due in part to better employment opportunities and the expansion of university systems, was catalyzed by the COVID-19 pandemic. The strength of higher education partnerships could demonstrate that entering community college was a good way to a transfer opportunity or a job, and could encourage students to return. On the other hand, far more students wished to attend UC than UC could admit. California's higher education systems were very complex, and making transfer pathways clearer and more understandable would help all students. Students from middle-income families and parents who attended college had more resources to navigate the system, which took time. This was time that many students of color did not have. The Davis Center could be a model for streamlining the pathway from high school to higher education, and then to UC.

Sacramento City College President Michael Gutierrez shared that the Davis Center recently celebrated its 50th anniversary. He stated that the Los Rios Community College District has partnered with UC Davis, Sacramento State, and local unified school districts for the 1300 Campaign, which aimed to have 1,300 more young men of color to transfer to UC Davis or Sacramento State. Students who did not gain admission into those universities did not receive rejection letters. Instead, they entered a community college program that provided financial assistance, and they could eventually transfer to those universities. With a grant from the American Association of Community Colleges, SCC has partnered with UC Davis to launch the Equity Transfer Initiative to develop a prototype for increasing the number of students transferring to UC Davis, particularly students of color. SCC was

scrutinizing existing transfer agreements to determine who was and was not benefiting from them.

Sacramento City College Davis Center Dean Andrea Gaytan stated that Destination UC Davis, a project of the Equity Transfer Initiative, sent letters informing recent graduates of Davis High School that they were all eligible to enroll in a community college in close proximity to their homes. Davis Center faculty have partnered with UC Davis managerial economics faculty to offer career exploration, additional academic advising, exposure to research, and an understanding of the experience of attending a Research 1 (R1) institution in an effort to diversify the professoriate. The Davis Center also partnered with the UCD College of Engineering and College Biological Sciences on Avenue programs, which have seen increased interest and involvement. The Sacramento Valley College Corps allowed students to earn money towards their education by volunteering in Sacramento and Yolo Counties. Davis Center faculty also taught remedial courses on the Davis campus to help students transition to college-level coursework. Being on the Davis campus provided holistic opportunities. Davis Center students with a transfer admission guarantee or who have committed to transfer to UCD were eligible to rent on-campus apartments. Davis Center students were able to ride Unitrans buses and use UCD libraries and fitness facilities. This has helped them acclimate to life on a larger campus and has given them a sense of belonging. The transfer pathway to UC Davis faced competition with Sacramento State University; the Davis Center was determining how it could portray UC as a viable option compared with a four-year institution that did not cost as much. The Davis Center was continuing to build its unique identity to draw diverse students.

Regent Hernandez stated that financial burdens to transfer needed to be addressed given that about 8,000 eligible students chose not to transfer to UC. He wished to see more initiatives attracting underrepresented students, who feared taking on student debt, to transfer to UC. Chancellor King replied that there was the perception that the problem of affordability was solved because community college had low or no fees. In reality, many community college students were not living with their families and had living expenses, had caregiving responsibilities, and were working. They had less access to Cal Grant funds than UC and CSU students, so net costs for a full-time community college student after financial aid could be higher than for a full-time UC Davis or Sacramento State University student. The faster a community college could help a student reach their goal of transfer or a degree, the less expensive it was for the student. Classes that did not meet the requirements of different universities created friction for community college students. In Chancellor King's view, articulation was needlessly complicated; the Los Rios Community College District had multiple articulation processes with each university. Mr. Gutierrez added that there was an opportunity for foundations to engage in dual fundraising to address cost of attendance. Community college students who did not transfer to a four-year university did not earn much more than a student with a high school diploma.

Regent Torres expressed frustration that, almost 30 years later, not much has changed for African American students. He recalled his own challenges transferring to UC Santa Cruz and lauded Chancellor May's leadership. Regent Torres asked why the 1300 Campaign focused on men. Mr. Gutierrez replied that a disproportionate percentage of women, about

60 percent, were enrolling in community college in the region. Regent Torres praised the California Community College system's efforts to recruit black students for Historically Black Colleges and Universities; UC should examine what it could do better.

