

FOIA MARKER

**This is not a textual record. This is used as an
administrative marker by the William J. Clinton
Presidential Library Staff.**

Collection/Record Group: Clinton Presidential Records
Subgroup/Office of Origin: Speechwriting
Series/Staff Member: Terry Edmonds
Subseries:

OA/ID Number: 10989
FolderID:

Folder Title:
UCSD [University of California at San Diego] - Minority Enrollment (1) [1]

Stack:	Row:	Section:	Shelf:	Position:
S	0	0	0	0

In Shift, U.S. Tells Texas It Can't Ignore Court Ruling Barring Bias in College Admissions

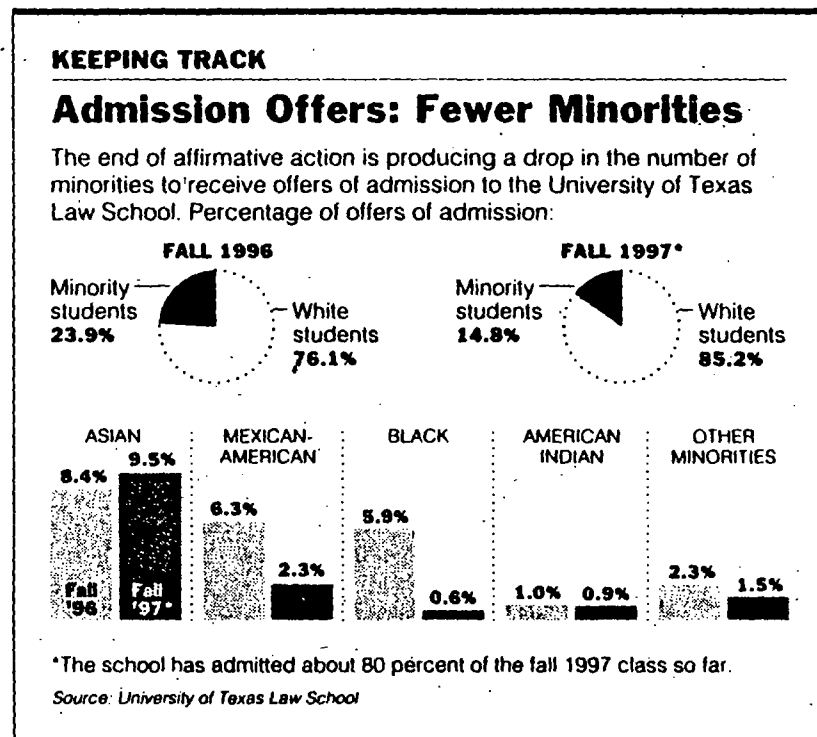
By PETER APPLEBOME

A month after warning Texas that it could lose Federal financing if it ended affirmative-action programs in its university system, the Department of Education has reversed itself and now says that Texas and two neighboring states must comply with a year-old Federal court decision banning the use of race as a factor in admissions and scholarships.

The change of heart came after Texas education officials found themselves caught between conflicting Education Department and Federal court directives, and after Texas political representatives in Washington had reacted furiously to what they saw as an Education Department directive to ignore a Federal court order banning affirmative action. Separately, Walter Dellinger, the acting Solicitor General of the United States, wrote an unusual report to the Education Department, saying the appeals court decision banning affirmative action was the law in Texas.

The Education Department's reversal also comes at a time when there are increasing indications that efforts to roll back affirmative action could produce a drop in minority enrollment at prestigious universities and professional schools.

At the University of Texas Law School, for instance, of the 791 students admitted thus far for the fall 1997 class, about 80 percent of the class, just 5 were black and 18 were Mexican-American. Last year 65 blacks and 70 Mexican-Americans were admitted. Undergraduate acceptances at the university, the state's most prestigious public uni-



versity, fell from 421 blacks and 1,568 Hispanic applicants in 1996 to 314 blacks and 1,333 Hispanic applicants this year.

The change in the Education Department's position on affirmative action in the Texas university system is being viewed as an embarrassment for the department and a setback for critics of the 1996 Hopwood v. Texas ruling in which the United States Court of Appeals for the Fifth Circuit said that Texas and the two other states in its juris-

dition, Louisiana and Mississippi, could not use race as a factor in admissions and scholarships.

The Clinton Administration has been a consistent supporter of affirmative-action policies. Officials with both the Education and Justice Departments now say that they believe the Hopwood case was wrongly decided, but that for now it is the law in the Fifth Circuit.

The mixed signals in Texas reflect the uncertainty nationally about the future of affirmative action. Many

experts say the mixed signals make it increasingly important for the Supreme Court to clarify its views on when and in what forms affirmative action is permissible.

Michael Sharlot, dean of the University of Texas Law School, said, "It's enormously important, not just in the selfish view of Texas, which is just being transformed by following the Hopwood decision, but in terms of how important the question is for the whole country."

The current controversy began with a March 18 letter to Texas legislators from Norma Cantu, Assistant Secretary of Education for Civil Rights and a former regional director of the Mexican-American Legal Defense Fund.

Earlier, the Texas Attorney General, Dan Morales, had delivered a broad opinion that said the Hopwood decision banned any use of race in admissions and scholarships in the Fifth Circuit. The Hopwood ruling said that the Supreme Court's 1978 Bakke decision, which allowed race as one factor among others, was no longer valid. The Supreme Court declined to hear the case, leaving Hopwood in effect only in Texas, Louisiana and Mississippi.

Ms. Cantu, in a statement that drew widespread skepticism from legal experts, said Hopwood applied only to the facts in place at the University of Texas Law School in 1992 when the suit was filed. And she warned that the Federal Government could cut off \$500 million in higher education aid if a planned review of desegregation efforts in Texas by the Education Department found vestiges of segregation and if the state failed to use all possible

remedies, including affirmative action, to correct them.

The letter created enormous confusion among state officials wondering how to deal with conflicting positions. Senator Phil Gramm, Republican of Texas, in a letter of his own to Education Secretary Richard W. Riley, said Ms. Cantu's directive had left the state "in a withering legal crossfire," and threatened to hold up financing for the Education Department if Ms. Cantu's letter was not retracted.

"In her zeal to pursue a political agenda, will Ms. Cantu be available to pay the fines and serve the sentence for contempt if she is successful in forcing Texas universities to flout the Federal court's ruling?" Mr. Gramm's March 27 letter read.

Last Thursday, citing "confusion" about the Federal Government's position on the Hopwood ruling, Mr. Dellinger wrote a letter to the General Counsel of the Education Department saying Hopwood was the law in Texas and must be followed.

On Friday, Ms. Cantu reversed herself and wrote State Senator Rodney Ellis, a Democrat, that, absent further legal review, the Hopwood ruling prohibited race-conscious affirmative action for the purpose of insuring diversity.

An Education Department spokesman, Rick Miller, said Ms. Cantu's original letter reflected different court rulings on affirmative action, and though its view of affirmative action in Texas was incorrect, it reflected only a difference of legal interpretation. There was no intended threat to withhold Federal aid, he said. "There was never a partisan or political agenda," he said.

But Terry Pell, a lawyer with the Center for Individual Rights, which filed the Hopwood case on behalf of applicants who did not gain admission to the University of Texas Law School, said Ms. Cantu's letter was an effort to ignore a Federal court order.

"She told them to essentially forget Hopwood and follow Bakke or I cut off your Federal funds," Mr. Pell said. "She was telling them to disobey the law."

Although the conflict in Texas has apparently been resolved, the controversy only highlighted the different standards nationwide for affirmative action. Though Hopwood applies to Texas, Mississippi and Louisiana, affirmative action is being used in Mississippi and Louisiana under the terms of court orders from desegregation lawsuits. Mr. Pell said that those court orders would remain in effect in the absence of a new legal challenge.

That leaves Texas and California as the two states where affirmative action cannot be used, while it is used widely elsewhere. In California, university regents have prohibited the use of affirmative action, and a state-wide initiative, recently upheld by an appeals court, bars racial and sex preferences in government programs.

Several legal or legislative challenges could bring the issue to a head elsewhere. A lawsuit against the University of Washington Law School, brought by the same group that filed the Hopwood case, is viewed as perhaps the most likely to reach the Supreme Court.

CURRENCY MARKETS

Dollar Up as Rubin Signals No Shift in Strong Support

By The Associated Press

The dollar rallied late yesterday to a 38-month high against the German mark and rose, though less sharply, against the Japanese yen after remarks by Treasury Secretary Robert E. Rubin sparked a selloff in European currencies.

Mr. Rubin said American support for a strong dollar had not changed, restating his position in the face of the currency's recent gains. But he did not rule out intervention by central banks to support the yen. Traders bought dollars and yen and sold marks, British pounds and French francs on the news.

"If you read between lines of what Rubin is saying, he appears to be behind a strong dollar except as it applies to the yen," Tom Hoge, vice president of foreign exchange at the Bank of New York, said. "In a situation like this, you've got more upside room for the dollar versus the mark than the yen."

A modest rally in American stock prices, more signs of economic weakness in Japan and remarks by Japanese officials suggesting that interest rates would remain low also contributed to the dollar's strength.

But trading was relatively light

ahead of the Government's report today on the March Consumer Price Index, which investors will read closely for signs of rising inflation.

The dollar reached an intraday high of 1.7300 marks, the strongest since February 1994, after Mr. Rubin spoke in Washington. It settled in New York at 1.7298, up from 1.7201 on Friday. The dollar rose to 126.20 yen from 126.03. The pound cost \$1.6210, down from \$1.6284.

At his appearance at a news conference to discuss tax-simplification proposals, Mr. Rubin was asked whether he had discussed intervention in the foreign-exchange market with Japanese officials.

Mr. Rubin said United States policy on the dollar remained unchanged, suggesting that he still wanted a strong currency. But he also reiterated his concern over the yen's weakness, which is contributing to a widening trade deficit between the United States and Japan.

He said that concerning the yen, "we will not comment on our intentions with respect to what we may do until after we have done it and will act when it's appropriate and not act when it's not appropriate."

FUTURES MARKETS

Wheat Prices Surge the Limit As Freeze Hits Sprouting Crop

By Bloomberg News

Wheat futures prices surged the daily trading limit yesterday on the Chicago Board of Trade, reaching a six-month high after reports that a weekend freeze in the Midwest had damaged the sprouting winter wheat crop.

On other markets, oil and coffee rose.

The freeze in the Plains created concern that 100 million to 300 million bushels of production were harmed, traders said, at a time when American wheat reserves were already expected to fall to half their normal size. On Friday, the Department of Agriculture cut its estimate of stockpiles by the end of May by 3 percent, to 460 million bushels, citing strong world demand.

"We are in a snug supply situation and every 100 million bushels really matters," said Dave Armstrong, an analyst at the ABN Amro Chicago Corporation in Chicago.

Wheat for May delivery soared the 20-cent limit imposed by the Chicago Board of Trade, to \$4.23 a bushel, the highest for a contract closest to expiration since Oct. 16. On the Kansas City Board of Trade, July hard red winter wheat rose its 25-cent limit, to

\$4.50 a bushel, while July spring wheat on the Minneapolis Grain Exchange soared its 20-cent limit, to \$4.42 a bushel.

Crude oil rose on speculation that European nations might join in an American ban on imports of oil from Iran. Last Thursday, Germany expelled Iranian diplomats after a Berlin court ruled that Iran's leaders were behind assassinations in Berlin in 1992. Members of the European Union also recalled diplomats.

Speculation that some sanctions were possible heightened after The Washington Post reported this weekend that Saudi intelligence authorities had linked a senior Iranian Government official to a group suspected of bombing an American military base in Saudi Arabia last June.

May crude rose 37 cents, to \$19.90 a barrel, on the New York Mercantile Exchange, the highest price in almost two weeks.

Coffee rose to its highest price since March 18 because of the possibility that shipments from Colombia, one of the largest growers, would not reach previous expectations. May coffee rose 6.90 cents, to \$1.96 a pound on the Coffee, Sugar and Cocoa Exchange in New York.

CREDIT MARKETS

Bonds Lower In Advance Of Price Data

But Bill Auctions Are Slightly Higher

By ROBERT HURTADO

With investors defensive in fear of a strong consumer price number, Treasury securities were flat yesterday, with prices caught in a tight range in thin volume.

The surprising gain in the core Producer Price Index last week, which offered the first real peek of inflation, gave rise to fears that today's Consumer Price Index would provide similar evidence that the economy is too strong.

The 30-year bond's price slipped $\frac{1}{32}$, to 93 $\frac{1}{32}$, pushing its yield up a notch to 7.17 percent, from 7.16 percent on Friday.

Analysts said negativity was entrenched, as investors wondered whether the Fed might remain in a tightening cycle longer than had been originally thought.

Sung Won Sohn, senior vice president and chief economist at Norwest in Minneapolis, said the quarter-point rise in the Federal funds rate on March 25 might not be enough to cool the economy. "But another move at the May 20 Federal Open Market Committee meeting is not a fait accompli," he said. "There are plenty of economic statistics to watch between now and then."

Greg Jones, an economist with Briefing.com in Menlo Park, Calif., said, "The long bond is now within close range of the 1996 high yield of 7.24 percent." He added, "Though few in the market would be surprised by a test of this level, an 8 percent bond yield is another story."

Still, he continued, "an 8 percent bond yield is not as farfetched as some believe."

He said, "It took less than two months for the long bond to travel 67 basis points, from 6.50 percent to 7.17 percent. Another 67 would put us within striking distance of 8 percent, at 7.84 percent."

Mr. Jones added that the market tended to underestimate the extent of Fed policy moves and "the movement in bond yields during any given market cycle."

The Atlanta Fed's regional manufacturing index, which was released yesterday, rose to 10.3 in March from 7.0 in February. While employment increased, prices fell.

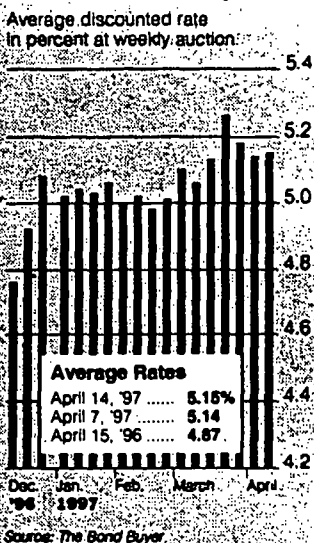
But the report had little market impact because investors are more focused on the C.P.I., which could set the tone of the market through April.

"Expectations for tomorrow's Consumer Price Index are for a 0.3 percent in the overall number and core rate," Jack Ablin of the Private Bank at Bank of Boston said. "To me, that's kind of aggressive because it translates to a 3.6 percent annualized inflation rate."

He added: "The bond market has been no picnic. However, our target for the long bond is for a 7.25 percent yield, and we would go from a neutral position to a buy at that level."

That assumes the Fed will raise rates again in May and that two tightenings are all the economy

3-Month Treasury Bills



The New York Times

Key Rates

In percent	Yesterday	Previous Day	Year Ago
PRIME RATE	8.50	8.50	8.25
DISCOUNT RATE	5.00	5.00	5.00
FEDERAL FUNDS*	5.50	5.40	5.33
3-MO. TREAS. BILLS	5.15	5.14	4.87
6-MO. TREAS. BILLS	5.42	5.39	5.03
10-YR. TREAS. INFL**	3.66	3.67	N.A.
10-YR. TREAS. NOTES	6.97	6.96	6.45
30-YR. TREAS. BONDS	7.17	7.16	6.78
TELEPHONE BONDS	8.20	8.08	7.89
MUNICIPAL BONDS***	6.01	6.01	6.04

*Estimated daily average. Telerate
**Realized dollar amount rises with inflation
***Municipal Bond Index, The Bond Buyer
Sources: Salomon Brothers and Telerate for Treasury's benchmark bonds, notes and bills

needs, he said.

"Relative to the stock market's projections, bills and notes are beginning to look more attractive," Mr. Ablin added, noting that may have accounted for the slightly better-than-expected bill auction yesterday.

The average rate at auction for a three-month bill was 5.15 percent, up from 5.14 percent last week, while the rate for a six-month issue was 5.42 percent, up from 5.30 percent.

"The very quiet market on Monday tells you that both dealers and investors are comfortable with their positions as we head into Tuesday's C.P.I. data," Doug Burntack, senior fixed-income analyst with Technical Data of Boston, said yesterday.

"And those positions appear to be short," he added. "In general, nothing has changed; this remains a bear market. Dealers are willing sellers, and with each piece of information that makes the prospect of a Fed tightening more certain, sellers grow more bold. That means even constructive data now merely offers an opportunity for bears to sell. Quality buyers tend to ignore volatile days as Tuesday could be, leaving only the speculative parties to play."

The following are the results of yesterday's Treasury auction of new three-month and six-month bills:

(000 omitted in dollar figures)	3-Mo. Bills	6-Mo. Bills
Average Price	98.698	97.260
Discounted Rate	5.15%	5.42%
Coupon Yield	5.29%	5.65%
High Price	98.701	97.270
Discounted Rate	5.14%	5.40%
Coupon Yield	5.28%	5.63%
Low Price	98.698	97.260
Discounted Rate	5.15%	5.42%
Coupon Yield	5.29%	5.65%
Total applied for	335,719,551	136,804,584
Accepted	34,026,316	34,033,429
Noncompetitive	51,469,250	51,163,574

Both issues are dated April 17, 1997. The three-month bills mature on July 17, 1997, and the six-month bills mature on Oct. 16, 1997.

34TH STORY of Level 1 printed in FULL format.

Content and programming copyright (c) 1997 American Broadcasting Companies, Inc. All rights reserved. No quotes from the materials contained herein may be used in any media without attribution to American Broadcasting Companies, Inc.

