The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
May 17, 2023

The Academic and Student Affairs Committee met on the above date at the UCLA Luskin Conference Center, Los Angeles campus and by teleconference meeting conducted in accordance with California Government Code §§ 11133.

Members present: Regents Anguiano, Batchlor, Blas Pedral, Elliott, Hernandez, Park, and Timmons; Advisory members Steintrager and Tesfai; Chancellors Block, Christ, Larive, Wilcox, and Yang; Staff Advisor Lakireddy

In attendance: Regents Chu, Cohen, and Regent-designate Raznick, Faculty Representative Cochran, Assistant Secretary Bricker, Regents Analyst Sheridan, General Counsel Robinson, Provost Newman, Vice Presidents Brown and Gullatt, and Recording Secretary Li

The meeting convened at 2:30 p.m. with Committee Chair Park presiding.

1. **APPROVAL OF MINUTES OF PREVIOUS MEETING**

   Upon motion duly made and seconded, the minutes of the meeting of March 15, 2023 were approved, Regents Anguiano, Batchlor, Blas Pedral, Elliott, Hernandez, Park, and Timmons voting "aye." [1]

2. **APPROVAL OF MULTI-YEAR PLANS FOR PROFESSIONAL DEGREE SUPPLEMENTAL TUITION FOR EIGHT GRADUATE PROFESSIONAL DEGREE PROGRAMS**

   The President of the University recommended that the Regents approve the multi-year plans for charging Professional Degree Supplemental Tuition (PDST) for eight graduate professional degree programs as shown in Display 1.

---

[1] Roll call vote required by the Bagley-Keene Open Meeting Act [Government Code §11123(b)(1)(D)] for all meetings held by teleconference.

DISPLAY 1: Proposed Professional Degree Supplemental Tuition Levels[1] for Eight Programs

	Current Level 2022-23	2023-24	2024-25	Proposed Level 2025-26	2026-27	2027-28
Development Practice, Berkeley						
Resident PDST Level	$21,772	$22,862	$23,548	$24,256	$24,984	$25,734
Nonresident PDST Level	$21,772	$22,862	$23,548	$24,256	$24,984	$25,734
Engineering, Berkeley						
Resident PDST Level	$33,700	$33,700	$33,700	$33,700	$33,700	$33,700
Nonresident PDST Level	$31,100	$32,032	$32,994	$33,984	$35,002	$36,052
Product Development, Berkeley						
Resident PDST Level	$34,044	$35,066	$36,116	$37,200	$38,314	$39,466
Nonresident PDST Level	$34,044	$35,066	$36,116	$37,200	$38,314	$39,466
Biotechnology Management, Irvine						
Resident PDST Level	$16,080	$15,699	$16,167	$16,650	$17,148	$17,661
Nonresident PDST Level	$14,952	$15,699	$16,167	$16,650	$17,148	$17,661
Management, Merced						
Resident PDST Level	$24,308	$25,000	$25,750	$26,522	$27,318	$28,138
Nonresident PDST Level	$24,308	$25,000	$25,750	$26,522	$27,318	$28,138
Technology Management, Santa Barbara						
Resident PDST Level	$38,229	$40,152	$42,159	$44,262	$46,470	$48,792
Nonresident PDST Level	$38,229	$40,152	$42,159	$44,262	$46,470	$48,792
Applied Economics and Finance, Santa Cruz						
Resident PDST Level	$9,942	$10,422	$10,734	$11,055	$11,385	$11,721
Nonresident PDST Level	$9,942	$10,422	$10,734	$11,055	$11,385	$11,721
Games and Playable Media, Santa Cruz						
Resident PDST Level	$10,476	$10,788	$11,112	$11,445	$11,790	$12,144
Nonresident PDST Level	$10,476	$10,788	$11,112	$11,445	$11,790	$12,144

[1] The amounts reflect the maximum PDST levels to be assessed, effective as of the academic year indicated. Assessing PDST levels less than the level indicated requires approval by the President with the concurrence of the Chancellor. PDST levels may be assessed beyond the period covering the program's approved multi-year plan but not in excess of the maximum levels specified in the final year.

[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.]

Provost Newman began the presentation by addressing the University's efforts to expand the diversity and affordability of graduate professional degree programs. Despite the progress that has been made, there was much work left to do. Ms. Newman highlighted the efforts of two programs. UCLA's Pre-Medical Enrichment Program was a five-week summer program that prepared disadvantaged students for the rigors of medical school and enhanced their chances of admission to a medical school. UC Davis' King Hall Outreach Program helped underrepresented students prepare for the law school admissions process; 41 percent were enrolled in or graduated from a law program. Underrepresented students made up over 30 percent of total enrollment of the UCLA Medicine program and over 20 percent of the UCD Law program. Such promising efforts could become best practices for other programs. One wished to see professional schools participate more in existing UC diversity initiatives, such as the UC-HBCU Initiative, the UC-HSI Doctoral Diversity Initiative, the President's Postdoctoral Fellowship Program, and the Advancing Faculty Diversity Program, which were producing positive outcomes.