Regent Ortiz Oakley agreed that transfer had been made needlessly complicated. Aside from demand and capacity issues, complicated solutions were not needed to make the transfer pathway clearer. Given the high demand for science, technology, engineering, and mathematics (STEM) classes at the Davis Center, he asked if there was discussion to share instructional resources across the three segments of public higher education. Ms. Gaytan responded that she was not aware of a formal creation of a faculty pool. It was challenging to obtain specialized faculty for the Davis Center's career technical education programs because it was competing with industry, which was offering more lucrative opportunities. Informally, there was a collaborative effort among the segments. The Davis Center was in frequent communication with UC Davis about faculty needs, but UCD graduate students and postdoctoral researchers could be overextended. New construction completed in 2018 allowed the Davis Center to offer laboratory courses, and new buildings were also under construction on the main SCC campus.

Regent Ortiz Oakley asked if students had difficulty transferring units from online STEM courses, and, if so, how it was being resolved. Chancellor King replied that he was not aware of much concern about unit transfer. Despite good outcomes at other institutions, there was still much resistance to teaching laboratory courses remotely. On the other hand, many faculty who were opposed to teaching online before the pandemic were now opposed to teaching in-person. Different modalities provided access to students who could not be on campus. The Davis Center would have a better sense of its capacity in the next year.

Regent Torres asked if there were plans to expand community college biomanufacturing programs. Regent Ortiz Oakley responded in the affirmative. To help satisfy the demand of certain sectors, these programs lead to a bachelor's degree in areas that do not duplicate what is offered at CSU and UC. There was much work to be done. In his view, California needed to solve its demand problem or institutions from other states would intervene. He did not prefer that the California Community Colleges offer bachelor's degrees, but there was need for it due to the level of demand.

Regent-designate Timmons asked about the metrics for success in these programs. Mr. Gutierrez replied that data were organized in dashboards that were easily navigable and could be disaggregated by ethnicity and gender to determine success. Often, there were equity gaps where affinity groups were performing at a lower level. Ms. Gaytan added that faculty were encouraged to examine their data as part of their performance review cycle, as this had not been done before.

Chancellor May noted that quantitative evaluations were now part of program proposals.

Regent Leib asked about the transfer process for the Davis Center students given that they were on a UC campus. Chancellor King replied that the partnership between UC and the community colleges did not increase number of seats at UC. A center was expected to serve

roughly 1,000 full time equivalent (FTE) students. Ms. Gaytan stated that data were not disaggregated by center, as students could be taking courses at different SCC locations. Mr. Gutierrez stated that Davis Unified School District students in the expanding dual enrollment program at UC Davis were able to see a University campus. However, coming to a UC campus was intimidating for some community members, so outreach needed to be intentional so that UC Davis could be demystified for them.

Regent Leib expressed his hope that more data is collected so that the Davis Center can better convey its narrative. He asked if students were choosing to attend the Davis Center thinking that the transfer process would be easier. Chancellor King stated the community colleges needed to better communicate that attending a community college was not a failure, but rather a great success that saved much money. UC capacity made it difficult to provide guarantees to community college students. Ms. Gaytan added that the Davis Center was working with UC Davis to expand the intersegmental cross-enrollment agreement so that Davis Center students could try taking credit-bearing UC courses. Efforts were paused during the pandemic, but she hoped that they would resume.

Chancellor May noted that UC Davis was meeting the two-to-one transfer ratio requirement. This was about 3,300 transfer students every year.

President Drake shared that, at his last institution, thousands of community college students took courses on the university campus. He agreed that it took confidence to attend school at a center located on a UC campus; he looked forward to seeing data identifying such students who were able to take that step. The pathway for more geographically remote students needed to be considered as well.

Regent Park asked what Ms. Gaytan wished the Davis Center could do. Ms. Gaytan replied that she wished the Davis Center could expand its curricular offerings to align with prestigious offerings at UC Davis, such as in agriculture, but the Davis Center did not have faculty trained in those areas. The Davis Center was determining how it would implement Assembly Bill 928, which would streamline the transfer process. Ms. Gaytan also wished to see the development of an honors program.

Regent Park asked what drew students to the Davis Center and if there were recruitment strategies. Mr. Gutierrez stated that those who are close to transfer eligibility might choose the Davis Center. He wished to see more data on the success of Davis Center graduates who transfer to UC Davis by program. Ms. Gaytan added that students who chose the Davis Center enjoyed its personal nature, and those seeking to transfer to UC Davis wished to be as close as possible. Yolo County residents were choosing the Davis Center for its location. The Davis Center has tried to be a high-touch, one-stop location that offered personalized attention to students and a sense of community.