This transcript may not be reproduced in whole or in part without prior permission. For further information please contact ABC's Office of the General Counsel. Transcribed by Federal Document Clearing House, Inc. under license from American Broadcasting Companies, Inc. All rights reserved.

ABC NEWS

SHOW: ABC GOOD MORNING AMERICA (7:00 am ET)

MAY 20, 1997

Transcript # 97052011-j01

TYPE: PACKAGE / INTERVIEW

SECTION: NEWS

LENGTH: 1554 words

HEADLINE: MINORITY ADMISSIONS DECLINE

GUESTS: Prof. CHRISTOPHER EDLEY, Jr. , WARD CONNERLY

BYLINE: CHARLES GIBSON

HIGHLIGHT:

PRICE TO PAY FOR AFFIRMATIVE ACTION POLICY CHANGE

BODY:

CHARLES GIBSON, Host: We are a country divided by many issues, and affirmative action is one of the most controversial, especially in the area of education: A big concern right now, how are minority students being affected by the dismantling of race-based admission practices? Well, some of the largest and most prestigious universities in two states have reported a major decline in minority admissions, an indication that there is indeed a price to pay for this change in policy.

(voice-over) The results are in. By barring affirmative action programs, two states have dramatically changed the face of their schools. Last year, California prohibited affirmative action policies with Proposition 209. Now admission of African-Americans to the law schools of UCLA and Cal-Berkeley has dropped by 80 percent. And the University of Texas School of Law in Austin is showing similar patterns. After four white students in Texas won a suit in which they claimed to have been denied admission because less-qualified minority

ABC GOOD MORNING AMERICA, MAY 20, 1997

applicants were accepted, the school altered its admissions program.

MICHAEL SHARLOT, Dean, University of Texas Law School: When we go from an entering class that, instead of being -- having 40 African-Americans and 50 Mexican-Americans who can share those experiences with their classmates, to having, perhaps, two African-Americans and 10 or a dozen Mexican-Americans, you can see that it will transform the entire learning experience. And I think there's a consensus here that that is a tragic turn of events.

CHARLES GIBSON: (voice-over) And there's a study out this week by the American Council on Education that shows that even at schools where admissions procedures are unaffected by affirmative action policies, minority enrollment is also on the decline.

(on camera) So what does this decline really mean? With us this morning, Ward Connerly, chairman of the American Civil Rights Institute. He was a sponsor of California's Proposition 209 and is a staunch opponent of affirmative action. He joins us from Sacramento this morning. From Philadelphia, we have Harvard professor Christopher Edley, Jr. He's a supporter of affirmative action and served as special counsel to President Clinton on this subject. Good morning to both of you, I appreciate your both being with us.

Professor Edley, let me start with you, and keep me honest here on the numbers. We now have classes admitted for next year at UCLA and at Cal-Berkeley law schools. We have the class admitted to the University of Texas Law School for next year. What did, in absolutes, happen to the numbers?

Prof. CHRISTOPHER EDLEY, Jr., Harvard University: The UCLA numbers are that last year there were 104 African-Americans admitted. For next year's class, 21 have been admitted.

CHARLES GIBSON: All right, that...

Prof. CHRISTOPHER EDLEY: That's a drop of 80 percent.

CHARLES GIBSON: Right.

Prof. CHRISTOPHER EDLEY: At Berkeley, the total for African-Americans and Hispanics last year, 162, this coming year about 55. Now, what I want to emphasize is that those are simply the numbers who have been admitted...

CHARLES GIBSON: Right.

Prof. CHRISTOPHER EDLEY:... but many of those same students were also admitted to Harvard or to Georgetown or to Yale. So the ultimate results will probably be quite startling.

CHARLES GIBSON: How about Texas?

Prof. CHRISTOPHER EDLEY: The situation is even worse in Texas.

CHARLES GIBSON: Texas.

Prof. CHRISTOPHER EDLEY: You could end up at Texas Law School with two to five

minority students.

CHARLES GIBSON: Now, is this worse than you expected?

Prof. CHRISTOPHER EDLEY: Frankly, it is worse than I expected, and faster than I expected. I'm also concerned that the applications at the undergraduate level, where the rollback of affirmative action has yet to take hold, the applications are down as students apparently are feeling chilled. They don't think they're going to find a welcoming environment. They think that the opportunity door is being slammed shut, and they're largely correct in that.

CHARLES GIBSON: So you attribute this change in numbers directly to the removal of preferences.

Prof. CHRISTOPHER EDLEY: No question about it.

CHARLES GIBSON: All right.

Prof. CHRISTOPHER EDLEY: I wouldn't call it preferences, however, I would call it race-conscious affirmative action.

CHARLES GIBSON: All right.

Prof. CHRISTOPHER EDLEY: The public hears "preferences," and they think you're talking about discrimination, as opposed to creating opportunity.

CHARLES GIBSON: Ward Connerly, these are pretty dramatic numbers. Your reaction.

WARD CONNERLY, Chairman, American Civil Rights Institute: Well, they are indeed dramatic numbers. But I think we have to be honest and recognize that there is a correlation between the degree of the dosage of affirmative action preferences, Mr. Edley, and their removal. And when we are giving the magnitude of preference that we have been giving at the University of California, it should not be surprising that the numbers are going to go down precipitously once we remove those numbers -- those preferences.

CHARLES GIBSON: But Mr. Connerly, this basically, in some cases, and it may be at Texas, virtually wipes out the minority enrollment.

WARD CONNERLY: Well, that's unfortunate, but I think that discrimination is never justified because we simply want the numbers. And make no mistake about it, Mr. Gibson, when we give preferences on the basis of race and surname and gender, that is a preference. And in our society, we have said that that's discrimination, it's wrong, we shouldn't be doing it.

CHARLES GIBSON: What happens to diversity in those classes, Mr. Connerly, and is that something that you care about?

WARD CONNERLY: Well, I would hope that we would get diversity on the basis of ideas, but I would hope that we would not presume that because my skin color is different from somebody else's, that I bring a different diversity of thought. So I care about diversity, but I'm concerned about the diversity of thought, not just the racial diversity.

CHARLES GIBSON: Professor Edley, let me have you respond.

Prof. CHRISTOPHER EDLEY: It's clear to people who are in teaching, overwhelmingly, that we believe -- we believe that the intellectual excellence, the mission of higher education, is enhanced by assembling a racially and ethnically diverse student body. The fact is that in America, race still

matters, and that experiences are different, perspectives are different. Obviously not in every single individual, but as a general matter, that remains true. My class is richer because of that diversity. If Harvard were not diverse, it could not be as excellent an institution as it is.

The tragedy here is a tragedy not only for the individual students and not only for the minority communities who are now being locked out, but also for society at large, and indeed for the excellence of those institutions. It's a tragedy, not simply unfortunate, as Mr. Connerly characterizes it.

CHARLES GIBSON: Mr. Connerly, go ahead and respond.

WARD CONNERLY: Well, there's no evidence at all that this diversity that Mr. Edley speaks about brings all this excellence and this richness of quality of education. Morehouse College, the college from which Dr. King graduated, is an all-black college, and I don't think that anyone would suggest that the quality of his education was inferior. There is no correlation at all between this diversity that Mr. Edley talks about and the quality of the education.

Prof. CHRISTOPHER EDLEY: That's simply -- that's simply -- I have to strongly disagree. I am a law professor, I've been teaching for 15 years. We're talking about law schools today and colleges in general. What happens in the classroom, what happens in the dormitory rooms around the campus, students learn from each other. We're trying to educate students who are going to go out into an increasingly diverse community, particularly there in California, not knowing how to deal with each other. That's not an excellent education.

CHARLES GIBSON: Quick final word, Mr. Connerly, go ahead.

WARD CONNERLY: Give me one example of a study that validates your point of view that this diversity translates into excellence.

Prof. CHRISTOPHER EDLEY: There have been many studies. Indeed, we had a conference...

CHARLES GIBSON: All right.

Prof. CHRISTOPHER EDLEY:... on this subject with over 180 people at Harvard 10 days ago.

WARD CONNERLY: And their conclusion was that there was no evidence to support it.

CHARLES GIBSON: I -- I...

Prof. CHRISTOPHER EDLEY: That's not correct.

CHARLES GIBSON: I will leave it at...

Prof. CHRISTOPHER EDLEY: That's not correct.

CHARLES GIBSON: I will leave it in the battle of studies. Mr. Connerly, I appreciate it. Professor Edley, thank you very much.

Prof. CHRISTOPHER EDLEY: Thanks, Charlie.

CHARLES GIBSON: Bottom line, though, the numbers in California and Texas, very dramatic.

(Commercial Break)

LANGUAGE: ENGLISH

LOAD-DATE: May 20, 1997

BY DAVID GERGEN / EDITOR AT LARGE



Becoming 'race savvy'

The end of affirmative action brings unexpectedly drastic results

First results are in from efforts to abolish affirmative action, and the news is sobering, even startling.

Acting upon a directive from the state's Board of Regents, three law schools at the University of California this spring dropped affirmative action as part of their admissions process. Results released a few days ago show that admissions of black students at the UCLA law school have plunged 80 percent from a year ago; at UC-Berkeley, 81 percent; and at UC-Davis, 26 percent. Declines of 28 to 50 percent occurred for Latinos. Accordingly, admissions rose for white and Asian-American applicants.

California officials expect similar patterns to emerge when admissions are announced this summer for 600 other graduate programs, including five medical schools, and when undergraduate programs begin applying race-blind admissions policies next year.

Meanwhile, the University of Texas is experiencing the same phenomena as it applies a court order banning racial preferences. Its law school at Austin is offering places to only 10 blacks this fall, compared with 65 last year, and some 400 fewer blacks and Hispanics have gained admission to next year's undergraduate programs, a 20 percent drop.

Clanging alarm. While these results represent only a single year, they are still an alarm bell in the night. If other states follow the lead of California and Texas, as they have so often done, our public universities could become resegregated, and the growth of a vibrant minority middle class could be cruelly reversed. But critics of racial preferences also have a point: "These numbers," says Abigail Thernstrom of the Manhattan Institute, "tell us that with affirmative action policies, too many minority students who are not meeting standards are still being admitted."

What to do? There are many possible approaches, but most of them seem riddled with problems. One answer is to stick with affirmative action. The Association of American Universities, representing 62 of our leading public and private institutions, issued in April a strong statement endorsing that stance. While in some ways coura-

geous, that approach, by itself, cannot be sustained. The public is increasingly opposed to double standards that affirmative action seems to bring.

In Texas, the Legislature is considering a different idea, granting automatic college admission to students finishing in the top percentiles of their high school class. Since many high schools are dominated by a single race, that approach would presumably guarantee diversity. But since high schools are extremely uneven in quality, it also threatens to continue double standards. In California,

a university task force has been studying alternatives for a year and last week recommended that its nine campuses form partnerships with some 50 low-performing high schools around the state, trying to work with teachers and students to beef up test scores. While pointing in the right direction, officials admit the plan will cost "tens of millions" they don't have. So, we are still left scratching our heads.

If we're serious—and we should be—the place to look for national guidance is the place you might least expect: the United States Army. In their excellent book, *All That We Can Be: Black Leadership and Racial Integration the Army Way* (Basic Books), Charles C. Moskos and John Sibley Butler convincingly argue that for all its current problems on gender, the Army has been the most successful of all major institutions in advancing racial equality based on merit, not preference. For promotion, the Army insists that everyone jump over the same bar, but it provides special instruction and training to minorities who need help before they leap. The results are dramatic: Officers' clubs are more integrated than faculty clubs and boardrooms anywhere in the country.

The Army's approach, say the authors, is not race blind, as conservatives would like, nor does it provide racial preferences favored by some liberals. It is, instead, "race savvy." And it is serious: It demands absolute dedication to ending racial bias, it demands money for more training, and it demands aggressive leadership at the top. Race savvy—surely, an idea whose time is here. ■

The place to look for national guidance is the place you might least expect: the United States Army.

San Francisco Examiner

[Main News](#)
[Sports](#)
[Business](#)
[Style](#)
[Commentary](#)
[Examiner Home](#)
[The Gate](#)

Friday, May 23, 1997 · Page A 23

©1997 San Francisco Examiner



Prop. 209 and resegregation

EVA PATERSON

THIS MONTH includes the 43rd anniversary of the historic Brown vs. Board of Education decision, which marked the end of legally mandated apartheid in the United States.

Proposition 209's proposed elimination of affirmative action in education, contracting and employment, coupled with the rescission of affirmative action by regents of the University of California, threaten to reverse the Brown decision and to resegregate society.

I am certain many of you drinking your lattes are thinking to yourselves, "There they go again. These women and people of color are always crying wolf. We know that the resegregation of California was not what was meant when the voters last fall passed Prop. 209."

Fact: This month, Boalt Hall, the law school at UC-Berkeley, announced that only 55 Latinos, blacks and Native Americans were admitted in the class that will enter this fall. This constitutes a 13 percent decrease from the number of such students admitted in 1996. Last year's entering class had 78 Latinos; this year, there will be 39. The number of African Americans in the entering class went from 75 in 1996 to 14 in 1997.

~~Fact: Affirmative action was eliminated as a tool for desegregating the law school at the University of Texas as a result of a court order in the Hopwood case. Texas has a population that is 37 percent Latino and black. Despite this fact, the percentage of African Americans and Latinos who will be admitted to the law schools of the University of Texas this fall will be 3 percent!~~

Fact: Applications from undergraduate Latinos and African Americans to the University of California are down 3 percent and 8.2 percent respectively. Anecdotal evidence indicates many bright students are not applying to UC campuses because they feel unwelcome.

~~Fact: On April 5, I was on a panel at Stanford Law School. Afterward, I heard about a young man at Stanford for Minority Student Admissions Day. He was graduating from Morehouse College, the alma mater of Dr. Martin Luther King Jr., Spike Lee and many other distinguished African Americans. He had been admitted to the law schools at Stanford and Harvard - but denied admission to Boalt. Weeks later, I was told a similar story about a young black woman admitted to Stanford's~~

The New York Times

Op-Ed

Home

Sections

Contents

Search

Forums

Help

May 23, 1997

ABROAD AT HOME / By ANTHONY LEWIS

Whiter Than White

WASHINGTON -- "What is it going to be like teaching *Brown v. Board of Education*," a law professor at the University of Texas asked, "with no blacks in the classroom?"

His anguished question was not hypothetical. For as a result of campaigns to end *affirmative action* in university *admissions*, many law school and other classes in Texas and California may be lily-white next year. *Admission* figures have just been announced, and they show how drastic are the effects of forbidding universities to seek ethnic and racial diversity among their students.

The University of Texas Law School, operating under the Draconian Hopwood decision of the U.S. Court of Appeals for the Fifth Circuit, has offered just 10 blacks *admission* next fall: a drop of 80 percent from this year's figure. The same percentage drop has occurred at the University of California law schools at *Berkeley* and Los Angeles, reflecting the California regents' ban on consideration of race or gender.

Those figures should worry all of us: whites and blacks, liberals and conservatives. For we all live in the same country, and it will be a worse country -- more divided, angrier, less committed to hope -- if we turn the great American universities back to almost all-white student bodies.

One achievement of American society over the last decade has been the growth of a substantial black professional class: role models to young black men and women, and to the rest of us. That was possible only because universities, recognizing blacks' inherited burden of discrimination and their own need for greater diversity, sought more black students.

I asked Prof. Randall Kennedy of Harvard Law School, a black scholar who has had his doubts about *affirmative action*, what he thought about the Texas and California figures.

"I think they're going to concentrate a lot of people's minds," he said. "The drastic dropoff might make even opponents of *affirmative action* say, 'We've got to think some more.' People may think it is illegitimate for large, important institutions in American life to be devoid of a significant presence of minorities.

"Every President since Kennedy has had a black person in the cabinet. That's no accident. I think if Pat Buchanan became President, you'd see blacks, women -- diversity -- in his cabinet."

Lara -
Here's an Op-Ed piece.
I went up to the library
to get
The news
story.
Kevin

No one now defends quotas -- setting aside places for minority students in universities. But Hopwood and California's new rules are rigid in the opposite way, forbidding universities to consider the ethnicity or race of applicants at all.

The premise of that rigid rule is that universities should admit students only on "merit," meaning test scores. But no good university does that. Each considers what the applicant is and may be: the obstacles she has overcome, her potential for growth, her skill at sports and music and other things.

A good university considers, also, the educational value of diversity. That was one point of an important statement made last month by the Association of American Universities, including 62 of the country's leading public and private universities.

"Diversity," the statement said, is "a value central to the very concept of education in our institutions." Students learn from encountering others of different backgrounds. And, it said, "we are conscious of our obligation to educate exceptional people who will serve all of the nation's different communities."

In making that statement, the universities gave us something that is in short supply these days: leadership. It was leadership not just in their interests but in the interest of civic unity in this country.

The University of Texas Law School, for example, has 2,000 Mexican-American and African-American alumni: important figures in a state with large populations of those two groups. Now both have been cut drastically in *admissions*, and applications are way down. In a civic sense, as Dean Michael Sharlot said, that is "tragic."

This country is going to become more diverse, not less. Unless universities are allowed to look at the reality of students from bad ghetto schools and consider their capacity for growth -- consider them as individuals -- it is going to be an America even more divided, even more susceptible to racial discontent and demagoguery.

[Home](#) | [Sections](#) | [Contents](#) | [Search](#) | [Forums](#) | [Help](#)

Copyright 1997 The New York Times Company

The President takes his education crusade on the road, to West Virginia.

pig. "People are not as smart as bugs," Hannah read.

In response to another question, Mr. Clinton said he liked the idea of a standardized test before graduation from high school, as part of a broader effort to insure that students know the basics.