Director of Operating Budget Cain Diaz introduced the item. Representatives of the eight Professional Degree Supplemental Tuition (PDST) programs had been available for questions from Regents prior to this meeting. Regents were particularly interested in the diversity and affordability strategies of four of the programs, representatives of which were invited to present to the full Committee.

Chancellor Christ introduced the UC Berkeley Engineering program.

Regent Elliott asked what percentage of the program was made up of California residents and if there were efforts to increase that number. Anthony Joseph, Professor and Faculty Director of the Fung Institute for Engineering Leadership, replied that about two-thirds of domestic students in the program were California residents. To increase this number, the program was concentrating 50 percent of its digital advertising in California, sending student ambassadors to universities, using PDST to hire additional staff for in-person outreach, and engaging in virtual events. Mr. Joseph observed that demand was increasing. To ease the admissions process, many departments eliminated the Graduate Record Examination (GRE) requirement and sought two reference letters instead of three. To address affordability, the PDST increase would go toward a Dean's Fellowship for California residents. There was 100 percent yield among scholarship recipients in the latest class.

In response to Regent Elliott's question, Mr. Joseph replied that 19 percent of students in the program were California residents. Regent Elliott noted that this was still a low number but a significant improvement over what had been presented to the Committee in the past.

Regent Elliott asked why the program's gender diversity numbers continued to decline. Mr. Joseph responded that the program experienced fluctuation in gender diversity. During the COVID-19 pandemic, the percentage of women in the program increased likely due to the accessibility of online and hybrid instruction. In another effort to increase demand, the program was creating more flexibility for financial aid.

Regent Elliott, referring to the background materials, noted that less than 30 percent of the incoming class was expected to be female. Beyond outreach, he asked what would help improve this number. Mr. Joseph responded that gender diversity was a challenge across science, technology, engineering, and mathematics (STEM). He stated that the incoming class would be 33 percent female, a slight increase, which would contribute to a greater sense of belonging. Graduate student groups like the Society of Women Engineers and Women in Computer Science and Engineering also contributed to outreach. UC Berkeley was competing with institutions offering targeted fellowships and housing and with industry, which offered high salaries.

Regent Elliott remarked that he struggled to understand how such low diversity numbers could foster a sense of belonging. Mr. Joseph replied that the program was utilizing its active alumni network, which had over 1,000 women and over 100 underrepresented minority (URM) graduates. These alumni could be paired with prospective candidates as mentors.

Regent Elliott expressed frustration and disappointment that plans and commitments from previous proposals have not come to fruition.

Regent-designate Tesfai called on programs to have more specificity in their diversity plans. Referring to the background materials, he asked if 80 percent of the PDST increase or of PDST funds generally would go toward need-based aid. Mr. Joseph responded that the program could devote 100 percent of the PDST increase to aid like the aforementioned Dean's Fellowship. The program planned to use a holistic rubric to award merit- and need-based aid, so need would be a factor in merit-based aid. One hoped that this would improve the program's California resident enrollment and overall diversity.

Regent-designate Tesfai expressed concern that the lack of clarity about cost and aid would continue to affect program diversity in the coming years, noting the growing percentage of students graduating with debt, particularly URM students. Mr. Joseph replied that the program was working with groups like the GEM Fellowship Program to enable students to apply for fellowships while applying for UC Berkeley. The program was considering an aid rubric like that of the President's Postdoctoral Fellowship Program.

Regent Blas Pedral asked if the program has considered implementing tuition waivers for Native American applicants. Mr. Joseph replied that this had not been discussed previously but could be considered. He estimated that the program would be able to accommodate such an initiative given the program's size and scope.

Regent Batchlor stressed the importance of educating students that reflect the makeup of the state and expressed her hope that PDST programs improve their diversity efforts.

Regent Hernandez echoed the need for a more concrete plan to improve diversity. He asked how Regents could help the program to achieve its goals. Mr. Joseph shared that he joined the Fung Institute in 2021 to address issues that included diversity, equity, inclusion, and belonging, which was one of his strategic initiatives. Therefore, the program has committed PDST funds to hire staff, compensate student ambassadors, and increase engagement in the state. The program was proposing more modest growth in international students and focusing more on domestic growth. It was his belief that enrolling more California students would improve diversity. Roughly a year and a half into a multi-year process, the program made some progress, but affordability remained its greatest challenge, hence the plan to use the PDST increase for targeted financial aid. He wished to be held accountable.