Regent Park asked if the Davis Center wished to see more enrollment of certain groups of students. Ms. Gaytan stated that the City of Davis did not have the same demographic of African Americans as Sacramento, and this was reflected in African American enrollment at the Davis Center. This could be attributed to the distance from Sacramento, the climate

in Davis toward African American students, and the demographics of the Davis Center faculty and administration. The transition back to in-person instruction could present a recruitment opportunity.

Regent Park stated that the recruitment strategy could be more personalized like the vaccine strategy, in which vaccine appointments were made for people. Recalling a tour of colleges that she took in Oregon, Regent Park noted the emphasis liberal arts schools made on the value of higher education and individual contribution. Financial aid was chief among the strategies for recruiting underrepresented students, but institutions should communicate why students should come and what they could contribute with their education. Different things should be tried to change the trajectory of the last 30 years.

Regent-designate Blas Pedral, noting that 45 million borrowers owed \$1.6 trillion in federal loans at a time of inflation, asked how the hesitation to borrow, particularly among students of color, could be addressed. Chancellor King replied that the narrative of impact resonated with community college students, who want access to jobs that improve their quality of life. Many of these students were interested in liberal arts, but the value proposition must be made clear. Even with community college courses being free, students were still hesitant. Partnerships were needed to show a clear path to a four-year institution. Leaders needed to have courage to make structural changes. Chancellor May added that the Avenue programs showed students they were taking out loans to get to a career, which was less daunting. Many institutions do not wish to be perceived as vocational schools, but students need to see the return on investment.

Committee Chair Reilly asked what UC could do to make the transfer pathway smoother and more streamlined. Chancellor King stated that the articulation process between community colleges and four-year institutions needed to be streamlined. If AB 928 passed, then institutions would be compelled to act. He supported common course numbering, which has already been implemented in the Los Rios Community College District but not in the entire California Community College system. Committee Chair Reilly asked if efforts to do so were under way. Chancellor King replied in the affirmative. He agreed with Regent Ortiz Oakley that the solutions were logically obvious but politically difficult.

Committee Chair Reilly asked Chancellor May about the advantages of having a community college center on campus. Chancellor May replied that recruitment and outreach were easier when the prospective students have familiarity with the campus. He encouraged fellow chancellors to consider models like this one.

3. **AFRICAN AMERICAN STUDENT SUCCESS AT UC DAVIS**

[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.]

UC Davis Vice Chancellor for Student Affairs Pablo Reguerin stated that, under Chancellor May's leadership and the campus' strategic plan, "To Boldly Go," UC Davis was working to align the daily lived experiences of black students with the campus' vision of inclusive

success. Despite overall improvement in outcomes, eliminating gaps for black students remained a priority. From 2005 to 2020, African American freshman and transfer enrollment increased by 634 students. African American transfer enrollment outpaced African American freshman enrollment from three to five percent. From 2005 to 2020, African American first-year retention increased from 85 to 88 percent, and African American transfer first-year retention increased from 83 to 90 percent. Mr. Reguerin remarked that both enrollment and retention growth were important for retention success. Four-, five-, and six-year graduation rates improved for African diaspora students but were still below the UCD average. African American transfer students' graduation rates also improved, with transfer students succeeding at higher rates than their freshman counterparts. According to the UC Undergraduate Experience Survey data from 2018 and 2020, there were no equity gaps in navigating majors and degree programs, and satisfaction improved from 38 to 41 percent. The number of African American undergraduate students reporting "high food security" grew by seven percentage points from 2018 to 2020. Increasing and sustaining African American student success entailed further outreach, enrollment, and retention efforts; high-quality, inclusive, and responsive student services; initiatives like Aggie Black Excellence and the Lifting Black Voices project; eliminating racial disparities through initiatives like the Center for African Diaspora Student Success (CADSS).

Vice President Gullatt provided an overview of the pipeline to UC for African American students. African American students comprised 4.3 percent of undergraduate enrollment systemwide, doubling in the last 15 years. More than 2,300 African American students transferred from the California Community Colleges, 5.6 percent of all such transfers. Ninety-five percent of African American undergraduate students were California residents. 4.1 percent of California public high school graduates who met A–G course requirements were African American. While A–G completion rates among underrepresented groups increased, the gap between completion rates for underrepresented groups and for white and Asian students remained at about 20 percent. In 2019, 56 percent of California Community College freshman students were from underrepresented groups but represented only 31 percent of new UC transfer students in 2021; this gap has persisted for about 15 years. UC's systemwide strategic plan was rooted in the Student Academic Preparation and Educational Partnerships program (SAPEP), and recommendations were based on a 2016 faculty-led study of African American recruitment and yield practices. The strategy engaged partners including K–12 schools, community colleges, families, alumni, and faith-based organizations. Early engagement and exposure to UC had an impact on admission. The freshman admission rate and enrollment yield were higher for African American students who participate in a UC college preparation program and who were twice as likely to enroll at UC, and 84 percent of admitted African American students who participated in a UC transfer preparation program transferred to a UC campus compared to 56 percent of those who did not participate.