The President said he had come to West Virginia to highlight the state's progress in raising the math performance of its students. And he called West Virginia "the nation's leader in putting technology in schools."

green hills with a stadium and several tennis courts, it serves more than 1,000 students from two former high schools.

Mr. Clinton had previously advanced his testing plans in speeches to state legislatures. But his aides seemed delighted with today's town-hall approach, which they said better reaches parents and teachers. The forum was broadcast on public television stations around West Virginia and was transmitted over the Internet.

Mr. Clinton was the first incumbent President to visit Clarksburg since Harry S. Truman, and hundreds of residents lined the motorcade route to the high school to welcome him. American flags dangled outside small clapboard homes.

"We Pray for You," declared the red-brick Evangel Baptist Church in its sign welcoming the President, while a Midas shop lauded his prized Ford "Bill, Dig Your Mustang."

On the way back to the airport, Mr. Clinton, who said he was "deeply touched" by the crowds, stopped to greet children along his route.



At Robert C. Byrd High School in Clarksburg, W. Va., President Clinton sought support yesterday for voluntary national testing of the English skills of fourth graders and the mathematics skills of eighth graders.

University of California Has Plan for Reversing Drop in Minority Enrollment

By The New York Times

SAN FRANCISCO, May 22 — Reeling from a series of gloomy reports showing decreased minority enrollment, the University of California has announced a plan to expand its college preparatory programs significantly, focusing on students who attend the state's worst high schools.

Under the proposed program, announced on Tuesday, the university would spend several million dollars to establish partnerships between the system's nine campuses and about 50 low-performing high schools around the state, many of which have mostly black or Hispanic student bodies.

Officials said the plan would probably build on existing programs that use professors and administrators from the university to train and con-

sult with high school teachers and principals. The program, which would begin this fall if approved by the university's Board of Regents, would eventually include similar tutoring and training for elementary and middle school teachers.

University officials admit that many details — and the exact cost — of the plan remain uncertain, but they say that their goal is clear: to help minority high school students improve their grades and test scores so more of them can qualify for the university system, which accepts only the top 12 percent of students statewide.

"You're going to see an immense amount of time and energy spent so that that 12 percent represents the diversity of the state of California," said Richard C. Atkinson, the president of the university. "And they're

Replacing affirmative action with programs for improving test scores of applicants.

going to be prepared."

The new proposal is the latest effort by university officials to blunt the effects of a policy that prohibits the use of race or sex in hiring and admissions.

The policy, approved by the regents in July 1995, took effect for graduate admissions this fall and will be extended to undergraduates

next spring. Since the regents' decision, the university has seen a significant drop both in applications from minority students and, more recently, in the number of minority students accepted.

Statistics released last week by the law school at the Berkeley campus, Boalt Hall, showed an 81 percent drop in black students admitted and a 50 percent drop for Hispanics. The law school at the Los Angeles campus reported similar declines.

And earlier this year, the university reported that despite a record number of students applying for undergraduate admission, the numbers of minority applicants had fallen.

The news of the decreases has alarmed even supporters of the new "race-neutral" policy.

Ward Connerly, a black Sacramento businessman who helped draft the

policy, indicated at a forum on affirmative action Tuesday night that some outreach programs focusing on minorities might be necessary, "because there is a humongous problem among blacks."

Members of the 35-person committee that drafted the proposal agreed that the job of trying to promote diversity in the student body was referring to an applicant's race, "daunting."

"We're doing the best we can mitigate the negative results we're seeing," said Dennis J. Gallagher, vice president of student academic services and a committee member. "I have yet to hear from anyone what else we could do."

SUMMER IS FOR CHILDREN

The masthead logo for the San Francisco Examiner, featuring the newspaper's name in a stylized, gothic-style font with a small illustration of a ship or building above the word "Examiner".

San Francisco Examiner

[Main News](#)[Sports](#)[Business](#)[Style](#)[Commentary](#)[Examiner Home](#)[The Gate](#)

Sunday, May 18, 1997 · Page C 16

©1997 San Francisco Examiner

A graphic featuring the words "long-term diversified performance" in a large, bold, serif font. Below this text, in a smaller font, is the phrase "Click here to see the whole picture". The entire graphic is set against a background of a grid of small, stylized human figures.

long-term diversified performance
Click here to see the whole picture

The bleaching of Boalt Hall

EXAMINER EDITORIAL WRITER

A PRECIPITOUS decline in the numbers of black and Latino students winning admission to UC's Boalt Hall law school is a sorry result of the campaign against affirmative action in California. In this early reflection of the UC regents' ban on racial "preferences," the number of African American applicants accepted for Boalt's entering class is down by 81 percent, to a pitiful 14 students. The number of Latinos has been halved, from 78 to 39. Native Americans making it into the new class are reduced to two, from the previous year's nine. Acceptances of white and Asian applicants are up at least 15 percent.

Is this what California voters had in mind when they approved the murkily worded Proposition 209 to rule out racial and gender considerations in state-sponsored employment, contracting and education? We doubt it. A well-meaning segment of the electorate was misled. Promoters of the measure heralded 209's anti-discrimination import and refused to label it as anti-affirmative action, because many people favor these programs to put minorities on a more equal footing. (Prop. 209's broader application has been held up by a court challenge to its constitutionality.)

The regents' direct ban on affirmative action is not the whole story. The overall atmosphere of unwelcome to students of color keeps some of them away from UC in the first place - applications from blacks and Latinos are down 8 and 3 percent respectively. Minority applications to UC medical schools are down 23 percent.

How can champions of 209 and the regents' ban be cheering? We're not.

[Sunday Magazine](#)[Travel](#)[Real Estate](#)[Epicure](#)[Habitat](#)[Search](#)[Feedback](#)



BOARD OF SUPERVISORS COUNTY OF LOS ANGELES

500 WEST TEMPLE STREET, 866 KENNETH HAHN HALL OF ADMINISTRATION
LOS ANGELES, CALIFORNIA 90012
(213) 974-2222 / FAX (213) 680-3283

MEMBERS OF THE BOARD

GLORIA MOLINA
YVONNE BRATHWAITE BURKE
ZEV YAROSLAVSKY
DON KNABE
MICHAEL D. ANTONOVICH

YVONNE BRATHWAITE BURKE

SUPERVISOR, SECOND DISTRICT

June 3, 1997

Via Facsimile (202) 456-2889

Ms. Lynn Cutler
Office of Intergovernmental Affairs
Old Executive Office Building, Room 149
Washington, D.C. 20500

Dear Lynn:

I was delighted to hear that the President will be addressing the Commencement at the University of California, San Diego.

The issue of diversity in the University of California system is real and in serious jeopardy as a result of the passage of Proposition 209 in 1996. An initial report from Boalt Hall Law School at the University of California, Berkeley, and reported in *Time*, June 2, 1997, indicates a dramatic drop in minority students, especially African-American and Hispanics, this year. I have enclosed a copy of the article with this letter.

That same article reports that a number of proposals are being considered to help right the precipitous drop-off in African-American and Hispanic enrollment at the University of Texas. Reportedly the Texas State Legislature has just passed a bill requiring state universities to automatically admit students in the top 10% of their high school classes as well as considering "a variety of other factors" in assessing the top 15-25%.

There are also proposals in California that call for outreach mentoring efforts to help minority high school students perform better. These proposals will assuredly be hotly debated.

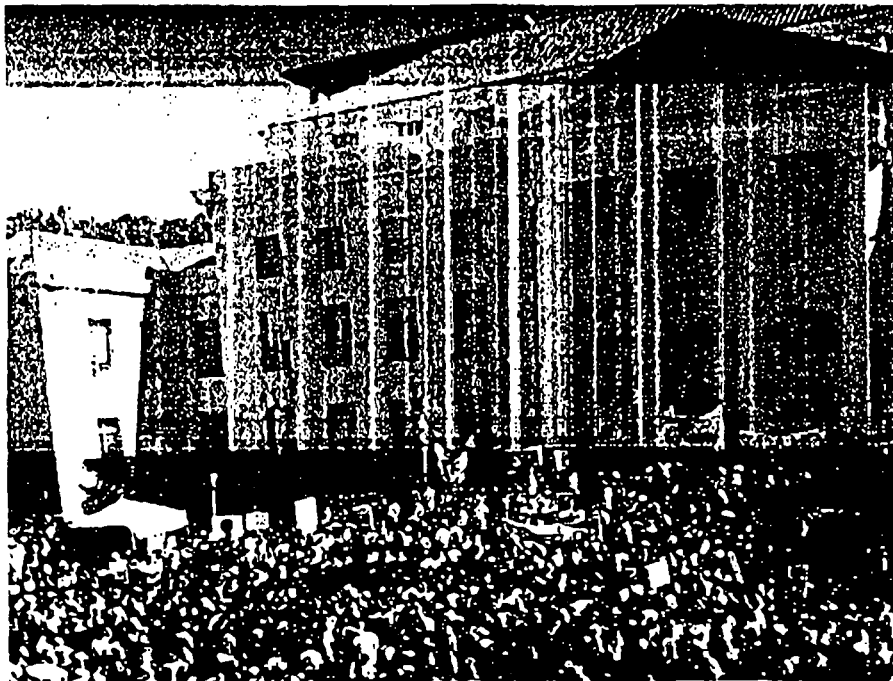
However, I'd especially like to call your attention to the last paragraph of this article, which mentions a recent study of 90,000 law school applicants. The author found that of the 3,485 blacks accepted by law schools in 1991, only about one in five would have been admitted on the standard basis of board exams and grades. Nevertheless, all these students had graduation and bar exam pass rates similar to those of white students. This obviously says a great deal about the ability of minority students to rise to the challenge of our fine professional schools.

Facts like these hearten me greatly in the struggle to overcome the damaging effects of measures such as Proposition 209 to the vital issue of equality of opportunity in our country. I hope the President will feel equally encouraged in pushing forward with his commitment to this principle.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Yvonne B. Burke".
YVONNE BRATHWAITE BURKE
Supervisor, Second District

YBB:ma
Enclosure



Back to the Future

Forced to scuttle affirmative action, law schools see minority enrollment plummet to 1963 levels

By S. C. GWYNNE AUSTIN

ANYONE CURIOUS TO KNOW WHAT America's universities might look like in the absence of affirmative action got a chilling glimpse of the future last week in California and Texas. The best law schools in both states—recently ordered not to consider the race of their applicants—said the number of blacks and Hispanics enrolling for next year had fallen to levels not seen in decades. At the University of Texas, which has produced more minority lawyers than any other school in the country—and where, typically, 30 to 40 blacks enter each year—only 11 blacks were accepted and none had enrolled; the number of Hispanics dropped from more than 50 to 14. In California the schools at both Berkeley and UCLA saw black admissions drop 80%, while the number of Hispanic students fell 50% and 32%, respectively.

What happened at these schools was a mystery to no one. Blacks and Hispanics generally do not do as well as whites and Asian Americans on law boards or have high grade-point averages, both factors which law schools—in the absence of other criteria, such as race—give enormous weight. "We foresaw this," says Michael Sharlot, dean of the U.T. law school, adding

that "one has to distinguish between a surprise and a tragedy. We warned the Texas legislature about this. It's a disaster."

In most of the U.S., the 1978 Bakke decision—prohibiting racial quotas but allowing schools to use race as a factor in admissions—remains the law of the land. Most schools see real value in maintaining a racially diverse student body. But Texas and California, for different reasons, find themselves on the leading edge of a movement to roll back even such nonquota efforts at affirmative action. The entire Texas university system was forced to change its policies when the Supreme Court let stand an appeals court's 1996 ruling in favor of four white students who sued U.T. law school for racial discrimination. This has caused significant drops in undergraduate minority admissions at U.T. and Texas A&M, the leading schools in the state system, and may result in an even greater drop-off in enrollment, since financial aid must also now be color-blind. In California's case, the impetus for revising its university admissions policies is Proposition 209, the successful 1996 ballot initiative. The changes

BATTLE OVER ADMISSIONS Demonstrators backed minorities in 1995 at Berkeley

implemented by the law schools this year won't apply to undergraduates until 1998.

Critics of affirmative action say the results in California and Texas bear out what they have been saying all along: that selective schools rely far too heavily on racial double standards. Some, like Abigail Thernstrom, co-author of a forthcoming book on race, used the new numbers to zero in on what she feels is the real problem: the public schools. "Our high schools graduate black and Hispanic students who are way behind whites and Asians in basic cognitive skills," she says. Admitting minorities with lower scores "lets these schools off the hook." That is why even such anti-affirmative-action crusaders as Ward Connerly, the University of California regent who led the Proposition 209 campaign, are calling for "outreach": targeted efforts to help minority high school students perform better. "I am in favor of things that will reach out to those families who have never had anyone go to the University of California or go to college," he told a TIME town meeting last week in Sacramento. The University of California is proposing such a program; it wants to spend tens of millions of dollars to mentor students in some of the state's poorest school districts.

In Texas, meanwhile, a group of minority state senators threatened to cut off funding for the University of Texas if it did not find a way to maintain minority enrollment, and the legislature just passed a bill that attempts to redress the problem by requiring state universities to automatically admit students in the top 10% of their high school classes and allowing the universities to consider "a variety of other factors" in assessing the top 15% to 25%. Some schools, such as the state-owned University of Houston law school, encourage applicants to write about their family background as a way around the requirement that the application contain no "race" box to check.

A recent study of 90,000 law-school applicants by Linda Wightman of the University of North Carolina at Greensboro illustrates both the challenge of recruiting minorities and the payoff. She found that of the 3,485 blacks accepted by law schools in 1991, just 687 would have been admitted only on the basis of board exams

and grades. Yet these same minority students had graduation and bar-exam pass rates similar to whites'—and they had an incalculable value to the black community, as both professionals and role models.

—With reporting by Julie Grace/Sacramento

**Berkeley's
Boalt Hall
saw**

34TH STORY of Level 1 printed in FULL format.

Content and programming copyright (c) 1997 American Broadcasting Companies, Inc. All rights reserved. No quotes from the materials contained herein may be used in any media without attribution to American Broadcasting Companies, Inc.

This transcript may not be reproduced in whole or in part without prior permission. For further information please contact ABC's Office of the General Counsel. Transcribed by Federal Document Clearing House, Inc. under license from American Broadcasting Companies, Inc. All rights reserved.

ABC NEWS

SHOW: ABC GOOD MORNING AMERICA (7:00 am ET)

MAY 20, 1997

Transcript # 97052011-j01

TYPE: PACKAGE / INTERVIEW

SECTION: NEWS

LENGTH: 1554 words

HEADLINE: MINORITY ADMISSIONS DECLINE

GUESTS: Prof. CHRISTOPHER EDLEY, Jr. , WARD CONNERLY

BYLINE: CHARLES GIBSON

HIGHLIGHT:

PRICE TO PAY FOR AFFIRMATIVE ACTION POLICY CHANGE

BODY:

CHARLES GIBSON, Host: We are a country divided by many issues, and affirmative action is one of the most controversial, especially in the area of education. A big concern right now, how are minority students being affected by the dismantling of race-based admission practices? Well, some of the largest and most prestigious universities in two states have reported a major decline in minority admissions, an indication that there is indeed a price to pay for this change in policy.

(voice-over) The results are in. By barring affirmative action programs, two states have dramatically changed the face of their schools. Last year, California prohibited affirmative action policies with Proposition 209. Now admission of African-Americans to the law schools of UCLA and Cal-Berkeley has dropped by 80 percent. And the University of Texas School of Law in Austin is showing similar patterns. After four white students in Texas won a suit in which they claimed to have been denied admission because less-qualified minority

applicants were accepted, the school altered its admissions program.

MICHAEL SHARLOT, Dean, University of Texas Law School: When we go from an entering class that, instead of being -- having 40 African-Americans and 50 Mexican-Americans who can share those experiences with their classmates, to having, perhaps, two African-Americans and 10 or a dozen Mexican-Americans, you can see that it will transform the entire learning experience. And I think there's a consensus here that that is a tragic turn of events.

CHARLES GIBSON: (voice-over) And there's a study out this week by the American Council on Education that shows that even at schools where admissions procedures are unaffected by affirmative action policies, minority enrollment is also on the decline.

(on camera) So what does this decline really mean? With us this morning, Ward Connerly, chairman of the American Civil Rights Institute. He was a sponsor of California's Proposition 209 and is a staunch opponent of affirmative action. He joins us from Sacramento this morning. From Philadelphia, we have Harvard professor Christopher Edley, Jr. He's a supporter of affirmative action and served as special counsel to President Clinton on this subject. Good morning to both of you, I appreciate your both being with us.

Professor Edley, let me start with you, and keep me honest here on the numbers. We now have classes admitted for next year at UCLA and at Cal-Berkeley law schools. We have the class admitted to the University of Texas Law School for next year. What did, in absolutes, happen to the numbers?

Prof. CHRISTOPHER EDLEY, Jr., Harvard University: The UCLA numbers are that last year there were 104 African-Americans admitted. For next year's class, 21 have been admitted.

CHARLES GIBSON: All right, that...

Prof. CHRISTOPHER EDLEY: That's a drop of 80 percent.

CHARLES GIBSON: Right.

Prof. CHRISTOPHER EDLEY: At Berkeley, the total for African-Americans and Hispanics last year, 162, this coming year about 55. Now, what I want to emphasize is that those are simply the numbers who have been admitted...

CHARLES GIBSON: Right.

Prof. CHRISTOPHER EDLEY:... but many of those same students were also admitted to Harvard or to Georgetown or to Yale. So the ultimate results will probably be quite startling.

CHARLES GIBSON: How about Texas?

Prof. CHRISTOPHER EDLEY: The situation is even worse in Texas.

CHARLES GIBSON: Texas.

Prof. CHRISTOPHER EDLEY: You could end up at Texas Law School with two to five

minority students.

CHARLES GIBSON: Now, is this worse than you expected?