General Counsel Robinson stated that programs should avoid targeted, numeric goals.

Regent Anguiano remarked that international students accounting for 75 percent of the student body seemed like the result of a strategic decision. She asked what would change to increase the number of California resident students. Mr. Joseph stated that international students were not taking seats away from domestic or California students, and that PDST from international students funded programs and aid that supported domestic students. He reiterated that the program did not market internationally. Six of the program's top ten feeder schools were UC campuses.

Regent Timmons opined that there was no incentive to change the program. It generated more revenue from international students, and graduates' high salaries encouraged similar students to apply. She asked how the Regents could avoid this same conversation the next time the program came before them. Mr. Joseph replied that PDST was currently lower for nonresident students and would increase such that it would be higher than that of resident students after the third year of the proposal in order to slow international student growth.

Committee Chair Park noted that faculty diversity numbers were higher than student diversity numbers, but both were still low. She emphasized the importance of the program, which enrolled over 400 students.

Chancellor Christ introduced the UC Berkeley Product Development Program.

Regent Elliott, recalling Regents' prior concerns about diversity challenges this Program has faced, asked about current faculty diversity efforts. Keith Alexander, Executive Director of the Product Development Program, replied that the Program engaged in diversity, equity, an inclusion (DEI) practices that aligned with campus DEI procedure in areas like hiring. However, faculty recruitment was not within his authority, so he could not speak to the remedies being applied.

Regent Elliott expressed disappointment; this gave Regents little information to evaluate whether the Program adhered to existing policies. Mr. Alexander offered that he and the department chair could speak to Regent Elliott separately about faculty hiring.

Regent Elliott asked about student diversity and what the Program would do differently. Mr. Alexander stated that the student body has grown from three percent diverse in 2016–17 to an incoming class that was 11 percent diverse. The challenge was continuing to grow sustainably. Attending national conferences has not been an effective way to recruit candidates, as most conference attendees were looking for employment. The Program planned to expand its applicant pool to include more chemists, who were likely more diverse. Later in the year, the Program would begin in-person outreach at five California Hispanic-Serving Institutions (HSIs)—UC Irvine, UC Riverside, UC Santa Barbara, UC Santa Barbara, and California State University (CSU), Long Beach, and five Historically Black Colleges and Universities (HBCUs)—Prairie View A&M University, North Carolina A&T State University, Hampton University, Florida A&M University, and Howard University. All these institutions had strong chemical engineering and chemistry departments. Mr. Alexander promised that the Program would make an earnest effort.

Regent Elliott asked how student diversity grew from three to 11 percent. Mr. Alexander noted that the Program had not yet established a steady source of URM students and was taking a "catch-as-catch-can" approach to recruiting. The targeted outreach at the aforementioned institutions was meant to address that volatility. Given the small size of the Program, the decisions of a few students could bring about significant changes in the data.

Regent Elliott asked why the Program did not engage in targeted outreach to institutions before. Mr. Alexander noted the realization that national conferences were not effective.

Regent Anguiano asked if the Program was focusing on the entire pipeline process, such as providing financial aid to encourage admitted students to enroll, and where in the pipeline students tended to depart. Mr. Alexander responded in the affirmative. The Program needed to communicate that economics and other issues should not be barriers to participation, even after admission, to ensure that talented, underrepresented students do not choose industry instead. The Program also planned to begin visiting science-intensive high schools as part of a longer-term effort.

Regent Timmons, observing higher levels of diversity in 2021, asked about the success of the students from that time and if the Program would utilize them as ambassadors. Mr. Alexander stated that not many conclusions could be drawn from the class of 2021 as that was an anomalous year.

Staff Advisor Lakireddy asked if staffing needs were contributing to the challenges that the Program was facing. Mr. Alexander replied that the Program had a committed staff of three faculty members and one administrative assistant. Rather, the Program needed sources that had students who would consider the program.

Regent Hernandez recalled that, when he worked at Lawrence Livermore National Laboratory, staff were encouraged to recruit from minority engineering organizations, and staff joined groups such as the Society of Hispanic Professional Engineers, the National Society of Black Engineers, and the American Indian Science and Engineering Society. Staff were also encouraged to join advisory boards and establish relationships with students to create a pipeline of high-achieving minority candidates.

Chancellor Christ addressed concerns about faculty diversity in the College of Chemistry. Since both the Department of Chemical and Biomolecular Engineering and the Department of Chemistry were small, neither would be recruiting much in a short period of time. About one-third of faculty hired in the last ten years have been people of color, but discrete departments might not be hiring. Successful strategies have included generalizing the search over many departments, which maximizes the chance of hiring faculty of color. Chancellor Christ noted that the average faculty member had a career of 30 years at UC Berkeley; it was difficult to make quick progress.