UC Davis Associate Director of Undergraduate Admissions Sheryl Blackshire stated that, in 2015, UC Davis was the first UC campus to create a position for African American recruitment. Since 2012, the number of African American applicants has grown to its highest, from 2,866 to 5,368 this fall, and the number of African American admits has

grown from 837 in 2012 to 1,940 in 2021. The California black community was very diverse and spread throughout the state. UC Davis has fostered relationships with community- and faith-based organizations such as the Council of African American Parents in Southern California, where Ms. Blackshire has counseled students and parents on how to navigate the admissions process. In 2014, UC Davis signed a memorandum of understanding (MOU) with Umoja before it expanded systemwide in 2016. Hosting Umoja's Northern Regional Symposium brought over 150 Umoja students annually to the Davis campus. The campus' partnership with Umoja has led to an increase in the number of African American transfer students who applied and were admitted to UC Davis. Declining community college enrollment has had a disproportionate effect on underrepresented, low-income, and first-generation students, so UC Davis planned to engage students earlier in the transfer preparation process. Virtual programming during the COVID-19 pandemic included the Black Excellence Symposium and Career Connections Series.

UC Davis Director of the African American Strategic Retention Initiative Dionica Bell shared programs for new freshman and transfer students: the Special Transition and Enrichment Program (STEP), Black Aggie Summer Engagement, the African and African-American living-learning, First Year Aggie Connections, and the Linda Frances Alexander Scholars Program, which included a one-week immersion program prior to orientation, a seminar, and academic advising. Year-over-year data showed that participation in these programs reduced time to degrees and dismissal rates. CADSS offered on- and off-campus programs, tutoring, culturally relevant engagement, student health and counseling services, and more. African American students did not feel welcome on campus aside from certain spaces, and they were searching for a sense of belonging, black or other faculty of color, and inclusive instruction. These students were experiencing micro- and macroaggressions in classrooms and co-curricular spaces, and financial barriers persisted. The academic enterprise must continue to be actively involved in supporting black students.

Umoja Community Foundation Executive Director Nzingha Dugas stated that Umoja, found at 71 California Community College campuses, was based in a cohort learning model that affirms and establishes an intellectual identity, creates a sense of belonging, and builds social capital. Through Umoja's partnership with UC, working groups that supported black student transfer were dedicated to professional development of faculty and staff who work with black students; building a data agreement so that community college student data is incorporated into UC's systems, easing the transfer process; ensuring success in the student's first year after transfer; and student outreach by Umoja UC graduates. There was an Umoja pilot program at UC Riverside, and four other campuses wished to launch similar programs. The African American Tipping Point Study was trying to determine what motivates black students to transfer.

UC Davis transfer student Antoinette Banks shared that she was a cognitive science major, an incoming Ph.D. candidate, and a mother. As a McNair Scholar, Ms. Banks engaged in research and wrote a journal article on children's cognitive development. With her studies and laboratory experience in machine learning and artificial intelligence (AI), Ms. Banks

created a database for her nonverbal, autistic child. She won in the social impact category in the UC Davis Startup Center's business accelerator, PLASMA, and in the social entrepreneurship category of the UC Davis Big Bang Competition. Ms. Banks was now the founder and chief executive officer of a software application using AI to optimize children's education. She suggested research opportunities or internships for teenagers, improving culturally relevant language, and improving the transfer student experience based on existing innovations.

UC Davis student Mahiri Moore shared that he was admitted to UC Davis during the onset of the pandemic and sought guidance. He joined STEP, which fostered academic success among underrepresented and underprivileged students. Mr. Moore also struggled with housing insecurity, and STEP connected him with Aggie Compass, which placed him in a rapid rehousing program. Without STEP, he would not have known about these opportunities. Mr. Moore started a nonprofit to serve underrepresented individuals.