Prof. CHRISTOPHER EDLEY: Frankly, it is worse than I expected, and faster than I expected. I'm also concerned that the applications at the undergraduate level, where the rollback of affirmative action has yet to take hold, the applications are down as students apparently are feeling chilled. They don't think they're going to find a welcoming environment. They think that the opportunity door is being slammed shut, and they're largely correct in that.

CHARLES GIBSON: So you attribute this change in numbers directly to the removal of preferences.

Prof. CHRISTOPHER EDLEY: No question about it.

CHARLES GIBSON: All right.

Prof. CHRISTOPHER EDLEY: I wouldn't call it preferences, however, I would call it race-conscious affirmative action.

CHARLES GIBSON: All right.

Prof. CHRISTOPHER EDLEY: The public hears "preferences," and they think you're talking about discrimination, as opposed to creating opportunity.

CHARLES GIBSON: Ward Connerly, these are pretty dramatic numbers. Your reaction.

WARD CONNERLY, Chairman, American Civil Rights Institute: Well, they are indeed dramatic numbers. But I think we have to be honest and recognize that there is a correlation between the degree of the dosage of affirmative action preferences, Mr. Edley, and their removal. And when we are giving the magnitude of preference that we have been giving at the University of California, it should not be surprising that the numbers are going to go down precipitously once we remove those numbers -- those preferences.

CHARLES GIBSON: But Mr. Connerly, this basically, in some cases, and it may be at Texas, virtually wipes out the minority enrollment.

WARD CONNERLY: Well, that's unfortunate, but I think that discrimination is never justified because we simply want the numbers. And make no mistake about it, Mr. Gibson, when we give preferences on the basis of race and surname and gender, that is a preference. And in our society, we have said that that's discrimination, it's wrong, we shouldn't be doing it.

CHARLES GIBSON: What happens to diversity in those classes, Mr. Connerly, and is that something that you care about?

WARD CONNERLY: Well, I would hope that we would get diversity on the basis of ideas, but I would hope that we would not presume that because my skin color is different from somebody else's, that I bring a different diversity of thought. So I care about diversity, but I'm concerned about the diversity of thought, not just the racial diversity.

CHARLES GIBSON: Professor Edley, let me have you respond.

Prof. CHRISTOPHER EDLEY: It's clear to people who are in teaching, overwhelmingly, that we believe -- we believe that the intellectual excellence, the mission of higher education, is enhanced by assembling a racially and ethnically diverse student body. The fact is that in America, race still matters, and that experiences are different, perspectives are different. Obviously not in every single individual, but as a general matter, that remains true. My class is richer because of that diversity. If Harvard were not diverse, it could not be as excellent an institution as it is.

The tragedy here is a tragedy not only for the individual students and not only for the minority communities who are now being locked out, but also for society at large, and indeed for the excellence of those institutions. It's a tragedy, not simply unfortunate, as Mr. Connerly characterizes it.

CHARLES GIBSON: Mr. Connerly, go ahead and respond.

WARD CONNERLY: Well, there's no evidence at all that this diversity that Mr. Edley speaks about brings all this excellence and this richness of quality of education. Morehouse College, the college from which Dr. King graduated, is an all-black college, and I don't think that anyone would suggest that the quality of his education was inferior. There is no correlation at all between this diversity that Mr. Edley talks about and the quality of the education.

Prof. CHRISTOPHER EDLEY: That's simply -- that's simply -- I have to strongly disagree. I am a law professor, I've been teaching for 15 years. We're talking about law schools today and colleges in general. What happens in the classroom, what happens in the dormitory rooms around the campus, students learn from each other. We're trying to educate students who are going to go out into an increasingly diverse community, particularly there in California, not knowing how to deal with each other. That's not an excellent education.

CHARLES GIBSON: Quick final word, Mr. Connerly, go ahead.

WARD CONNERLY: Give me one example of a study that validates your point of view that this diversity translates into excellence.

Prof. CHRISTOPHER EDLEY: There have been many studies. Indeed, we had a conference...

CHARLES GIBSON: All right.

Prof. CHRISTOPHER EDLEY:... on this subject with over 180 people at Harvard 10 days ago.

WARD CONNERLY: And their conclusion was that there was no evidence to support it.

CHARLES GIBSON: I -- I...

Prof. CHRISTOPHER EDLEY: That's not correct.

ABC GOOD MORNING AMERICA, MAY 20, 1997

CHARLES GIBSON: I will leave it at...

Prof. CHRISTOPHER EDLEY: That's not correct.

CHARLES GIBSON: I will leave it in the battle of studies. Mr. Connerly, I appreciate it. Professor Edley, thank you very much.

Prof. CHRISTOPHER EDLEY: Thanks, Charlie.

CHARLES GIBSON: Bottom line, though, the numbers in California and Texas, very dramatic.

(Commercial Break)

LANGUAGE: ENGLISH

LOAD-DATE: May 20, 1997

Terry - 5/23/97

This is the CIA
report that grew
out of the Chop
209 controversy.
I don't know who
besides you would
be interested in
it but here it is.

Yes

To see a copy of the draft report, please [click here](#).

May 16, 1997

Dear Colleague:

We are writing to ask for your review and comments on the attached draft report of the University of California Outreach Task Force. In July 1995, the University of California Board of Regents established the Outreach Task Force to identify ways in which outreach -- programs to help make prospective students aware of, and prepared for, the educational opportunities of the University -- could be employed to help the University be accessible to students of diverse backgrounds.

The enclosed report proposes fundamental changes and expansion of the University's outreach programs, including efforts intended to make UC admission and enrollment more accessible to students from a wide variety of backgrounds. To achieve this end, the report proposes the way in which the University can work with schools, parents, and communities to organize academic experiences that strengthen and enrich students' pre-college preparation. We seek your ideas and comments in order to help us tailor these experiences and programs to the needs and circumstances of students throughout California.

This draft report proposes an ambitious new effort on the part of colleges and universities, establishing a partnership in which the curriculum, instruction, and study skills developed in kindergarten through high school are more closely linked with these same elements at the postsecondary level. We believe that these closer ties can make University enrollment a possibility for many, many students who otherwise might not consider, or prepare for, higher education.

The plan was drafted by a Task Force convened by the University's Board of Regents to "... develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rates of those who are disadvantaged economically or in terms of their social environment." The Task Force is comprised of faculty, students, and staff from the University of California, as well as representatives from the California State University, California Community Colleges, California public schools, and California business and industry.

We need the advice of educators, community leaders, and parents and students as we decide how the University can best achieve its goal of a diverse and high achieving student body. Your consideration of the findings and recommendations of the Task Force thus far will contribute to a final product that makes the best use of University resources and best serves the needs of California students.

The Task Force will review the comments received and expects to prepare a final report for presentation to The Regents of the University at their July meeting.

You should direct your comments, in writing, by June 6 to:

Dennis J. Galligani, Ph.D.

Assistant Vice President, Student Academic Services
University of California, Office of the President
300 Lakeside Drive, 17th Floor
Oakland, CA 94612-3550

On behalf of the Task Force and the University, thank you for your assistance with this important work.

We look forward to hearing from you.

Sincerely,

C. Judson King, Co-Chair
Outreach Task Force
Provost & Senior Vice President
Academic Affairs

Richard C. Clarke, Co-Chair
Outreach Task Force
CEO (Retired)
PG&E

cc:
University of California Board of Regents
President Atkinson
Assistant Vice President Galligani
Members of the University of California Outreach Task Force

OUTREACH TASK FORCE UNIVERSITY OF CALIFORNIA



*Draft Report
of the University of California
Outreach Task Force*

Draft for Public Comment

**A Report by the Outreach Task Force
or the Board of Regents of the
University of California**

May 16, 1997 Draft

**Table of Contents
Executive Summary
Appendices**

Outreach Task Force University of California

May 16 Draft Report for Public Comment

TABLE OF CONTENTS

EXECUTIVE SUMMARY

I. MEETING THE NEEDS OF A DIVERSE POPULATION: UNIVERSITY OF CALIFORNIA POLICY IMPERATIVE

A. K-12 Outreach: Addressing the Academic Preparation Gap

B. Outreach to Community Colleges

C. Graduate/Professional School Outreach

II. THE HEIGHTENED IMPORTANCE OF OUTREACH: IMPACT OF REGENTS' RESOLUTION SP-1

III. FOCUS ON EDUCATIONAL DISADVANTAGE: AN APPROACH TO ACHIEVING DIVERSITY THROUGH OUTREACH

IV. TWO GOALS FOR UNIVERSITY OUTREACH

A. Contribute to the academic enrichment of UC campuses through a diverse student body.

B. Improve opportunities for disadvantaged students in California to achieve eligibility and to enroll at UC campuses.

V. ACHIEVING OUTREACH GOALS: A PROPOSED PLAN

A. Independent Evaluations of Current UC Outreach

B. Elements for Future UC Outreach

C. Proposed Plan

1. School-Centered Partnerships

2. Enhancement and Expansion of Academic Development Programs: An Essential Intermediate Outreach Approach

3. Informational Outreach

VI. NUMERICAL OUTCOMES FOR UNIVERSITY OUTREACH

A. Numerical Outcomes for UC/K-12 School Partnership Programs

B. Numerical Outcomes for Academic Development Programs

C. Numerical Outcomes for Informational Outreach

VII. RESPONSIBILITY AND EVALUATION

A. Responsibility

B. Evaluation

VIII. OUTREACH RESOURCES

A. Resource Needs

B. Acquiring New Resources

IX. SUMMARY OF RECOMMENDATIONS

A. Recommended Overall Goals for University Outreach

B. Proposed Plan: Recommended Strategies

C. Numerical Outcomes

D. Responsibility and Evaluation

E. Resources

REFERENCES

Outreach Task Force University of California

Draft Task Force Report

(May 16 Draft for Public Comment)

EXECUTIVE SUMMARY

The University of California has a long-standing commitment to the goal of enrolling a student body that encompasses the diversity of the State of California. The University values and seeks diversity. Diversity at the University contributes in a direct and positive way to the educational experience, and also serves to provide opportunity and social mobility to all sectors of society.

In its earliest years, the University focused on geographic diversity by recruiting students from around the State to attend the Berkeley campus. In the 1960s and '70s, the focus on diversity shifted primarily to academic development among racial and ethnic minority groups with low rates of University eligibility.

In July 1995, the University of California Board of Regents passed resolution SP-1, a policy eliminating consideration of race, ethnicity, and gender in admissions. Recognizing the potential impact of SP-1 on diversity in future student enrollment, The Regents established the Outreach Task Force to identify ways in which outreach -- programs to help make prospective students aware of, and prepared for, the educational opportunities of the University -- could be employed to assure that the University remains accessible to students of diverse backgrounds. The charge to the Task Force as specified in SP-1 is

... to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rates of those [who are] disadvantage[d] economically or in terms of their social environment (1)

In SP-1, The Regents indicated that this Task Force should include broad statewide representation.(2) Thus, the Task Force is comprised of 35 members, including representatives from the UC Board of Regents; faculty, staff, and student representatives from all UC campuses; representatives from business and industry; representatives from the state's major educational sectors, including K-12, California Community Colleges, and the California State University; and officials from State of California agencies, including the California Postsecondary Education Commission and the California Department of Education.(3)

A. Task Force Findings

The Task Force began its deliberations in February 1996 and immediately initiated a review of the University's current outreach goals, strategies, programs, and activities. In the course of this review, the Task Force collected both statewide and national data on student achievement and the effects of outreach programs aimed at college readiness.(4) (5)

1. Educational Disadvantage: The data reviewed by the Task Force revealed that a significant obstacle to expanding minority enrollment in higher education is educational disadvantage. Review of performance indicators, school-by-school, indicates a continuing pattern of differing outcomes for racial and ethnic groups in California's school system, with groups least represented in higher education concentrated in the most disadvantaged of K-12 schools. Almost 4 out of every 5 students in these schools are either African American, American Indian, or Latino(6) -- groups with historically low rates of UC eligibility and enrollment. While economic and other factors influence these outcomes, it is clear

that the preparation in programs sending few students to the University contributes directly to many of the later differences in college readiness and enrollment. These findings suggest that University outreach programs must focus to a much greater extent on educational disadvantage if they are to continue to be a force for diversity within a post-SP-1 environment. Early intervention also was identified as an important element in this process.

2. Goals for University Outreach: Drawing upon its study and discussions, the Task Force adopted two central goals for UC outreach: 1) Contribute to the academic enrichment of UC campuses through a diverse student body; and 2) improve opportunities for disadvantaged students in California to achieve eligibility and to enroll at UC campuses.

B. Three-Point Strategy for UC Outreach

In response to these findings, the Task Force proposes a three-point outreach strategy to assist students in overcoming educational disadvantages while also attracting to the University a student body broadly representative of the state:

1. School-centered Partnerships: Each UC campus should work intensively with a select number of regional partner schools to help improve opportunities for college preparation and to foster a school culture that supports academic success and high educational standards. Schools identified for these efforts (including high schools and associated "feeder" junior high and elementary schools) should be selected based on evidence of significant educational disadvantage, such as limited availability of college preparatory courses or low college-going rates, but also based on their potential for improvement and their willingness to participate in collaborative efforts. School-centered outreach is a long-term strategy designed to deal with the underlying causes of low UC eligibility and enrollment rates among students in disadvantaged sectors of K-12 education.

2. Academic Development Programs: As an intermediate-term strategy, the Task Force proposes expansion of existing effective academic development programs such as the Early Academic Outreach Program (EAOP), the Puente Project, and the Mathematics, Science, Engineering Achievement program (MESA).⁽⁷⁾ These programs provide special academic enrichment opportunities for K-12 students and already have a record of success, as measured by the number of program participants who subsequently become eligible for, and enroll at, UC and other postsecondary education institutions. In addition to K-12 outreach, the academic development model can be successfully applied in community college as well as undergraduate and graduate student outreach and merits deliberate expansion in these areas.

3. Informational Outreach: Primarily as a short-term strategy, the Task Force recommends an aggressive program of informational outreach to provide better and more timely information to students, families, teachers and counselors to assist in planning and preparation for college. Using a variety of media -- publications, videos, computer technology -- the University should provide materials to assist students and their families, especially during the critical early stages of planning for college. This media program should address the perception in some communities that the University has lessened its commitment to diversity. Students and parents must hear reaffirmation of that commitment and receive information on the University's new plans for outreach supporting this commitment.

The Task Force recommends a comprehensive framework for implementing these three outreach approaches. In addition to the system of regional partnerships noted above, this framework includes: 1) specific numerical outcomes sought for each approach; 2) assignment of responsibility for results; and 3) a resource plan, including identification of new resources required to implement the outreach strategies proposed herein.

C. The Critical Role of Faculty and Teachers

While additional financial resources will be required, the Task Force believes that one of the most important factors for the success of the outreach approaches proposed involves human resources, particularly faculty and teachers. UC faculty participation in outreach efforts is essential for two reasons. The first involves evaluation and assessment of outreach programs. A problem the Task Force has encountered during its work is the lack of rigorous research and evaluation of outreach program methodology and outcomes. To address this problem, the Task Force recommends charging faculty-based research units, new or existing, to coordinate research, development, and evaluation of University outreach programs. Establishment of such a research unit also could go far in addressing a second problem noted by the Task Force, namely, the fact that outreach often is viewed as a peripheral, rather than a core, University function. By involving UC faculty more centrally in research and in intellectual inquiry focused on the continuum of learning from K-12 through undergraduate and graduate instruction, the Task Force believes that the proposed research unit could help elevate the importance of outreach both within the faculty reward system and within the University as a whole.

At the K-12 level, teachers, counselors, and principals in partner schools must be centrally involved at each stage of the process for "school-centered" outreach to be effective. Teachers are the key to building a school culture that supports high academic standards, and the UC/K-12 partnership efforts will depend in the long run on efforts to recruit, develop, and retain this key group of educators.

D. Conclusion

The Outreach Task Force believes that the comprehensive plan proposed, comprising a balanced set of short-, medium-, and long-range outreach activities, will best enable the University to maintain its goal of a diverse student body. We believe the Task Force's recommendations, if fully implemented, can fulfill The Regents' charge to increase the preparation and enrollment of disadvantaged students at the University.

I. MEETING THE NEEDS OF A DIVERSE POPULATION: A UNIVERSITY OF CALIFORNIA POLICY IMPERATIVE

The University of California welcomes and seeks diversity. The University has long supported outreach programs designed to enhance opportunities for students from diverse backgrounds to enroll at the University. The importance of enrolling a student body that reflects the diversity of the state was recognized as early as 1868 in the Organic Act founding the University of California: "It shall be the duty of the Regents to so apportion the representation of students, when necessary, that all portions of the State shall enjoy equal privilege therein."⁽⁸⁾ Over a century later in 1974, the California Legislature, in a statement of Legislative intent, extended this concept to include not only geographic but other dimensions of diversity: "Each segment of California public higher education shall strive to approximate the general ethnic, sexual and economic composition of the recent high school graduates."⁽⁹⁾ In 1988, The Regents expanded this mandate still further to apply not only to the University as a whole, but to each campus of the University: "The University seeks to enroll, on each of its campuses, a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California."⁽¹⁰⁾

A. K-12 Outreach: Addressing the Academic Preparation Gap

In practice, however, diversity has remained an elusive goal. The main obstacle to achieving a more diverse student body stems from the gap between the high standard of academic preparation required for admission to the University of California, on the one hand, and the very different rates at which eligibility is achieved among high school graduates from different social backgrounds, on the other. Figure 1, for example, shows UC eligibility rates across different racial and ethnic categories.⁽¹¹⁾

Just as there are substantial differences in UC-eligibility rates across racial and ethnic groups, so too there are significant disparities in eligibility rates among high school graduates from different income groups and from different geographic regions. Figure 2 illustrates differences in UC eligibility rates across the major regions of California.