Mr. Diaz introduced the UC Irvine Biotechnology Management program.

Regent Blas Pedral asked about the program's plans to make improvements and requested that presenters share feedback that Regents gave during discussions before this meeting. Professor David Fruman from the UCI Department of Molecular Biology and Biochemistry stated that those discussions pertained to affordability, diversity, and African American recruitment. Need-based aid has never been distributed in the program's ten years, but one-quarter of PDST return-to-aid would become need-based, and contributions to inclusive excellence would be part of fellowship applications. Consideration for merit-based aid

would account for obstacles that were overcome and contributions to diversity. In recent years, the website has more clearly communicated ways to offset costs through summer internships or work as teaching assistants. Mr. Fruman observed that these changes to improve affordability have increased yield, and that the incoming class had nine California residents and three URM students. The UCI Paul Merage School of Business was focusing outreach on CSU campuses with a higher percentage of African American students, such as Dominguez Hills and East Bay. UCI established the Black Management Association and LatinX Initiative to improve sense of belonging. Burt Alvaro Slusher, Assistant Dean of the MBA and Specialty Masters Programs, added that attendees of the Black Management Association's recent conference included members of the community and industry.

Regent Anguiano asked how the program planned to increase enrollment in response to need in the Southern California region. Mr. Fruman replied that the program had as many as 25 students at one time, but capacity and the COVID-19 pandemic affected enrollment, which was now at a steady state. When the program had 25 students, it was more difficult to place students in mentored research opportunities, which competitors did not offer. PDST was needed to subsidize these opportunities. The program planned to maintain a class size of 15 students per year and a total of 30 students in the program.

Regent Elliott recognized efforts to boost California resident enrollment and commended the program for the percentage of its graduates who stay in the state. He underscored the program's struggle with diversity and asked if it was the case that the program has never had an African American student. Mr. Fruman clarified that there had been one African American student in the past but acknowledged that this was not acceptable.

Regent Elliott remarked that diversity figures did not indicate a welcoming environment. Mr. Fruman noted the small African American population in Orange County and at UC Irvine, and he credited Vice Provost Douglas Haynes, formerly of UCI, for his efforts to diversify the campus. He had not seen applications from African American students in the time he has been involved with admissions and stressed the need for outreach.

Regent Timmons noted the lack of Chicano(a)/Latino(a) students in the program compared with the proportion of this population in California and emphasized the need for a sense of belonging. Mr. Fruman replied that the program aimed to improve its recruitment at UCI, an HSI with a large Latino(a) population, and of Native Americans. The School of Business was working to increase the number of Latino(a) applicants from Orange County.

Regent-designate Tesfai opined that campuses could do more to make undergraduates aware of graduate professional programs. He asked what financial assistance was available to a student who receives no merit-based aid. Mr. Fruman responded that all students received some return-to-aid and reiterated that 25 percent of PDST return-to-aid would be need-based, with the rest distributed on a holistic basis. Nearly all students were placed in paid internships in the summer, and teaching assistantships provided a fee waiver and a stipend. The program, which was relatively young and still developing relationships, was in talks with local businesses to create industry-sponsored fellowships.

Paul Maglio, Chair of the UC Merced Master of Management Professional Degree Program, stated that the UCM Management program was a rigorous, one-year program that has graduated 46 students in its five years. Students were introduced to real-world applications and analyses of issues in service and resource management that are local to the San Joaquin Valley, such as balancing profitability with the stewardship of natural resources. Students participated in case studies and team projects that foster speaking, writing, and leadership skills.

Committee Chair Park asked about the types of jobs students were securing upon graduation and whether they were staying in the area. Mr. Maglio replied that the program now had an alumni group that has met several times. All graduates have secured their desired job within the first six months of graduation. Career counseling staff have stayed in contact with graduates and assisted those who wished to change their job.

Committee Chair Park asked about the program's growth goals beyond five years and its steady-state vision. Mr. Maglio responded that the program envisioned a steady state of 30 students. The program currently had ten and aimed to enroll a cohort of 15 students next year, with the goal of reaching 30 students over five years. The program could choose to grow further, but this was what the classroom space and faculty could accommodate at this time.

Staff Advisor Lakireddy commended the program for its outreach and shared that UCM staff have participated in the program. She was heartened that such a program was available in the area. Graduates have gone to the UCM Small Business Development Center to learn how to start their own small business.

Regent Elliott moved to amend the recommendation to approve the PDST plans for UC Berkeley Engineering, UC Berkeley Product Development, and UC Irvine Biotechnology for two years (2023–24 and 2024–25) instead of five years.