UC Davis alumnus Darryl Goss, also the Chief Executive Officer of Inform Diagnostics, shared that he was admitted to UC Davis under affirmative action. He majored in African American and African Studies and participated in STEP. Mr. Goss had served as chair of the Dean's Advisory Council for the College of Letters and Sciences and currently served on the board of UC Davis Athletics and as chair on the UCD Foundation Board of Trustees. He and his wife, UC Davis alumna Lois Goss, have donated for various scholarships and causes, and recently donated a chair to the School of African American Studies. He was hired at IBM while still a UCD student, which gave him access to a corporate environment and exposed him to African Americans successful in corporate America. While at UC Davis, he received support from African American professors and administrators and was exposed to ethnic studies for the first time. In his view, success required intentionality.

Ms. Goss shared that she also was admitted to UC Davis as a first-generation student under affirmative action and participated in STEP. Professors had told her that she did not belong at UC Davis, that she had taken someone else's spot, and that she would not graduate. She used these comments to challenge herself. Despite being a Sociology major, Ms. Goss found encouragement and motivation in the African American and African Studies department. She called for better representation in the professoriate across different disciplines so that there was less of a burden on ethnic studies departments to provide support to students of color. Ms. Goss encouraged black alumni to visit UC Davis, which now had improved statistics, a new Chancellor, and new faculty.

Regent Hernandez asked the speakers for their recommendations for institutions of higher education to attract more people of color and ensure their success. Ms. Banks shared that her experiences while serving as the inaugural president of Umoja at Los Angeles City College led her to transfer to UC Davis. She suggested that faculty members and principal investigators receive cultural sensitivity training. Mr. Goss suggested ensuring that K-12 students are exposed to UC opportunities. Ms. Bell stated that there has been a year-over-year decrease in the number of black students in STEP, which was limited to first-generation students. However, there were students who were not first-generation and need help navigating the institution or lack social capital. A parent who attended college does

not necessarily know how to navigate UC. The Linda Frances Alexander Scholars program was similar to STEP and provided services throughout the academic year. Its early academic model introduced interventions for struggling students early in the quarter system, but more resources were needed. President Drake expressed his wish to collaborate with Ms. Bell on the program. Mr. Reguerin underscored that these programs needed resources, staffing, and ongoing training.

Regent Ortiz Oakley stated that educators have failed the black and African American community miserably. He noted that African American students made up 3.8 percent of enrollment at UC Davis and asked if the increase of total enrollment in that time was greater than 3.8 percent. Mr. Reguerin responded in the affirmative. The equity gap took into account the growth in the number of non-black students and retention and graduation rates.

Regent Ortiz Oakley stressed that this challenge should be viewed with a sense of urgency. He asked what needed to be done differently to address this. Mr. Reguerin replied that the relationships between admission, enrollment, and retention should be strengthened with case management, but this was expensive and staff-intensive.

Regent Ortiz Oakley asked if UC Davis, along with high schools and community colleges, was interrogating the data on African American students who do not enroll. Ms. Blackshire replied that UC Davis was communicating its transitional programs to admitted students such that very few students who accepted an offer of admission did not enroll. Ms. Gullatt added that, in 2017, faculty interviewed admitted students who did not enroll, and found that money, the inability to link interest to major, and the unavailability of a major were factors. Students wished to be recruited. There was also a small pool of African American students in California who were A–G eligible. UC needed to acknowledge past harm, such as the Regents’ involvement in the elimination of affirmative action.

President Drake asked what institutions students were choosing over UC. Ms. Gullatt replied that students were choosing the California State University (CSU), which was perceived as more affordable even though UC had good time-to-degree. Students were not necessarily equating time-to-degree to affordability. These students want to major in fields that were discernible to them, and they wanted to be in cities or close to home. Chancellor May reiterated the importance of connecting majors to careers, for instance, in the case of a student who approached him with an idea for a start-up company but did not know how it would lead to a tangible career. Systemwide, there was a disjunction between what was being taught and what marginalized students needed. Mr. Reguerin noted that black students with more UC engagement were more likely to select UC, have better retention, and graduate.

Ms. Goss asked Mr. Moore why he chose UC Davis. Mr. Moore, a first-generation college student, replied that he graduated from Oak Hills High School with a 4.1 grade point average, applied to all UC undergraduate campuses, and received his first and only acceptance from UC Davis. UC Davis was only school that gave him the opportunity.

Regent Ortiz Oakley asked how many black tenure-track faculty were at UC Davis. Mr. Reguerin replied that he did not have exact figures but there were not enough. Regent Ortiz Oakley stated that students were choosing schools where they saw themselves, which has made Historically Black Colleges and Universities attractive.