Figure 1⁽¹²⁾

Figure 2

Such differences in eligibility rates reveal systematic limits in opportunities for students in various groups to enroll at UC, and University outreach programs were developed as a means to address this fundamental problem. During the 1970s and '80s, a variety of new programs were established to provide services directly to K-12 students, including academic enrichment and support, counseling, parental involvement, and motivational activities. These efforts included Universitywide programs such as EAOP and MESA; campus-specific programs such as "Break the Cycle" at UC Berkeley; and non-University programs such as Advancement Via Individual Determination (AVID).⁽¹³⁾ Outreach services focused especially on students with below-average UC eligibility and enrollment rates & shy; particularly minorities with historically low college-going rates, but also including low-income students, those from rural and other underserved geographic regions, and women in certain academic fields such as math and engineering & shy; in order to "level the playing field" and improve college preparation among those who might not otherwise have the opportunity to enroll at UC. While many of these programs initially focused on students at the high school level, later efforts were increasingly aimed at the junior high/middle school level and even earlier in the educational "pipeline," recognizing the vital importance of early academic preparation in setting students on the path to college.

B. Outreach to Community Colleges

In addition to K-12 outreach, University outreach programs were also established during the 1970s and '80s to serve students at California's community colleges. Under the California Master Plan for Higher Education (1960), the University has a responsibility to provide an additional opportunity for students who may not be initially eligible for UC out of high school to establish their eligibility through specified coursework at a community college and subsequently transfer to the University.⁽¹⁴⁾ Outreach at the transfer level is especially important because of the diversity of community college enrollment. Nearly 1.12 million students attend a California community college and over 300,000 students, or approximately 30 percent of the total, are African American, American Indian, or Chicano/Latino.⁽¹⁵⁾ The transfer function thus has the potential to become a critical element in California's commitment to educational equity for all segments of the population.

Outreach programs for community college students, such as Puente and MESA, have been in place for over two decades and have helped to increase diversity among transfer students.⁽¹⁶⁾ Still, the growth of a diverse transfer student population at the University has been modest to date, especially among African American and American Indian transfer students, indicating a need to expand current efforts and/or develop new initiatives.

C. Graduate/Professional School Outreach

A third area of outreach that emerged during the 1970's and '80s was graduate and professional school

outreach. The focus of these activities has been on enhancing both the quality and diversity of the University's graduate and professional programs. A primary concern underlying graduate and professional outreach is the narrowing of the academic pipeline, especially for students from disadvantaged groups, as students complete their baccalaureate degrees and advance to graduate and professional school. Though relatively small in scope, graduate and professional outreach programs have assumed increasing significance over the past two decades given their role in helping diversify the pool from which the next generation of UC faculty will be drawn.

II. THE HEIGHTENED IMPORTANCE OF OUTREACH: IMPACT OF REGENTS' RESOLUTION SP-1

In July 1995, the UC Regents approved SP-1, eliminating consideration of race, ethnicity and gender in University admissions. Though SP-1 dealt primarily with UC admissions, its implications for University outreach were equally significant.

First, by eliminating consideration of race, ethnicity and gender as "plus factors" in admissions, SP-1 greatly magnified the role of outreach as the primary means for achieving a demographically diverse student body. Without use of admissions procedures, the University must develop its outreach programs to serve as its central and primary tool for achieving racial, ethnic and gender diversity within its student body. Recognizing this need, The Regents established the Outreach Task Force "to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rate of those disadvantaged economically or in terms of their social environment."⁽¹⁷⁾

As this language suggests, a second noteworthy feature of SP-1 was its emphasis on economic and other forms of "disadvantage." Guided by this emphasis, the concept of disadvantage has figured prominently in the Task Force's deliberations, and as the term is used in this report, "disadvantage" is defined broadly to include not only economic forms of disadvantage such as low-family income, but other forms of educational and social disadvantage as well, including but not limited to: attending a school with a limited college preparatory curriculum; being the first generation in one's family to attend college; below average SAT/ACT exam scores; and/or being below the average UC eligibility and enrollment rates.

Finally, a third important feature of SP-1 is the last section of the resolution:

Believing California's diversity to be an asset, we adopt this statement: Because individual members of all of California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences.⁽¹⁸⁾

The key element of this section is the distinction it draws between ends and means. It distinguishes between the general goal of diversity, on the one hand, and the specific means used to achieve that goal, on the other. While rejecting race and gender preferences as a means for achieving a diverse student body, SP-1 nevertheless upholds the general principle that the University should strive to be inclusive and to reflect the diversity of the State it serves. The challenge SP-1 poses for University outreach, in short, is how to achieve the broader goal of diversity even as the means for realizing that goal have been changed. As a first step in meeting that challenge, the University must also make clear its continuing commitment to diversity, reassuring students and communities concerned by recent changes in admission and other policies.

III. FOCUS ON EDUCATIONAL DISADVANTAGE: AN APPROACH TO ACHIEVING DIVERSITY THROUGH OUTREACH

It is sometimes assumed that racial and ethnic diversity can be achieved by focusing outreach activities strictly on prospective students who are economically disadvantaged. Based on the extensive body of data it has reviewed, however, the Task Force is persuaded that racial and ethnic disparities in college preparation and eligibility are not simply a reflection of economic disadvantage or low family income alone, but also reflect educational disadvantage. Thus, the Task Force believes that UC outreach in the future should focus primarily on helping to ameliorate this barrier to academic achievement.

Available evidence reveals the impact of educational disadvantage when income is held constant. Figure 3 summarizes test results for all California high school graduates who took the SAT Test in 1995, with the test scores broken down simultaneously by race and income. (Although controversial, the SAT is the most widely available yardstick of students' preparation for college; SAT data are presented here not to draw distinctions between groups, but to suggest the relative educational advantages and disadvantages typically experienced by students from different social backgrounds.⁽¹⁹⁾)

As the data indicate, there are substantial differences in college preparation across different racial and ethnic groups -- even for students at the same income levels. Within every income category from lowest to highest, African American and Latino students average substantially lower on the SAT than Asian Americans and Whites. In fact, the differences are so large that the average SAT score for African Americans in the highest income category is actually below that of Whites and Asian Americans from families with the poorest incomes. (When similar studies are carried out on the pool of UC applicants only, the same result emerged.)

Figure 3

But if income or economic factors do not fully account for these differences, what does? Clearly, many factors influence student achievement. Individual differences in energy, persistence, curiosity, drive, and ambition for college attendance often make a critical difference. Family attitudes, values, and resources are another important influence, as are students' peer groups and the larger community of which they are a part. Differences between schools -- including every level from pre-kindergarten to high school -- can significantly contribute to or detract from students' academic aspirations and achievement. Finally, the combination of these factors and the interaction among them that each student experiences is unique.

At the same time, however, broader structural patterns are also apparent in the data. Most prominent are school-by-school differences in academic preparation. Data collected by the Task Force show a continuing pattern of racial and ethnic differences within California's school system today: *Those groups who are least represented in higher education remain most concentrated in the bottom tier of K-12 schools, as measured by a variety of academic performance indicators.*

To illustrate, Figure 4 shows the proportion of those with lower-than-average UC eligibility and enrollment rates -- African American, American Indian and Latino students -- within each quintile of public high schools in California. The quintiles are based on school-wide average SAT scores in 1995, and each quintile represents approximately 150 schools. As Figure 4 demonstrates, the proportion of African American, American Indian and Latino enrollments increases sharply at each level as one moves from the top to the bottom tier of schools. These minority groups account for just 17% of enrollments among schools in the top quintile, but represent 79% -- almost 4 out of every 5 enrollments -- within the bottom quintile of California public high schools.

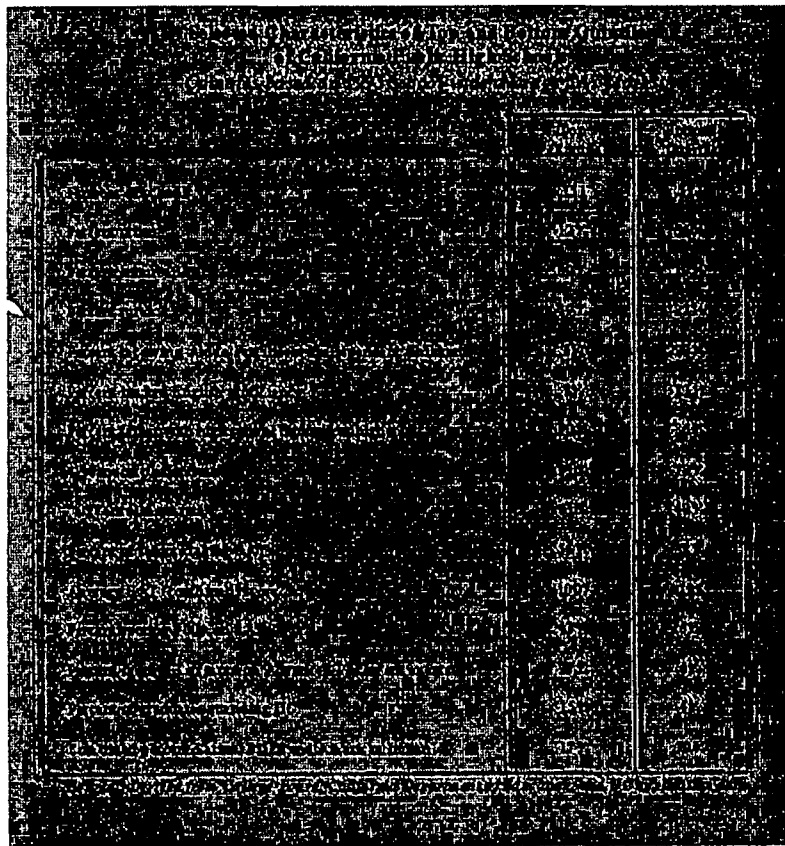
Figure 4

It is this continuing concentration of minority students within the most disadvantaged learning

environments that appears to explain, in large part, group differences in college preparation and eligibility.⁽²⁰⁾ The gap between the top and bottom schools -- and the very different learning environments they provide -- is illustrated graphically in Figure 5. Taking the top and bottom quintiles from Figure 4 above, Figure 5 compares these two groups of schools along a variety of social and educational indicators.

As Figure 5 shows, the profiles of the top and bottom schools differ sharply on almost every indicator. Geographically, schools in the top quintile tend to be located in suburban areas, while those in the bottom quintile are most often found either in urban or rural areas. Socially, a much higher proportion of students in the bottom quintile of schools receive Aid to Families with Dependent Children and have limited English proficiency than is the case among students in the top quintile of schools. Especially noteworthy is the difference between the two groups of schools in the proportion of fathers who possess a high school diploma or greater ­ a factor known to correlate strongly with college attendance for the next generation. Within the top quintile of schools, 90% of students' fathers possess at least a high school degree, compared to 36% in the bottom quintile of schools. (Data on father's education are from the California Department of Education's database, which unfortunately does not provide data on mother's education.)

Figure5



Most significant for the Task Force's purposes, all of the academic performance indicators in Figure 5 reveal substantial differences among the two groups of schools on measures such as 4-year completion rates, enrollment in "a-f" courses required for University admission, and qualification for Advanced Placement credits at the college level. The differences on standardized tests are particularly dramatic: only 33% of seniors within the bottom quintile of schools take the SAT, compared to 56% in the top quintile. And among those who do take the SAT, the average (combined) score in the bottom quintile is just 715, compared to 1007 in the top high schools. There can be little doubt about the differences in the learning environments the two groups of schools provide, and these differences, in turn, are reflected in college-going rates: 15% of graduates from the top quintile of schools go on to attend UC, compared to

only 4% from the bottom quintile. Given the heavy concentration of African American, American Indian, and Latino children in the bottom tier of our public schools, their comparatively low UC eligibility and enrollment rates should come as little surprise.

What these findings suggest, in short, is that long-term University outreach efforts must focus primarily on educational disadvantage, not merely low income or economic disadvantage, if these programs are to continue to serve the goal of racial and ethnic diversity within a post-SP-1 environment. *By focusing on areas of greatest educational disadvantage, University outreach can contribute most to the broader goal of diversity at the same time.*

IV. TWO GOALS FOR UNIVERSITY OUTREACH

Based on its findings, the Outreach Task Force recommends the following two goals to reshape and expand University of California Outreach:

A. Contribute to the academic enrichment of UC campuses through a diverse student body.

A first priority is to reaffirm the importance of diversity as a core institutional value and as a continuing goal of University outreach programs. During its deliberations, the Task Force encountered the perception among some minority students and educators that, following Regents' resolution SP-1, the University of California may no longer place as great a value on diversity as it once did. But diversity, including racial and ethnic diversity, remains a core institutional value for UC for two main reasons: first, because of its importance within the educational and academic environment, and second, because of the University's responsibility as a public, land grant institution to serve all of the population of the State of California.

The educational rationale for diversity was first articulated in 1852 by John Henry Newman, while Rector of Dublin's Catholic University. Newman urged bringing students from diverse backgrounds together because under such circumstances:

... they are sure to learn from one another, even if there be no one to teach them; the conversation of all is a series of lectures to each, and they gain for themselves new ideas and views, fresh matter of thought, and distinct principles for judging and acting, day by day.⁽²²⁾

Appreciation for the role of diversity in the educational environment has grown over the past century for several reasons. Diversity provides students a "laboratory experience" in pluralism. When students from a wide variety of locations, socioeconomic strata, ethnicities, experiences, and beliefs come together in a learning environment, the quality and texture of debate gains substantially in scope, energy, and strength. The "give and take" among students whose differing views grow out of varied experiences creates a fundamentally richer learning environment -- more engaging, more demanding, and more complex & shy; than when students are merely "taught" about human differences.

In addition, diversity is vital to the education of citizens in a democratic society. It provides for development of leadership from the many different strands that make up society, cultivating appreciation and respect among students for the variety of assumptions, experiences, expectations, and talents characteristic of the people of this state.

Beyond the educational rationale for diversity, moreover, there is also a compelling institutional rationale that stems from the University of California's status as a public, land grant institution. UC was

established as a public trust, and its original charter, as set forth in the Organic Act of 1868, requires the University "to so apportion the representation of students that all portions of the State shall enjoy equal privilege therein."⁽²³⁾ Implicit in this charter was the recognition that the University must serve all of the population of California in order to receive public funding and support.

As the University looks now to the 21st Century, this implicit social contract will once again be tested as it has over the past century. Projections indicate that that "Tidal Wave II" ­ the demographic bulge of additional new students now entering the K-12 "pipeline" who will reach college age over the next 10 to 15 years ­ will impact California higher education soon after the turn of the new century. Compared with the previous "baby boom" following World War II, however, "Tidal Wave II" will be far more diverse from a demographic standpoint. Projections indicate that growth in the number of new high school graduates will be greatest precisely among those minority groups whose current UC-eligibility and enrollment rates are lowest. Viewed from this perspective, the University's continuing commitment to diversity ­ and the effectiveness of UC outreach programs in realizing this commitment ­ will be an increasingly important factor affecting the level of public funding and support for the University in the future.

Beyond this, it is important for the economic and social well-being of California that a diverse and highly skilled workforce be available. California's economy cannot remain strong and competitive unless a broad cross section of its population is trained for management and leadership.

B. Improve opportunities for disadvantaged students in California to achieve eligibility and to enroll at UC campuses.

For the University to achieve its aim of enrolling a student body that meets high academic standards and encompasses the broad diversity of California, students from all segments of the state's population must be provided the resources needed for good academic preparation. Ideally, all students, regardless of where they live, and irrespective of race, gender, or family economic circumstance, should have the opportunity to develop their full educational potential.

For students to develop this potential and to gain the skills necessary to participate in the University's programs, young people need strong, well informed family support; excellent elementary and secondary school preparation; and personal initiative, drive, and motivation for college attendance. In fact, disadvantaged students have far less access than others to all these educational resources; they and their families have less access to information about higher education, their schools are less well equipped to serve them, and the students themselves often lack experiences that promote educational aspirations.

Moreover, helping disadvantaged students to become minimally *eligible* to enter the University will not allow them to enroll at or participate in the University's most selective campuses and programs. Within the University, different levels of competition prevail for admission to various academic programs and to various campuses. To participate in these academic arenas, students must make themselves *competitively eligible* ­ earning grades and completing coursework well beyond minimum admissions criteria. Given this, a significant commitment also will be required to provide the educational support that allows California's most talented students to develop their potential so that they can compete for admission to all of the University's programs, including those that are most demanding.

Providing disadvantaged students access to all the necessary tools to equip them not only for UC eligibility but for admission to the University's most selective programs and campuses, requires a fundamental reshaping of current patterns of educational opportunity. Such a task is daunting, and acting alone, the University cannot make a significant difference for any substantial part of California's K-12 population, nor is it charged with doing so. The University does, however, have a strong interest in, and capacity for, stimulating and contributing to improvement in the state's educational system. And the University can provide unparalleled educational expertise and considerable resources for such an effort. More importantly, it also can act as a catalyst for mobilizing groups and institutions in California with whom the University shares common concerns on this issue: parents, schools, postsecondary institutions, community groups, the business sector, and students themselves.

Thus the Task Force has concluded that, despite the challenge represented by this goal, the University must structure outreach programs that address the full breadth of forces and activities that contribute to student aspiration, motivation, and learning, and it must aim for full access for every student in California to excellent college preparatory programs. UC's outreach programs must be at once: 1) broader, reaching more students and influencing their preparation in multiple ways; and 2) deeper and more far reaching, setting higher academic aims for students' achievement levels to allow for choice in enrollment among UC campuses and programs.