Upon motion duly made and seconded, the Committee approved the amendment to the President's recommendation, Regents Anguiano, Batchlor, Blas Pedral, Elliott, Hernandez, Park, and Timmons voting "aye."

Regent Blas Pedral moved to amend the recommendation to approve the PDST plans for UC Berkeley Development Practice, UC Merced Management, UC Santa Barbara Technology Management, UC Santa Cruz Applied Economics and Finance, and UC Santa Cruz Games and Playable Media for three years (2023–24, 2024–25, and 2025–26) instead of five years.

Upon motion duly made and seconded, the Committee approved the amendment to the President's recommendation, approved the item as amended, and voted to present it to the Board, Regents Anguiano, Batchlor, Blas Pedral, Elliott, Hernandez, Park, and Timmons voting "aye."

3.   **ESTABLISHMENT OF A COLLEGE OF COMPUTING, DATA SCIENCE, AND SOCIETY AT UC BERKELEY**

The President of the University recommended that Section 15 (a) of the Academic Units and Functions, Affiliated Institutions, and Related Activities of the University, as provided for in Standing Order 110.1, be amended as follows:

Additions shown by underscoring; deletions shown by strikethrough

* * *

1. Academic Colleges at Berkeley

(a) Academic Colleges.

There are established at Berkeley ~~three (3)~~ four (4) academic colleges in each of which there is an undergraduate curriculum as follows:

*****

- College of Computing, Data Science, and Society leading to the degrees of Bachelor of Arts, Master of Arts, Master of Science, Master of Engineering, and Doctor of Philosophy.

*****

[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.]

Provost Newman stated that the establishment of the College of Computing, Data Science, and Society (CCDSS) would strengthen UC Berkeley's leadership in computing and data science and enhance the campus' ability to attract scholars. Demand for these fields was growing among students and employers; the U.S. Bureau of Labor Statistics projected that over 40,000 data science professionals would be needed by 2030. Computing algorithms were becoming increasingly central to communication and commerce while posing potential threats to social and political freedoms, and companies wished to recruit students with both data science skills and an ethical compass.

Chancellor Christ shared that CCDSS was the first new college developed at UC Berkeley in over 50 years. Associate Provost Jennifer Chayes of the Division of Computing, Data Science, and Society was recruited in 2020 to build a college that combined existing education and research in computing, data science, and statistics with other data-intensive disciplines to fully realize the potential of data science to benefit society. In recent years, interest in these fields, as gateways to those and other majors, has grown exponentially.

Ms. Chayes stated that computing and data science were changing how society innovates, communicates, transacts, makes decisions, and allocates resources. UC Berkeley, which had the top undergraduate data science program, the top graduate and undergraduate

computer science programs, and the second graduate statistics program in the country, could also have the first college of computing and data science with a social mission. CCDSS would equip students to create tools that consider ethical consequences while responding to societal problems and would develop the next generation of data-driven, ethical leaders in a variety of industries and disciplines. The new college would create opportunities to develop new, interdisciplinary fields of inquiry. For example, UC Berkeley and UCSF launched the Joint Program in Computational Precision Health in fall 2021. CCDSS was welcoming its first Ph.D. students this fall. Substantial funds have already been raised, and establishment of CCDSS would lead to new philanthropic opportunities. The vision for CCDSS included educating a large student body representative of the population, partnering with the state's higher education sector to develop accessible programs, advancing the state of the art and applications of these fields, and establishing new fields and enhancing existing programs.

Regent Timmons asked about the college's trajectory of growth, noting plans for undergraduate and master's programs. Ms. Chayes replied that CCDSS received an anonymous $50 million gift on the condition that the college start with a Ph.D. program and obtain a $1 million gift for each new graduate student per year. The program has admitted eight students and raised $8 million to endow new graduate fellowships, created and raised money for four new faculty lines, and was raising another $100,000. More faculty were needed to teach the undergraduate and master's programs. Aside from the four new faculty, the program had 50 affiliate faculty from UCSF and UC Berkeley.

Chancellor Christ asked about the size of the undergraduate program in the Division of Computing, Data Science, and Society. Ms. Chayes replied that, this year, 900 students were graduating from the undergraduate program, which offered about 25 disciplinary emphases. Chancellor Christ added that it was the fastest growing major at UC Berkeley.

Regent Anguiano, noting master's and doctorate degrees in electrical engineering and computer science, asked if there was a separate computer science degree. Ms. Chayes responded that the Electrical Engineering and Computer Science major was offered by the College of Engineering, while the Computer Science major was offered by the College of Letters and Science. The Computer Science, Data Science, and Statistics majors would be offered by CCDSS if approved.