Regent Leib noted that the percentage of black students at UC Santa Barbara has remained unchanged since he attended, while the Latino(a) population was growing at UC Merced due to sense of belonging among Latino(a) students there. He asked if STEP was at all undergraduate campuses. Ms. Gullatt replied that STEP was an example of summer bridge programs, which every campus had. Regent Leib asked if they were part of SAPEP. Ms. Gullatt replied in the negative. SAPEP served K–12 schools and community colleges and provided graduate school preparation, while summer bridge was a retention effort the summer before a student enters the University and was supported by the Student Services Fee.

Regent Leib asked speakers how they would spend State funding. Mr. Goss replied that he would invest it in transitional programs, diverse faculty and staff, and better student preparation at the K–12 level. Mr. Reguerin stated that he would invest in mandatory success-based programs, especially for males. Ms. Bell replied that she would invest in mental health services and culturally competent counselors, noting the cumulative nature of microaggressions. UC Davis recently launched First-Year Aggie Connection, whereby cohorts of no more than 25 young black women connected with two black staff and formed a micro-community. There was a male equivalent as well called the Barbershop. These programs should be mandatory for all black students. Ms. Dugas stated that she would use Umoja's partnership with UC as a model to connect high school students to postsecondary education. A pilot program was attempted with Eleanor Roosevelt High School and Centennial High School in Riverside County but needed more resources. College engagement varied even among students in the same classroom. Programming was also needed that addressed the diversity within the African American diaspora.

Regent-designate Timmons agreed that UC needed to engage in more outreach at the high school level. Since six percent of the state is African American, she suggested that UC reach out to out-of-state students to improve diversity. She added that President Drake was working with HBCUs to improve UC graduate diversity. These students could be mentors.

Regent Hernandez suggested that UC could equip underrepresented students with tools like a new computer or graphing calculator. Engineering students might be starting college using their old computers.

Regent Zaragoza asked about the state of black students in STEM disciplines at UC Davis and what programs were available to them. Ms. Bell replied that, while there were many in the diaspora who were interested in STEM and the medical sciences, black representation in the School of Engineering, for instance, was low. Black students faced challenges in gatekeeping courses in mathematics, chemistry, and biology, and additional resources could ensure that students had the foundation to be successful in those courses. These gatekeeping courses were responsible for the highest number of major changes.

Committee Chair Reilly invited Student Observer Kelly Han to make remarks.

Ms. Han, a UC Berkeley student and the External Vice Chair on the Committee of Student Fees, stated that the admissions process and retention strategy were a key to success for underrepresented students. She called for more funding for SAPEP, which reached its peak funding in 2001, and to add a student representative to UC Davis' SAPEP coordination. SAPEP participants have more than doubled since 2004, while State funding decreased by 75 percent. Following the decision to eliminate standardized testing in admissions, UC received a record number of applications for fall 2021, with surges in the number of underrepresented students seeking admission. At UC Davis, the number of African American applicants increased 33 percent but made up 4.94 percent of the overall applicant pool, and 3.07 percent of fall 2022 enrollees were African American. UC enrollment of black students was not reflecting California's black population. According to the *Los Angeles Times*, standardized testing might help boost enrollment of disadvantaged students. She suggested that the University consider whether eliminating standardized testing has improved equity. Perhaps diversity efforts should be targeted at the enrollment phase, not the application phase. According to a report released by the UC Davis African American Initiative in 2015, one of most common barriers to African American students' persistence was related to financial need. UC Davis had more student fees than any other UC campus, and more than 25 percent of those fees were used to fund intercollegiate athletics. Ms. Han called for a reduction of student fees related to athletics and to reinstate UC Davis' physical education program, which would benefit all students. She also called on UC to increase funding to build more capacity for ethnic studies, which should be adopted as a graduation requirement, as was the case at the California Community Colleges and CSU.

Committee Chair Reilly invited Regent Ortiz Oakley to make concluding remarks.

Regent Ortiz Oakley stated that the Board needed to continue interrogating the issues discussed at this meeting. One must look beyond the fact that there are not enough students in the pipeline, as institutions create eligibility requirements. He emphasized the importance of data transparency to better understand eligibility, admissions, and matriculation and therefore make better decisions.

The meeting adjourned at 4:00 p.m.

Attest:

Secretary and Chief of Staff