V. ACHIEVING OUTREACH GOALS: A PROPOSED PLAN

In developing a plan to meet the outreach goals described above, the Task Force commissioned research and reviewed the extant literature to assess the strengths and weaknesses of the University's current outreach efforts.

A. Independent Evaluations of Current UC Outreach

Two research reports were especially influential: the California Postsecondary Education Commission's (CPEC's) *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs (1996)* and a report commissioned by the Task Force and conducted by the Policy Analysis for California Education (PACE) titled, *Higher Education Outreach Programs: A Synthesis of Evaluations*.

CPEC conducted a comprehensive evaluation of nine existing intersegmental academic development programs whose common purpose was to increase the eligibility and college-going rates of students from groups that have evidenced consistently low rates in the past. CPEC's review included University efforts such as EAOP, MESA, and the Urban School Community Collaborative. CPEC concluded that these programs were effective in preparing students from groups with low eligibility and college-going rates for admission and success in higher education and noted that

... the proportion of students in these programs – most of whom are from groups with documented low eligibility rates – who enrolled in higher education was 21 percent higher than graduates statewide – the majority of whom are from backgrounds and communities with a tradition of college attendance.⁽²⁴⁾

PACE synthesized research on state and national outreach programs and was commissioned to provide Task Force members a broader, more in-depth review of outreach programs in California and across the country.⁽²⁵⁾ PACE noted that outreach programs

... can make a difference in the lives of young people and in the quality of curriculum and teaching in K-12 schools. Overall, the programs reviewed have increased the numbers of underrepresented, disadvantaged students going on to higher education. The professional development activities of various programs have also helped teachers and schools do a better job of educating all students.⁽²⁶⁾

PACE concluded, however, that there is little systematic, longitudinal research on the effectiveness of either student-centered and school-centered outreach programs, concluding that

... current evaluation data do not enable us to conduct a definitive analysis [of University outreach

programs]. Few program evaluations have been conducted with rigorous designs and data collection. No evaluations of the student-centered programs have systematically investigated the differential effects of one program component versus another...School-centered strategies and programs are even more challenging to evaluate...It is much more difficult to establish a causal link between school-change strategies and the longer-term goal of preparing greater numbers of disadvantaged students for college.⁽²⁷⁾

Both the PACE and CPEC reports note the lack of data evaluating the substantive and long-term impact of University outreach programs, and recommend strongly that such on-going evaluation be made a more integral part of all University academic development programs.

In addition to the lack of longitudinal data and control group data regarding program effectiveness, the University's outreach programs, as presently configured and taken as a whole, are not organized to address systematically the array of interlocking challenges that disadvantaged students and families face in preparing for college. Individual programs do not, for example, address underlying school, community, and environmental factors that often impede learning. In addition, current outreach programs have resources to enroll only a small fraction of the great number of students who could benefit from their services.

B. Elements for Future UC Outreach

In addition to reviewing the recommendations of the PACE and CPEC reports the Task Force relied upon analyses conducted by its five subcommittees, which focused on specific outreach issues and student constituencies.⁽²⁸⁾ From this review emerged three basic concerns: 1) the need for long-term research evaluating outreach and teaching outcomes; 2) insufficient outreach capacity; and 3) the lack of crucial educational resources.

With these concerns in mind, the Task Force developed a core of elements or cornerstones to help guide its development of a comprehensive plan that would meet the fundamental challenges of achieving diversity and assisting educationally disadvantaged students. These elements provide that the University's outreach efforts must:

- *address all three of the major factors that influence student learning, achievement, and aspirations: schools and teacher expertise, families, and the students themselves [Pre-K-16, Community College, Communication and Technology, and Assessment];⁽²⁹⁾*
- *aim for statewide change, beginning at a regional level, and drawing upon the expertise of educators across segments and levels, which will benefit all students [Pre-K-16, Community College, Graduate, and Assessment];*
- *grow and develop over time, and result in a steady narrowing of the gap in achievement between disadvantaged students and others, employing short term, intermediate-term, and long-term strategies [Pre-K-16, Assessment, and Communication and Technology];*
- *include active and high-level participation of UC faculty to direct a strong research, training, and evaluation component to provide academic leadership and direction to outreach programs, and to assure that program practices are educationally sound and outcomes rigorously evaluated [Pre-K-16];*
- *recognize significant faculty contribution to outreach activities in the traditional University faculty reward structure [Pre-K-16];*
- *involve teachers and faculty as partners in University outreach [Pre-K-16, Graduate];*
- *produce increases in levels of both UC eligibility and competitive eligibility (admissibility at the most selective UC campuses) among disadvantaged students [Pre-K-16 and Assessment];*
- *build upon existing outreach program efforts demonstrated to have been successful in the past, recognizing that these programs will need to reshape their goals and methodology to set higher expectations for students to adjust to the competitive climate, and coordinate efforts with programs*

addressing school and family needs [Pre-K-16, Assessment, and Graduate]; and

☐ *consider the full scope of students' educational progress from kindergarten to graduate programs, and draw upon the capacity of all segments – K-12, community colleges, and universities – to develop students' skills, employing a broader range of institutional resources, including University students and alumni, in outreach efforts [Pre-K-16, Community College, and Graduate].*

C. Proposed Plan

What follows is an outline of the plan developed by the Task Force to meet its two major goals of student diversity and assisting disadvantaged students. The plan proposes a three-point strategy addressing a broad range of issues influencing student achievement. Moreover, each strategy has a specific time-frame within which results are to be achieved: long-term, intermediate-term, or short-term:

1. School-Centered Partnerships: Establish regional partnerships including a limited number of school systems and local colleges and universities (especially community colleges and CSU campuses) in regions served by UC campuses (including the Central Valley), to address the full range of culture and practice in a limited number of partner schools to achieve major improvements in student learning outcomes. Through this regional partnership concept, educational institutions will align goals and priorities, region by region, and devote resources for maximum outcome;

2. Academic Development: Expand successful current academic development programs to increase the number of disadvantaged students who are eligible and competitively eligible to attend the University; and

3. Informational Outreach: Aggressively identify and educate families, early and throughout the academic process, to involve them more deeply in their children's planning and preparation for college and to encourage family support for school improvement. This process will be linked with intensive recruitment of disadvantaged students for enrollment at UC, keeping in mind the role of parents as key decision makers in the educational process.

This proposal addresses the elements established by the Task Force as noted in part A above. Grounded at all of the University's campuses and encompassing all regions of the state, it will build upon already proven efforts. The proposal is multi-dimensional with a long-term component addressing the root causes of under-achievement and linking all major educational sectors in California in a common purpose. It addresses the needs of California youth from an early age until University enrollment and aims to prepare students not just for University eligibility, but for academic competition at the most exacting levels. Finally, it draws on the expertise of University faculty in new and important ways and looks to the development of programs for recruitment and support of teachers in ways that the University is best equipped to effect.

1. School-Centered Partnerships

a. Establish and/or Strengthen Existing Regional Consortia

In order to effect broad and long-term change in the achievement patterns of disadvantaged students, the Task Force recommends that each UC campus take a leadership role in establishing a regional consortium of educational institutions and other partners to address the needs of a manageable number of local partner school systems (K-12) where preparation and college-going rates are low and where substantial potential for improvement exists. In addition to partnerships with schools in the local area of each campus, a consortium will be formed of UC campuses and the University's systemwide office to establish a partnership with schools located in the Central Valley.

The intent of the regional organization is to leverage resources by concentrating multi-institutional efforts toward a limited number of schools. Via the partnership organization, priorities can be established, information shared, and joint strategies pursued. The consortia will include public schools, other postsecondary institutions (such as local community colleges and CSU campuses), community-based agencies, local business and corporate agencies, and/or UC alumni, staff, and students to nurture improvement in college preparatory school programs. Efforts promoted by the consortium may include, for example, curricular enrichment, instructional enhancement, and expansion of college preparatory counseling.

In particular, UC faculty on each campus, other postsecondary faculty involved in the consortium, and UC alumni and staff would act as a resource to regional groups and advise on strategies for addressing educational issues and problems. To support these efforts throughout the state, the University would work with regional consortia in securing outreach resources from public sources, including school-based funds in partnership with K-12, while individual campuses seek funds from individual and corporate donors. During the coming year, the University should work with other universities and with K-12 and community colleges to sponsor a major statewide conference on educational partnerships.

b. Develop Partnerships with Individual School Systems

Identification and Selection of Partner Schools: Using data from the California Basic Education Data System (CBEDS), as well as College Board and University admissions data, campuses should identify by January 1, 1998, high schools and feeder schools (i.e., junior high schools and elementary schools) for participation in the regional consortia. Campuses will have flexibility to use a variety of indicators of educational disadvantage in identifying partner schools. These indicators may include, inter alia, graduation or dropout rates, UC "a-f" course availability and completion rates, Advanced Placement and honors course availability and completion rates, standardized test-taking rates and scores, and/or percentage of disadvantaged students applying and enrolling at UC.

These partner schools also must have the potential to improve through participation in a K-12/University Partnership. A partner school's potential to benefit from the partnership may include such factors as:

- ☐ a motivated administration committed to making significant improvement in student performance;
- ☐ a dedication to high academic standards and the development of evaluation methods that measure desirable outcomes;
- ☐ a core group of teachers who are willing to participate in K-12/University sponsored curriculum and professional development;
- ☐ a cadre of counselors and teachers who are willing to serve as key contacts for University outreach staff, and participate in postsecondary education outreach activities to schools (e.g., as program advisors or classroom teachers, participants in counselor conferences, and visits to University campuses, and participants on University committees);
- ☐ a willingness to help seek new funding for school improvement projects and to provide matching resources for K-12/University partnerships;
- ☐ a commitment to acquire the tools for full access and use of the Internet;
- ☐ a motivated parent group willing to recruit other parents to participate in school improvement activities; and
- ☐ a group of community-based organizations (churches, businesses, nonprofits) in close proximity who are willing to work to improve student academic performance.⁽³⁰⁾

In light of the fact that these comprehensive partnership approaches will be a relatively new endeavor for the University as a whole, it is important to be clear about the intent of these partnerships and their relationship to outreach. University/school partnerships are meant to be authentic collaborations, characterized by mutual trust and respect among the partners, the development of common goals, and shared responsibility and accountability. While the emphasis from a University perspective must be to enable capable disadvantaged students to prepare for and

enroll at the University, it must be recognized that mutually beneficial goals for all partners must be developed if these efforts are to be successful. Each partner must gain. Developing common outcomes and defining the methodologies to best accomplish these outcomes are essential aspects of creating successful results. The linking of long term systemic change efforts with the desired outcomes of outreach is a new conceptualization for these partnerships. It is the approach, however, that the Task Force perceives will best meet, in the long run, the pressing challenges of preparing disadvantaged students to enroll and succeed at the University.

c. Working with Teachers in Partner Schools

One of the most important factors for the success of the "school-centered" strategy proposed here is the involvement of teachers in *partner schools*. Teachers in partner schools must be centrally involved at each stage of a long-term school improvement process. In particular, resources need to be focused more systematically on three issues related to teachers and teaching: 1) recruitment and preparation of new teachers; 2) retaining teachers and reducing turnover; and 3) providing ongoing professional development opportunities for teachers in partner schools.

Preparation and Recruitment of New Teachers: A major issue for the teaching profession is the enormous growth in the numbers of young people for whom teachers will be needed. Recent estimates indicate that California will need anywhere from 17,000 to 30,000 new teachers per year over the next decade as a result of retirements in the current teacher corps and increases in the student population.⁽³¹⁾ In schools serving disadvantaged students, the need for new teachers is especially acute because of high rates of turnover in the teacher corps. Teachers in these schools are much more likely to be young and inexperienced and much more frequently teach outside their area of training. Mathematics and science teachers are in especially short supply for disadvantaged schools. In light of the above, the University recognizes that it must work closely with the CSU system in achieving these ends.

Retention of Teachers at Partner Schools: Research shows that half or more of new teachers in disadvantaged schools leave within one year. In addition to preparation and recruitment, therefore, it is essential to provide ongoing support for teachers in these schools.

Professional Development for Teachers in Partner Schools: Teachers' needs for professional development change during their careers. New teachers need assistance with issues such as classroom management and curriculum resources. More experienced teachers, especially those in "distressed" schools, have special needs as well and must combat the "burnout" phenomenon at various points in their career. Many teachers are assigned to teach subject areas for which they have had little preparation, or may need new ideas for teaching particular subjects effectively for increasingly heterogeneous classrooms.

The University of California's Subject Matter Projects are strategically positioned throughout the state (on both UC and CSU campuses) to support teachers' professional development needs and interests. The projects are discipline-based (in the "a-f" subject areas), involve faculty from education as well as other academic departments, and draw heavily on expert teachers (K-12) from the local regions as leaders to teach and support their colleagues. The Projects have substantial capacity and experience in developing and deepening teachers' content knowledge, expanding their range of effective teaching practices to meet the needs of a diverse student population, and supporting teachers' needs for collegiality and professional enrichment outside of the school environment and culture. The project sites collectively and individually represent an existing statewide infrastructure -- already supported by state funds -- that could play a vital role in working with a single partner school or a cluster of schools over the course of several years.

d. Productive Partnerships

Collaborations among educational institutions for improvement of student performance are, of course, not new. What is most innovative is the involvement of heads of all major sectors of the educational community in a region, with parents and business leaders to focus their collective efforts on well-defined standards of student achievement among all students in partner schools. In both breadth and depth, the proposed collaborative aims well beyond most previous efforts.

The Education Trust, located in Washington, DC, has pioneered this type of collaborative model as a means of attaining large-scale educational improvement. Projects undertaken in the early 1990s in several sites around the country are now beginning to show results.⁽³²⁾ To take one example, the El Paso Collaborative for Academic Excellence, which includes as members civic, business, and educational leaders from throughout El Paso County, has recently issued a report based upon its last five years of work.

The report notes that the collaborative has enhanced the capacity of El Paso schools to offer a high quality mathematics and science curriculum and instruction program to all students, turning around low achievement patterns in those key subject matter areas among a largely minority and disadvantaged student population. Recent data reveal dramatic improvement in mathematics and science teaching and learning in El Paso schools. Significant gains have been made in the proportion of students taking and passing algebra and geometry in 9th and 10th grades; fewer students have been identified as "low-performing" by the Texas Education Agency; and many more students have passed all Texas Assessment of Academic Skills tests.

What are some of the tactics adopted by the collaborative that have brought about this improvement? First, the collaborative has established content standards in mathematics and science that are uniformly high for all students and that are based on the best national standards. Second, it has invested significant resources in assisting teachers at the elementary level to provide high quality mathematics and science teaching and learning. Third, recognizing the importance of assessing student progress, the collaborative has advocated on behalf of richer, standards-based assessments. And fourth, the collaborative has engaged a wide set of community members in the education improvement process, with particular emphasis on ensuring that parents understand the standards and how well their children are doing in reaching the standards; and in learning how parents can help their children, and the schools, do better.

California also has examples of promising partnerships, such as the Monterey Bay Educational Consortium (MBEC). MBEC brings together educational institutions (UC, CSU, California community colleges, and K-12) to further collaborative inquiry and joint problem-solving and to develop additional cooperative initiatives directed toward improving curriculum, pedagogy, policy, and the public's understanding and support of education. MBEC's priorities include early literacy efforts, teacher and administrator training, expansion of technology and communications in the service of education, and increasing public understanding and support of educational programs.

A second example, just getting underway, is the San Diego K-16 Executive Council, which was established this past year to provide a forum for higher education leaders to exchange ideas and work on common projects with K-12 superintendents, community college presidents, and the San Diego County Office of Education. As an initial project, of interest to all members, the Council chose to address the issue of student performance on college placement tests in English and mathematics.

2. Enhancement and Expansion of Academic Development Programs: An Essential Intermediate Outreach Approach

While the development of University/school-centered partnerships is a long-term strategy, modification and expansion of current academic development programs is an intermediate one, designed to increase the number of disadvantaged students who qualify for University admission and enrollment. This strategy builds upon established undergraduate outreach programs such as EAOP, MESA, and Puente, and such graduate outreach programs as summer and year-round traineeships, that have proven successful in the past.

a. Current Academic Development Programs

The contribution of academic development programs for individual students is essential to the success of the proposed plan. These programs have infrastructures in place and are positioned to assist a large number of disadvantaged students within a short timeline, especially if they can expand their presence within California schools. Currently, the University's academic development programs have a significant presence in only about 7.5 percent of California public schools.

The Task Force recommends that successful current University-wide academic development programs be enhanced and expanded to serve more students. The PACE report recommended that the following characteristics be embedded in student-centered academic development programs. Unlike the criteria described earlier which apply to all outreach programs (see Section VI. A.), these characteristics are unique to academic development programs and have been found to be especially effective in assisting disadvantaged students: early information about preparing for college; family involvement; academic counseling; tutoring and mentoring; study skills and specific academic skills; preparatory summer academies and residential bridge programs; and college admissions and placement test preparation. Those current academic development programs that have, or will adopt, the above characteristics and that are shown to be most effective by assessment measures will be eligible for expansion.

b. Expansion of Academic Development to Primary School Students

Currently, the primary focus of UC academic development programs is on students in middle and senior high schools. Research shows that many disadvantaged students begin to perform below the norm as early as the third and fourth grade, and the achievement gap increases as they move through the educational pipeline. It is thus critical that academic development programs begin to provide outreach services to students and their families in primary schools.