Regent Hernandez asked if CCDSS met resistance from other colleges and whether this would hinder its establishment. Ms. Chayes replied that, rather than a reorganization of UC Berkeley, this was an attempt to expand opportunities in education, research, and philanthropic funding for the entire campus. CCDSS would be responsible for the management of the Data Science, Computer Sciences, and Statistics majors, which were currently in the College of Letters and Science, but the College of Letters and Science would still play an integral in these students' education through the formation of new interdisciplinary research areas. Ms. Chayes acknowledged that change was not easy, but CCDSS had phenomenal partners. Chancellor Christ stressed that this had been a seven-year process and that the college was demanded by students and faculty through a grassroots effort. Engineering and statistics faculty, in particular, called for new majors and

a different organizational structure. Ms. Chayes added that faculty from the College of Letters and Science and the College of Natural Resources were also involved in the formation of the college, the new major, and disciplinary emphases.

Upon motion duly made and seconded, the Committee approved the President's recommendation and voted to present it to the Board, Regents Anguiano, Batchlor, Blas Pedral, Hernandez, Park, and Timmons voting "aye."

4.   **IMPLEMENTING THE CCC-UC TRANSFER TASK FORCE RECOMMENDATIONS ONE, FOUR, AND EIGHT AT THE UNIVERSITY OF CALIFORNIA**

[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.]

Provost Newman stated that, in response to both Governor Newsom's and the State Legislature's calls for a streamlined UC transfer process, the University proposed the California General Education Transfer Curriculum (Cal-GETC); standardized major preparation coursework, a minimum grade point average (GPA), and guaranteed admission into UC Santa Cruz, UC Riverside, or UC Merced. UC could implement a systemwide transfer guarantee by 2025–26 for many of its most high-demand majors, and students could still apply to the campuses of their choice. Currently, UC enrolled more community college students than national comparators. California Community College transfer students had a 75 percent UC admission rate, and one-third of all UC students transferred from a California Community College. Of UC transfer students, 47 percent were first-generation, 42 percent came from low-income households, and 32 percent were non-native English speakers. UC's transfer graduation rate of 89 percent was higher than the UC freshman and national graduation rates. Within ten years of completing their degree, most community college transfer students in California were among the top one-third of income earners in the state.

Vice President Brown explained that, per CCC-UC Transfer Task Force recommendation one, the Office of the President (UCOP) and the California Community Colleges Chancellor's Office have exchanged student enrollment, course, and degree data from 2012–13 to 2021–22 and were working to establish a baseline and targets. The Task Force planned to collect data on course taking patterns, GPA, and graduation rates among transfer populations, especially those from the 69 community colleges that would receive additional Student Academic Preparation and Educational Partnerships (SAPEP) funding. Ms. Brown projected that initial analysis would be completed in August.

Aisha Lowe, Vice Chancellor for Educational Services and Support in the California Community Colleges Chancellor's Office, stated that the Assembly Bill (AB) 928 Committee, which she chaired, aimed to address transfer barriers and improve expansion of the Associate Degree for Transfer (ADT) program. The AB 928 Committee was comprised of faculty, staff, and students from all the California public higher education segments, as well as representatives from the Association of Independent California

Colleges and Universities, the California Department of Education, and the Campaign for College Opportunity. The AB 928 Committee formed study groups to develop recommendations to the Legislature by December. One study group focused on setting annual goals for increasing transfer rates and degree attainment and closing gaps in outcomes; another on proposing a new unit threshold for science, technology, engineering, and mathematics (STEM) degrees; and a third on reengaging ADT earners who did not apply to transfer or did not transfer.

Vice President Gullatt explained that the intersegmental memorandum of understanding (MOU) was pending the work of the AB 928 Committee and would be informed by its recommendations. Since the recommendations would include input from students, staff, and faculty, the MOU goals would have specificity and be grounded in evidence.

Regent Anguiano remarked that transfer was an urgent issue, noting that only one-quarter of community college students transferred in four years. She asked if, aside from waiting for the recommendations of the AB 928 Committee, there was work being done in preparation for the MOU. Ms. Gullatt shared that she led one of the study groups, which were trying to establish State and regional goals. The MOU could be a platform for regional agreements that address transfer issues locally. Already, UC and the California State University (CSU) have adopted the Cal-GETC, five ADTs aligned with UC transfer pathways, and 69 community colleges would receive additional services to increase transfer.

Regent Anguiano asked about the difference between the MOU and the ADT. Ms. Gullatt responded that the MOU was a strategy while the ADT was a degree. SAPEP funding would enable more community college students to complete transfer-level mathematics and English courses, which where needed to earn an ADT, earlier.

Regent-designate Tesfai asked what was being done to reduce the number of excess units taken by community college students per recommendation four. Ms. Lowe replied that the AB 928 Committee was trying to create clear pathways and course articulation that would enable credit mobility. For instance, a community college student interested in transferring to multiple institutions would have to complete different sets of requirements, resulting in excess units. Efforts to address this included remedial education, to ensure that students were taking transfer-level courses earlier, and common course numbering. The AB 928 Committee was also discussing strategies for meeting the goals it sets.

Regent-designate Tesfai asked about the AB 928 Committee's timeline beyond December. Ms. Lowe stated that Cal-GETC must be finalized by May 31, and the AB 928 Committee must set goals by December, with another set of goals due in 2024. Per AB 928, the California Community College system must create a process by 2024 to automatically enroll students into an ADT when they choose a major for which an ADT is available.

Regent-designate Raznick asked whether there was insight into or engagement regarding transfer students' admission experience. Ms. Lowe replied that the AB 928 Committee was determining how to engage ADT earners who did not apply to transfer or did not transfer.

The AB 928 Committee received input from student representatives and was conducting a student survey to better understand the phenomenon also known as "transfer melt." Last spring, the California Community College system surveyed students who did not reengage with the system and received 40,000 responses. Respondents cited basic needs support, financial aid, work or dependent care, and more transfer and career support. Community college leaders were developing strategies to provide this support. Ms. Newman praised the focus on student success both in admission and through their career at UC. Ms. Gullatt noted that one Task Force recommendation was devising a research plan for gathering qualitative and quantitative information about the transfer experience.

Committee Chair Park emphasized the complexity of the work of the AB 928 Committee and the importance of ensuring that community college transfers are well represented in STEM majors. She asked that the Committee be conferred with and kept apprised of the University's efforts related to transfer, especially the intersegmental MOU. Committee Chair Park also asked how the intersegmental partnership of the AB 928 Committee would be maintained after its deadlines are met. Ms. Lowe replied that she and Ms. Gullatt met regularly to brainstorm how to create a unified platform for systems of higher education. She expressed hope that the new data-sharing agreement would address data gaps, and she wished to more closely examine regional landscapes to create localized initiatives and priorities. These were conversations that have predated AB 928 and the MOU.

Committee Chair Park invited Student Observer Andy Hu to make remarks.

Mr. Hu introduced himself as a third-year Economics major at UC Berkeley. He stated that, despite the support and resources offered by California's public colleges and universities, the transfer process was plagued by a maze of hurdles and dead ends for California Community College students, many of whom were people of color, first-generation, low income, or nontraditional. Mr. Hu stated that the selective UC transfer process favored those with access to resources, counseling, and required courses. To address this, he suggested that the University adopt the ADT program and that UC could learn from the experience of the CSU system, where the ADT has been in place for some ten years. Over 400,000 ADTs have been awarded, and, according to the CCC-UC Transfer Task Force's final report, ADT earners made up 75 percent of UC transfer admissions, 69 percent of UC transfer enrollment, and 65 percent of UC transfer students who graduate in two years. Currently, nine California Community College campuses produced over 40 percent of UC transfers; a single guarantee of admission to both UC and CSU would diversify the pool of UC transfer applicants.

5.   **WHERE   UC   HAPPENS: CURRENT   STATE   AND   EXPANSION OPPORTUNITIES**

[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.]

Provost Newman introduced the item. The question of "where UC happens" was both physical and programmatic, as becoming more capacious was a key mandate of the UC

2030 Capacity Plan. The University sought to achieve this through programs such as UC Extension, which has developed a pilot project with a $15 million allocation from the State budget, the UC Education Abroad Program (UCEAP), the UC Washington Center (UCDC) and UC Center Sacramento (UCCS).

UC Riverside Extension Dean Kevin Vaughn stated that UC Extension offered thousands of courses to nearly 300,000 students each year, focusing on adult, post-traditional learners. Courses were provided in a variety of delivery methods—during the daytime, evening, or weekends, on or off campus, online or in person, or at a workplace. UC Extension offered preparation for K–12 students pursuing college; career skills for those entering the work force; lifelong learning; certification, college pathways, and English immersion for international students, and degree completion assistance for current UC students and those who left college without a degree. The UC Reengagement Consortium (UCRC), a pilot collaboration of UC Riverside, UC Merced, UC Davis, and UC Santa Barbara, offered degree completion programs to UC stop-outs, those who attended some college but did not earn a degree. There were 40 million stop-outs nationwide, with over 6.5 million in California. From 2000 to 2018, over 130,000 students left UC, many of whom were once traditional learners. UC stop-outs had an average age of 27 years, had families and worked, and often lived far away from their original campus. They have not realized the benefits of earning a degree, such as earnings, occupational attainment, and protection from unemployment. At UCR, 47 percent of stop-outs were from underrepresented groups (URGs) and 57 percent were first-generation students. Advisors served as caseload managers, conducting degree audits, developing personalized academic plans, and helping students navigate resources such as financial aid, basic needs, affinity groups, and tutoring. UCRC provided modest, direct financial support such as fee waivers, curing delinquent account holds, or tuition discounts. This population was difficult to recruit; nationally, only 13 percent of stop-outs return in five years and only half receive a degree. In one year, UCRC has reached out to 9,000 individuals, 800 of whom were receiving advising, and helped 125 stop-outs apply for readmission. Forty-nine students filed for graduation, and 45 have received their degrees. This exceeded the national rate, but UC ambitions were much greater. As this was a State priority, UCRC was eager to expand its efforts to non-UC stop-outs who might benefit from UC Extension programs. Mr. Vaughn concluded by noting that other providers were also eager to attract these individuals.