Research also shows that parents have a greater influence on students' education at the primary than at the secondary level. Academic development family components should assume greater responsibility for informing parents of the need for early academic preparation and financial planning for college and link them with programs designed to develop strong language arts and mathematics skills in K-6. And, when appropriate, these staff should make referrals to social services, health care agencies, and adult education centers.

c. Expansion of Academic Development Programs to California Community College Students

Academic development models have not generally been used to recruit large numbers of community college transfer students. The University uses mostly short-term efforts such as school visits and counselor training programs, and has lacked a substantive strategic vision about how best to recruit these students. Yet academic development models have been applied in a limited way and have proven effective. For example, the Puente Program has been successful in preparing students in community colleges for transfer to the University for the past 16 years. More recently, MESA has created a hybrid from two of its student program divisions (the K-12 model and the industry-oriented outreach and support effort for undergraduates) and implemented this new model at eleven community colleges. This has resulted in an increase in the number of transfers studying math- and science-based majors.

Expanding academic development activities to students attending community college is an appropriate extension of a model that has proven successful in high schools and, on a smaller scale, within community colleges themselves. At the core of this model is the identification of promising

and committed students who could benefit from completing a baccalaureate degree; provision of information about the type and extent of preparation they will need to attend a four-year college; and counseling and support services, such as academic excellence workshops and tutorial services, that boost academic achievement.

Several promising ideas have been suggested that might, in combination, prove successful in aligning academic development programs with community colleges and, in doing so, address Task Force goals:

- ***Expansion of the Puente and MESA models to a greater number of community colleges.*** Currently Puente and MESA are established at 39 and 11 community colleges, respectively. The University needs to work with the California Community College Chancellor's Office to sponsor the establishment of these programs at a significantly greater number of community college campuses.
- ***Extension of EAOP to community colleges.*** A significant proportion of EAOP students do not enroll in baccalaureate programs, opting instead to attend a community college. In 1994, for example, 30 percent of seniors in EAOP enrolled in California community colleges. These students choose to attend a community college instead of the University for a variety of reasons (proximity, access, affordability, etc.) and it would be wrong to label such decisions as anything other than "successful" since the express aim of EAOP is to help students make the transition to college. The Task Force recommends that the University continue to follow-up with these students during their community college careers. Such follow-up would include the type of activities that EAOP currently does well -- informational workshops, tutoring, and counseling, for instance -- but it would be devoted to helping students transfer to the University after completing their lower-division curriculum in a community college.
- ***Closer coordination with community college transfer centers.*** The Task Force proposes that the University more closely align its high school academic development programs, such as EAOP and High School Puente, with community college transfer centers. The University would share with the transfer centers information about the students in its high school programs. These centers, in turn, would direct their activities to these students during their tenure at the community college, providing information and guidance about the transfer process to a UC campus.
- ***UC/Community College Transfer Alliance:*** A new program should be developed jointly by the University and California community colleges to help students make a timely and smooth transition from a community college to a UC campus. The goal of this alliance is to increase the UC transfer rate of students who participated in high school or community college academic development programs. The alliance also could be developed as one of the options available to regional partnerships.
- ***Enhanced intersegmental student-information exchange:*** Technology-based efforts, such as Gateways, Pathways, Project ASSIST, and Nexus, should play a central role in helping to expand academic development programs to the community colleges by providing a database warehouse for outreach staff, enabling them to track students, monitor their academic progress, and provide strategically timed counseling and UC information.⁽³³⁾

d. Academic Development Programs for Graduate and Professional School Students

Proper academic preparation is no less important for the student considering graduate or professional school than it is for the high school student applying to college for the first time. And not surprisingly, the University's outreach model for attracting disadvantaged students to its graduate and professional schools is similar to that of its outreach to high school and community college students. While differing substantially in intellectual emphasis and academic skills to be developed, the outreach aims are nonetheless similar: identify prospective students; provide exposure to, and information about, the University's academic programs; and offer assistance in academic skill enhancement. Therefore, the Task Force believes that the virtues inherent in academic development programs described above are equally important for the University's graduate and professional school outreach activities.

With this outreach model in mind, the Graduate/Professional School Outreach Subcommittee surveyed a variety of campus programs, evaluating their programmatic content, disciplinary focus, students served, faculty participation, and linkages with other types of outreach programs. The Subcommittee recommends that the University expand its pre-graduate summer research internship/traineeship programs. In programs held both during the academic year and the summer, promising juniors and seniors are paired with faculty mentors in graduate-level research designed to expose them to the opportunities of graduate-level study and to prepare them for eventual enrollment in graduate or professional school. Students in these programs typically spend 30 or more hours per week working on research in a laboratory or library. Faculty and students are matched according to mutual research interests, and faculty work closely with students as mentors. In addition, seminars, lectures, and workshops provide skills enhancement and essential information about graduate study.

Expansion of these pre-graduate research internship programs has several advantages over other types of post-graduate outreach:

- ***Outreach Success:*** These programs have a record of successful outcomes. A recent survey of the University's summer programs indicated nearly 80 percent of all students who participate in these programs enroll in graduate or professional school within three years. In addition, these programs have been found to be attractive both to currently enrolled UC undergraduates and to students nationally;
- ***Faculty Involvement:*** These pre-graduate programs involve a significant degree of faculty participation, both in the design of the programs and in their administration. More importantly, faculty are involved in a day-to-day advising and mentoring role with participating students and, as a result, are able effectively to model the graduate research experience to promising students;
- ***Diminishing Federal Support:*** As successful as these programs are, support from the Federal government has been slashed by 60 percent, with additional cuts proposed for the future. Thus, the need for increased University support is critical; and
- ***Focus on Academic Development:*** The development of academic skills is a model that has been used successfully at all levels of University outreach and is no less effective at the graduate and professional school level.

e. Other New Academic Development Initiatives

In addition to the recommendations above that apply generally to academic development activities throughout the University, individual campuses and programs may also wish to consider the following specific initiatives on an experimental, pilot, or expanded basis:

High School Puente: In 1993 Puente expanded its successful community college program to 18 high schools. The program, like its community college counterpart, provides intensive writing instruction, academic counseling, community mentors, parent workshops, and professional development components for teachers.

Business MESA: The MESA undergraduate model, which currently focuses on students' academic development within math- and science-based fields, should be extended to other fields of study. The current MESA model has helped to boost retention and academic advancement of students in science and engineering and appears to be applicable to other fields of study. The Task Force favors an initiative that would orient students toward business-oriented disciplines such as accounting and economics, which are areas of interest to many students.

Charter schools: Campuses also may wish to experiment with charter schools as a means of accelerating academic development efforts for disadvantaged students. Some UC campuses already have developed links with charter schools or have plans to establish one. The Task Force recommends that these efforts be assessed as an additional means of expanding access to higher education for disadvantaged students.

Electronic delivery of "a-f" and honors courses to students in underserved schools: A key obstacle to UC eligibility for some students is the absence in their schools of "a-f" courses required for admission to UC, as well as honors courses that also can enhance students' admissibility. To address this problem, the University should extend its experimentation with "distance learning" techniques to seek to provide these courses to students who might not otherwise be able to take them.

3. Informational Outreach

The third major strategy proposed by the Task Force is to make more intensive use of new information and communications technologies and other means to provide better and more timely information about UC programs to students, families, teachers, and counselors.

a. Informational Outreach to Students

The PACE report emphasizes the importance of early, sustained, and strategically timed intervention. It is crucial that students in primary and middle schools, and their families, be informed of the need to develop strong basic language and mathematics skills necessary to enroll in "a-f" subjects in the ninth grade. It is equally important to provide high school students timely information on UC admissions requirements, undergraduate majors, special programs, financial aid and scholarships, and SAT registration dates. Information to students and their families should be user-friendly, engaging, and informative. Informational outreach to students may include: television and radio public service announcements on youth oriented stations; publications and videos; UC calendars highlighting campuses, admission requirements, test dates, admissions and financial aid deadlines; campus visitations; UC websites; presentations at schools, churches, and youth service organizations; and special student conferences (e.g., UC Admissions Preparation Program).

To be effective, informational outreach to students should use a variety of media to provide earlier and more complete information about the University on a regular basis. Academic development programs should use Gateway and Pathways to monitor the number and types of contacts with students.

b. Informational Outreach to Families

Families, especially those from disadvantaged populations, need to be informed early (K-4) that a college education for their children is both attainable and affordable. With this information, they can assist their children to prepare academically and consider ways to finance a college education. A comprehensive information dissemination and outreach effort, using print, radio, video, and television, should be focused on families with children in primary and middle schools. These grades are crucial junctures in the educational process, where academic decisions are made that affect choices after high school.

c. Informational Outreach to Counselors and Teachers

Counselors and teachers play a critical role in students' education choices. They often determine the courses students enroll in, and influence their majors, career choices, and the colleges to which they apply and eventually enroll. The Office of the President, in cooperation with UC campuses and the Lawrence Berkeley National Laboratory, is currently developing systemwide initiatives in the area of instructional technology. Two initiatives in particular, Nexus and Gateway, have the potential to enhance counselors' and teachers' understanding of the vast array of University outreach-related information and educational opportunities available.⁽³⁴⁾

d. Enhancement of Existing Recruitment Efforts

In addition to the new, three-point outreach strategy described, the Task Force believes it also is essential for the University to continue and expand existing recruitment programs and activities. Recruitment, or as it is sometimes called, "immediate outreach," involves efforts to solicit applications and recruit eligible students from disadvantaged backgrounds to UC. Unlike most other outreach programs described above, recruitment focuses on those already eligible or potentially eligible for the University but does not actually aim to enhance college preparation among these students. Recruitment is the critical last step in the outreach "pipeline" whose purpose is to ensure that students who have earlier participated in outreach programs and enhanced their academic preparation subsequently apply to UC and if accepted, enroll at the University.

For groups of students with low UC enrollment rates, data indicate a pattern in which students apply to the most selective UC campuses only, but do not consider applying to less competitive campuses. If they are not admitted to their first-choice campus, many choose to go outside the UC system for their college work. In addition, data on current outreach programs such as EAOP indicate that, while about half of all program graduates become UC-eligible, only about a quarter actually enroll at a UC campus. These findings underscore the continuing importance of recruitment efforts focused on students from disadvantaged backgrounds who are eligible or potentially eligible for UC, but for one reason or another do not apply to or enroll at the University.

Proposed recruitment/marketing campaign: The Task Force recommends that recruitment efforts be systematically coordinated within the framework of a vigorous Universitywide and campus-based marketing campaign. Two key objectives of such a campaign would be: 1) to broaden the applicant pool by focusing on high school graduates from disadvantaged backgrounds who may be UC eligible or potentially eligible but do not apply to UC; and 2) to encourage students from these groups to consider applying to other UC campuses in addition to the campus of their first choice. The Office of the President should develop an overall marketing plan, including appropriate themes and media to reach intended audiences. Building on the systemwide marketing efforts, campuses would work with partner schools and systemwide outreach programs & shy; EAOP, MESA, Puente, Pathways, and Gateway & shy; to identify individual students for recruitment efforts.⁽³⁵⁾ The Task Force believes strongly that, while there are many other areas where the "corporate model" may not be appropriate for higher education, immediate outreach and recruitment is one area where the University could benefit substantially from a business-like marketing plan.

Finally, it is important that the University widely disseminate its message of encouragement to pursue higher education, and in particular to prepare for University enrollment, to young people and their parents. This message must be emphasized in communities that have sent small numbers of students to UC in past years and may perceive changes in admissions and outreach policies as discouraging.

VI. NUMERICAL OUTCOMES FOR UNIVERSITY OUTREACH

The Task Force believes it is essential for the University to establish desired numerical outcomes for all UC outreach programs in order to assess the effectiveness of programmatic efforts and measure progress toward outcomes. To this end, the Task Force recommends striving for the following numerical outcomes for each of the three strategic elements of outreach outlined immediately above. Although different programs and regional partnerships may wish to set other specific outcomes in addition to those identified here, the Task Force believes that the numerical outcomes set forth below should apply broadly to all University outreach programs. The outcomes are based generally on rates of improvement achieved by University outreach programs such as EAOP, MESA, and Puente over the past decade, extrapolated to the future. While we acknowledge that achieving these objectives requires and is contingent upon finding ways to enhance substantially the resources and efforts of each campus and the

University as a whole, and that the efforts and priorities of institutions other than UC also are involved, the Task Force nevertheless believes these outcomes are realistic and worthy of good-faith efforts.

A. Numerical Outcomes for UC/K-12 School-Centered Partnership Programs

Each UC campus, in collaboration with participating K-12 school districts and other regional partners, shall work to increase the number of UC-eligible graduates from partner high schools by 100% -- or to increase the UC-eligibility rate in these schools by 4 percentage points, whichever is greater -- between 1997 and 2002. For example, if in 1997 a given partner school graduates 25 students who are UC-eligible, the desired outcome would be to produce 50 UC-eligible graduates by 2002. Alternatively, if the UC eligibility rate at this same school were 2% in 1997, the desired outcome would be to increase that rate to 6% by 2002 if achieving this outcome resulted in a larger number of UC-eligible graduates than the first goal.

Each UC campus, in collaboration with participating schools and other regional partners, will work to increase the number of competitively eligible students (i.e., students eligible for admission at the most selective UC campuses) from partner schools by 50% -- or the competitive eligibility rate in these schools by 2 percentage points, whichever is greater -- between 1997 and 2002.

Detailed plans regarding the ways in which the regional partnerships will implement the Universitywide framework for outreach are to be submitted by each Chancellor to the President by January 1, 1998.

B. Numerical Outcomes for Academic Development Programs

Statewide UC academic development programs will work to increase the number of UC-eligible program graduates from disadvantaged backgrounds by 100% between 1997 and 2002.

Statewide UC academic development programs will work to increase the number of competitively eligible program graduates from disadvantaged backgrounds by 50% between 1997 and 2002.

C. Numerical Outcomes for Informational Outreach

Each UC campus will seek to increase the number of outreach contacts with elementary, middle school, high school, and community college students and families from disadvantaged backgrounds by 200% between 1997 and 2002. These contacts may include, but are not limited to, such activities as counseling/advising, informational workshops, school visits, and tutoring.

Each UC campus, in collaboration with its regional partners, shall establish ongoing systems to assess the qualitative effectiveness of information outreach programs by January 1, 1998.

VII. RESPONSIBILITY AND EVALUATION

The outcomes proposed will only be realized if a fundamentally new compact can be struck among the University of California, the California Department of Education, and others such as the California community colleges and the California State University, along with the sustained support of the Governor and the Legislature; a compact whose implementation will require partnerships and new definitions of responsibilities among UC campuses and their neighboring K-12 schools. New levels of faculty and staff will be necessary to reach the outcomes proposed, as is the availability of designated resources to support this new level of commitment. Further, the continuing involvement of faculty only

can be ensured if their successful involvement in these efforts is appropriately reflected in the academic personnel process by which the activities of faculty are judged.

A. Responsibility

It is important first to assure that all participants in this effort feel a sense of commitment and responsibility toward achieving the outcomes described above. But responsibility cannot be limited simply to outreach program directors or managers alone. The importance of the issues addressed in this report suggests the need for support at the highest levels of responsibility for the public trust, including The Regents of the University of California, members of the State Board of Education, and local school boards. Beyond these, support of elected officials, executive and legislative branches, as well as the people of California, is needed. Within the University of California the burden of responsibility for attainment of outcomes properly rests with the President of the University and the Chancellors of the campuses, working in partnership with the leadership of Divisional Academic Senates. The Task Force recognizes, of course, that there are many factors in the K-12 school environment outside the control of individual campuses or Chancellors, and that regional partnerships necessarily presuppose a framework of shared responsibility for results. At the same time, however, we believe that Chancellors, as leaders in these partnerships, have the ability to help create and sustain the kind of collaborative relationships needed for success, and to the extent that this is true, Chancellors and the President must bear the primary burden of responsibility for results.

Outcomes for statewide academic development programs will be the responsibility of the program directors. Again, the commitment of K-12, community colleges, and other educational partners will affect significantly the ability of these programs to achieve the intended results.

Finally, the Office of the President will be responsible for: 1) seeking and obtaining public resources so that campuses can support the basic infrastructure for regional outreach efforts; 2) establishing and overseeing a systemwide evaluation mechanism to assess progress toward outreach outcomes; 3) seeking support for academic development programs; and 4) developing and implementing, in conjunction with campuses, new and expanded informational outreach efforts.

B. Evaluation

As the PACE report makes clear, effective evaluation of outreach programs both nationally and within California is much more the exception than the rule, and the Task Force believes that the University must give far more systematic attention to this vital function. One of the key evaluation issues that emerges from the PACE report is the problem of self-evaluation: in most outreach programs, program administrators also are responsible for program evaluation. As a result, evaluation often tends to get short shrift in the competition of other administrative pressures and priorities.

To address this problem, the Task Force recommends that the University establish (or utilize an existing) multi-campus research activity whose mission would include, but not be limited to, evaluation of UC outreach efforts on a statewide basis. Not only would establishment of such a research activity help separate program evaluation from program administration, but it also would help raise the prominence of outreach as a core, rather than peripheral, function for the University -- particularly among UC faculty.

The Task Force does not presume to determine what precise form or intellectual direction such a research unit might take. It has been suggested that current campus organized research units (ORU) or multi-campus research units (MRU) might be combined or modified to form a new MRU, and that is one possibility. However, this new MRU, or other activity, like others already established at the University, would conduct research both applied and basic and would involve the contributions of scholars from a variety of disciplines. Moreover, this MRU would undertake a variety of research topics. For example, in addition to narrower issues of program evaluation, broader intellectual and academic issues also are at stake in the area of outreach. By involving UC faculty more centrally in research and intellectual inquiry focused on the continuum of learning from K-12 through undergraduate and graduate

instruction, the Task Force believes such a Universitywide research unit would help to elevate the importance of UC outreach to K-12 schools within the academic and intellectual life of the University, while also providing practical evaluation data of both a formative and summative kind on the effectiveness of University outreach programs. With greater faculty commitment in this regard, activities related to outreach should be given substantially more weight in faculty advancement consideration.