Ms. Newman shared lessons learned from the UCRC pilot program. The University would need more flexibility and new policies to better serve these students. Proactive, labor-intensive efforts were necessary to reach this population, online courses must be provided, and residency requirements could prevent them from earning their degree. Cross-campus course articulation would increase their access to courses needed for degree completion, and financial aid was not structured for students without full readmission. Some campus Divisions of the Academic Senate have decided to waive residency requirements for students nearing completion. After conducting over 7,000 audits, UC has identified high-demand courses that could be offered systemwide or through cross-campus articulation. Advising could be centralized, workflows between campus and UC Extension could be optimized, and flexible options could prevent students from stopping out.

UCEAP Associate Vice Provost and Executive Director Vivian-Lee Nyitray stated that the University's study abroad program, now in its 60th year, gave students the opportunity to experience other academic cultures, master languages, and understand divergent perspectives. UC students were participating in over 400 programs from 90 universities in over 40 countries. Every year, 1,200 overseas students from partner institutions enrolled at UC. In 2018–19, nearly 6,000 UC students studied abroad through UCEAP. In 2020–21, 72 students were unable to return to the U.S. due to the COVID-19 pandemic and continued their studies with partner universities and UC online courses. Enrollments were steadily returning, and UCEAP was reengaging with programs in Mexico and Egypt that were previously closed. UCEAP was expanding English as the Medium of Instruction (EMI) programs and research opportunities in Spain so that heritage Spanish speakers could take courses in English while advancing their Spanish proficiency. New partnerships were being finalized in South Korea, Singapore, and Southeast Asia, and new locations were being explored in South America. More students participating in UCEAP programs could mean more space on campus and could bolster completion of high-demand degree programs. UCEAP sought to add students study sites with capacity, such as Mexico and Australia, promote summer opportunities in science, technology, engineering, and mathematics, and mitigate challenges faced by first-generation students, who were often reluctant to study abroad. In fall 2024, UCEAP was launching its Global Start Program at several campuses, in which incoming students spend the summer on campus and then one quarter abroad. Students would participate in co-curricular activities, language courses, and study skills and career development, and they would receive additional support upon their return to UC. The Global Start Program would have two sites in fall 2024: Seville, Spain and Syracuse, Italy. UCEAP would be tracking participants' retention rates, time to degree, and whether they study abroad again later, as well as calculate the program's impact on increasing campus capacity. In 2008, UCEAP was ordered to restructure financially and become self-funded. Currently, Ms. Nyitray aimed to lead UCEAP through a technological and organizational restructuring in order to strengthen the relationship between UCEAP and the campuses and to expand where and how UC students could experience the rest of the world. UCEAP aspired to send 10,000 students abroad annually.

Regent Hernandez shared that UC Extension courses enabled him to complete his master's degree and maintain employment at Lawrence Livermore National Laboratory and contrasted his experience with what was available at the new University of California Livermore Collaborative Center. He expressed his wish that UC faculty have a closer partnership with the National Laboratories, whereby students could pursue their Ph.D. while working on issues of interest to principal investigators and faculty. Ms. Newman observed that the pandemic demonstrated opportunities for this type of collaboration.

Regent Blas Pedral shared that she studied abroad in Brazil, where she returned as a Fulbright Scholar, and recalled her visit to UCDC with Regent-designate Tesfai. She suggested that these programs reach out to students earlier, demystify costs, and present information that is easier for students to understand. Regent Blas Pedral recalled being overwhelmed by the wealth of information available when she was an undergraduate student.

Regent Anguiano stated that she was impressed with the results of UCRC outreach and asked that UCRC and UCEAP report their progress to the Regents at a future meeting.

6.   **STUDENT ACADEMIC PREPARATION AND EDUCATIONAL PARTNERSHIPS (SAPEP) FUNDING UPDATE**

[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.]

This item was deferred.

The meeting adjourned at 5:05 p.m.

Attest:

Secretary and Chief of Staff