VIII. OUTREACH RESOURCES

The plan the Task Force proposes has very substantial resource implications. Although the University already invests sizable resources in outreach, in light of the increased importance and emphasis given this activity and the comprehensive nature of the proposed plan, it is evident that large scale new resources will be needed. Also, as plans for implementation proceed, the University must consider whether reallocations are appropriate in some areas to achieve the outcomes via a structure that satisfies strict standards of efficiency and effectiveness.

A. Resource Needs

What elements should be considered in calculating the need for new resources? The most prominent new element being established is campus organization of a regional educational consortium or significant expansion of an existing consortium. Infrastructure costs involved in organizational and management efforts will be incurred and ongoing. In addition, more extensive evaluation and data gathering to guide management of outreach programs and activities will contribute to costs.

The report also recommends expansion of successful student development outreach programs, such as EAOP, MESA, and Puente. Resources will be required to allow these programs to address issues of intermediate-term academic development of students while longer term efforts with schools have time to succeed. Extending some academic development efforts into primary schools and community colleges also represents new costs. In addition, the costs of a large-scale information campaign and marketing plan for shaping the campaign must be funded.

Beyond monetary resources, human and in-kind resources also will be important for all of these efforts. In particular, investment of University of California faculty time and expertise will be required, through support of the proposed organized research activity, through direction and oversight of curricular and instructional improvement work, and through involvement in evaluation of outreach activities. Student resources can also make a significant difference in the success of the plan; new initiatives such as America Reads, UC Links, and a variety of other new tutoring and mentoring programs should be added to the already substantial number of similar existing programs at the University and other postsecondary institutions.

B. Acquiring New Resources

As a starting point, the President of the University has made \$2 million in permanent funds available to the Outreach Task Force to serve as a catalyst for its work. In addition, the Legislature and Governor have added \$1 million to the University's budget for the 1996-97 fiscal year (\$250,000 of which is targeted for outreach in the Central Valley area) and have proposed another \$1 million (again, with \$250,000 of that amount targeted for the Central Valley) for the 1997-98 fiscal year. Assuming the latter resources are, in fact, allocated, the University will have \$3.5 million per year for allocation. This allocation should occur after broad consultation on this draft outreach plan is complete.

Once the Task Force plan is reviewed and finalized, a large-scale fundraising effort must get underway. This campaign should coordinate requests from all major sectors, both public and private. State funds will be sought to support University activities and at the same time funds to allow participating K-12

schools to match University money must also be acquired. Foundation and corporate support will also be sought, with primary responsibility for this effort focused in local communities where most substantial benefits of the plan will be realized.

Obviously, new funds currently available represent only minimal support for the first steps of this new initiative. For the plan to be successful, it must be supported, not just by the University, but by parents and students, by all segments of education, by the business community, and by foundation sources. A significant improvement in the achievement levels of disadvantaged students is of incalculable value to the economic and social health of California. The Task Force invites all segments of the State to join with it in this broad renewal of educational purpose and commitment.

IX. SUMMARY OF RECOMMENDATIONS

Below are listed a summary of the Task Force's recommendations.

A. Recommended Overall Goals for University Outreach

- ☐ *Contribute to the academic enrichment of UC campuses through a diverse student body.*
- ☐ *Improve opportunities for disadvantaged students in California to achieve eligibility and to enroll at UC campuses.*

B. Proposed Plan: Recommended Strategies

1. School-Centered Partnerships

- ☐ *Establish and/or strengthen existing regional consortia.*
- ☐ *Develop partnerships with individual school systems.*
- ☐ *Assist in recruiting, preparing, and retaining teachers in partner schools.*
- ☐ *Work with other universities and with K-12 and community colleges to sponsor a major statewide conference on educational partnerships.*

2. Academic Development Programs

- ☐ *Design and enhance methodology for assessing program effectiveness.*
- ☐ *Expand academic development programs that meet "best practices" criteria to additional middle and high schools, as well as selected primary schools and California community colleges.*
- ☐ *Extend academic development programs to graduate/professional outreach.*
- ☐ *Promote other innovative academic development initiatives, such as "Business MESA," High School Puente, charter schools, and electronic delivery of "a-f" honors courses to students in underserved areas.*

3. Informational Outreach

- ☐ *Expand informational outreach to students, families, counselors, and teachers.*
- ☐ *Enhance existing recruitment efforts.*

C. Numerical Outcomes

The Task Force recommends that:

- *each UC campus work to increase the number of UC-eligible graduates from partner high schools by 100% -- or the UC-eligibility rate in these schools by 4 percentage points, whichever is greater -- between 1997 and 2002.*
- *each UC campus seek to increase the number of competitively eligible students (i.e., students eligible for admission at the most selective UC campuses) from partner schools by 50% -- or increase the competitive eligibility rate in these schools by 2 percentage points, whichever is greater -- between 1997 and 2002.*
- *statewide UC academic development programs work to increase the number of UC-eligible program graduates from disadvantaged backgrounds by 100% between 1997 and 2002.*
- *statewide UC academic development programs seek to increase the number of competitively eligible program graduates from disadvantaged backgrounds by 50% between 1997 and 2002.*
- *each UC campus strive to increase the number of outreach contacts with elementary, middle school, high school and community college students and families from disadvantaged backgrounds by 200% between 1997 and 2002.*
- *each UC campus establish ongoing systems to assess the qualitative effectiveness of information outreach programs by January 1, 1998.*

D. Responsibility and Evaluation

The Task Force recommends that:

- *the President of the University, the Chancellors, and the leadership of the Divisional Academic Senates be responsible for the attainment of outcomes, in partnership with regional K-12 and postsecondary partners.*
- *outcomes for Statewide academic development programs be the responsibility of the program directors.*
- *the Office of the President be responsible for: a) seeking and obtaining public resources so that campuses can support the basic infrastructure for regional outreach efforts; and b) establishing and overseeing a systemwide evaluation mechanism to assess progress toward outreach goals and outcomes.*
- *the University establish a new multi-campus research activity whose mission would include, but not be limited to, evaluation of UC outreach efforts on a statewide basis.*

E. Resources

(Recommendations to follow review of outreach plan.)

REFERENCES

American Association of Community Colleges (1995, August 22). *AACC Annual, 1995-96: State-by-State Analysis of Community College Trends and Statistics*. Washington D.C.: American Association of Community Colleges.

California Statewide Task Force on Teacher Recruitment (1996). *Shaping the Profession that Shapes*

California's Future: The California Statewide Teacher Recruitment Action Plan. Sacramento: California State Department of Education.

California Postsecondary Education Commission (1996, December). *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs*. Sacramento: CPEC (Commission Report 96-11).

The Education Trust (1996). *Education Watch: The 1996 Education Trust State and National Data Book* (1996). Washington DC: The Education Trust.

Feller, M. (1996, December 29). *Where Have All the Teachers Gone?* Sacramento: California Commission on Teacher Credentialing.

Hayward, G. C., Brandes, B. G., Kirst, M. W., and Mazzeo, C. (1997, January). *Higher Education Outreach Programs: A Synthesis of Evaluations*. Berkeley: Policy Analysis for California Education (PACE).

Newman, John Henry (1952/1982). *The Idea of a University*. Notre Dame, Indiana: Notre Dame Press.

University of California (1996, June). *Report on University of California Undergraduate Admissions and Enrollment*. Oakland: Student Academic Services, Office of the President, University of California.

University of California (1967). *Centennial Record of the University of California*. Berkeley: University of California Press.

University of California (1960). *A Master Plan for Higher Education*. Sacramento: California State Department of Education.

Footnotes

¹ See [Appendix A](#) for the full text of SP-1.

² [SP-1](#), Section 1.

³ See [Appendix B](#) for a roster of Task Force members.

⁴ See [Appendix C](#) for a description of specific Task Force activities.

⁵ See [Appendix D](#) for a list of briefings and presentations given before the Task Force.

⁶ For purposes of this report, the term "Latino" is used to refer collectively to Chicanos, Mexican Americans, Puerto Ricans, and all other students of Hispanic origin.

⁷ See [Appendix E](#) for a description of these and other outreach programs and activities.

⁸ Organic Act, Section 14, 1868 (*cited in Centennial Record of the University of California*, 1967, p. 381.)

⁹ See Assembly Concurrent Resolutions 150 & 151, California State Legislature, 1974.

¹⁰ Regents' Item, May 19, 1988.

¹¹ For purposes of the following graphs, the term "Latino" is used to refer collectively to Chicanos, Mexican Americans, Puerto Ricans, and all others of Hispanic origin. Similarly for African Americans and Asian Americans, the shorter terms "Black" and "Asian" are used for purposes of brevity.

¹² Figure 1 derived from data obtained via the 1990 CPEC eligibility study, which included transcript evaluations of 13,641 California public high school students.

¹³ See Appendix E for a description of these and other outreach programs and activities.

¹⁴ Currently over 80 percent of all community college students who transfer to the University are individuals who were ineligible to be admitted directly from high school. See *Report on University of California Undergraduate Admissions and Enrollment* (1996, June). Oakland: University of California, Office of the President.

¹⁵ See the American Association of Community College's AACC Annual, 1995-96: *State-by-State Analysis of Community College Trends and Statistics* (1995, August 22).

¹⁶ See Appendix E for a description of these community college outreach programs.

¹⁷ UC Regents Resolution SP-1, Section 1, July 12, 1995.

¹⁸ UC Regents Item SP-1, Section 9, July 12, 1995.

¹⁹ The SAT is just one of many measures of academic performance (see Figure 5) and does have flaws. However, it is the measure for which we have the most information available. As used in this report and in University admissions generally, SAT scores are employed as an indicator of students' preparation for college-level coursework. It is important to emphasize this point insofar as the SAT is sometimes viewed mistakenly as a measure of *students' academic potential or even intellectual aptitude*. As a standardized test, the SAT does not claim to measure students' inherent potential in this sense, but to measure the level of academic preparation students have actually achieved by the time they graduate from high school and apply to college. The SAT is the most widespread tool available for assessing not only individual students' preparation for college, but also the performance of schools themselves. In the absence of national standards in education, the SAT comes closest to a national "yardstick" for comparing educational outcomes across different regions and school systems. Across the nation about 2 out of every 5 high school graduates take the SAT each year, and in California the proportion is closer to half, making the SAT by far the largest single database for comparing different regions and schools on measures of academic preparation. The SAT data are useful as a check against high school grade point averages (GPA), since grading standards can vary widely from school to school.

²⁰ Another indicator of minority concentration within the bottom tier of schools is the percentage of total minority enrollments in these schools: of all African American, American Indian, and Latino enrollments in California public high schools in 1995, 63% were enrolled in the bottom two quintiles of schools, and 81% were enrolled in the bottom three quintiles.

²¹ Database does not include information about high school or college completion rates of mothers.

²² John Henry Newman, *The Idea of a University* (1852/1960). Notre Dame, Indiana: University of Notre Dame Press, p. 110.

²³ Organic Act, Section 14, 1868 (cited in *Centennial Record of the University of California*, 1967, p. 381.)

²⁴ CPEC Report, 1996, p. 48.

²⁵ Appendix F presents the Executive Summary from the PACE Report.

²⁶ PACE Report (G. C. Hayward, et. al.), 1996, p. 30.

²⁷ PACE report, 1996, p. 31-32.

²⁸ For a portion of its deliberations, the Task Force conducted its work in five subcommittees. Appendix G presents each subcommittee's charge and membership.

²⁹ The subcommittee(s) for which the recommendation was a particular focus of discussion is noted in brackets.

³⁰ The University's Urban Community-School Collaborative provides an effective model for how these relationships can be fostered. See Appendix E.

³¹ See *Shaping the Profession that Shapes California's Future: The California Statewide Teacher Recruitment Action Plan* (California State Department of Education, 1996) and *Where Have All the Teachers Gone?* (M. Feller, December 29, 1996).

³² See *Education Watch: The 1996 Education Trust State and National Data Book* (1996). Washington DC: The Education Trust.

³³ See Appendix E for a description of Project ASSIST, Gateways, Nexus, and Pathways.

³⁴ Appendix E provides a description of the Nexus and Gateway programs.

³⁵ See Appendix E for a description of these and other outreach programs and activities.

Appendix A

Text of SP-1

Outreach Task Force

University of California

OFFICE OF THE SECRETARY

July 12, 1995

TO THE BOARD OF REGENTS

ITEMS FOR ACTION

For Meeting of July 20, 1995

ADOPTION OF RESOLUTION: POLICY ENSURING EQUAL TREATMENT--ADMISSIONS

Regent Connerly recommends that the following resolution be adopted:

WHEREAS, Governor Pete Wilson, on June 1, 1995, issued Executive Order W-124-95 to "End Preferential Treatment and to Promote Individual Opportunity Based on Merit"; and

WHEREAS, Paragraph seven of that order requests the University of California to "take all necessary action to comply with the intent and the requirements of this executive order"; and

WHEREAS, in January 1995, the University initiated a review of its policies and practices, the results of which support many of the findings and conclusions of Governor Wilson; and

WHEREAS, the University of California Board of Regents believes that it is in the best

interest of the University to take relevant actions to develop and support programs which will have the effect of increasing the eligibility rate of group which are "underrepresented" in the University's pool of applicants as compared to their percentages in California's graduating high school classes and to which reference is made in Section 4;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

Section 1. The Chairman of the Board, with the consultation of the President, shall appoint a task force representative of the business community, students, the University, other segments pf education, and organizations currently engaged in academic "outreach."

Board of Regents -2- SP-1

July 20, 1995

The responsibility of this group shall be to develop proposals for new directions and increased funding for the Board of Regents to increase the eligibility rate of those currently identified in Section 4. The final report of this task force shall be presented to the Board of Regents within six months after its creation.

Section 2. Effective January 1, 1997, the University of California shall not use race, religion, sex, color, ethnicity, or national origin as criteria for admission to the University or to any Program of study.

Section 3. Effective January 1, 1997, the University of California shall not use race, religion, sex, color, ethnicity, or national origin as criteria for "admissions in exception to UC-eligibility requirements.

Section 4. The President shall confer with the Academic Senate of the University of California

to develop supplemental criteria for consideration by the Board of Regents which shall be consistent with Section 2. In developing such criteria, which shall provide reasonable assurances that the applicant will successfully complete his or her course of study, consideration shall be given to individuals who, despite having suffered disadvantage economically or in terms of their social environment (such as an abusive or otherwise dysfunctional home or a neighborhood of unwholesome or antisocial influences), have nonetheless demonstrated sufficient character and determination in overcoming obstacles to warrant confidence that the applicant can pursue a course of study to successful completion, provided that any student admitted under this section must be academically eligible for admission.

Section 5. Effective January 1, 1997, not less than fifty (50) percent and not more than seventy-five (75) percent of any entering class on any campus shall be admitted solely on the basis of academic achievement.

Section 6. Nothing in Section 2 shall prohibit any action which is strictly necessary to establish or maintain eligibility for any federal or state program, where ineligibility would result in a loss of federal or state funds to the University.

Section 7. Nothing in Section 2 shall prohibit the University from taking appropriate action to remedy specific, documented cases of discrimination by the University, provided that such Actions are expressly and specifically approved by the Board of Regents or taken pursuant to a final order of a court or administrative agency of competent jurisdiction. Nothing in this section shall interfere with the customary practices of the University with relating to the settlement of claims against the University relating to discrimination.

Section 8. The President of the University shall periodically report to the Board of Regents detailing progress to implement the provisions of this resolution.

Board of Regents -3- SP-1

July 20, 1995

Section 9: Believing California's diversity to be an asset, we adopt this statement: Because individual members of all of California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed

rather than through a system of artificial preferences.

SJH (5/16/97)

File: C:\docs\OTF\Report\Appendix\SP1

Appendix B

University of California Outreach Task Force Membership

Richard Clarke, Co-Chair	Chairman of the Board and CEO, Retired	PG&E
C. Judson King, Co-Chair	Provost and Senior Vice President	UC Office of the President
Robert Amparan	Principal	San Diego Senior High School
Del Anderson	Chancellor	City College of San Francisco
Clifford Attkisson	Assoc. Vice Chancellor, Student Acad. Affairs	University of California, San Francisco
Michael Beasley	Chief Operating Officer	Icing Software, IBM
Caroline Boitano	President and Executive Director	Bank of America Foundation
Robert Collins	Vice President for Instruction	Los Angeles Unified School District
Warren Fox	Executive Director	California Postsecondary Education Comm.
Eugene Garcia	Dean, Graduate School of Education	University of California, Berkeley
Manuel Gomez	Vice Chancellor, Student Services	University of California, Irvine
Gary Hart	Director	CSU Institute for Education Reform
Francisco Hernandez	Vice Chancellor, Student Services	University of California, Santa Cruz
Sonia Hernandez	Chief Advisor and Policy Coordinator	California Department of Education
Jerry Hume	Chairman of the Board	Basic American, Inc.
Jere Jacobs	Assistant Vice President	Pacific Telesis Group
David Jolly	Consultant, Intersegmental Relations	California Department of Education
Meredith Khachigian	Regent	University of California
David Lee	Regent	University of California
Arnold Leiman	Professor, Psychology	University of California, Berkeley
Cecil Lytle	Provost	University of California, San Diego
Cornell Maier	President and CEO, retired	Kaiser Aluminum & Chemical Corporation
Theodore Mitchell	Vice Chancellor, Academic Plng. & Budget	University of California, Los Angeles
Velma Montoya	Regent	University of California
Rodney Ogawa	Academic Council Representative	University of California, Riverside
Rosemary Papalewis	Executive Dir. of Inter-institutional Rel.	California State University
Joel Ruiz	Student Representative	University of California, Irvine
Richard Russell	Regent	University of California
Robert Saldich	President and CEO, retired	Raychem
Daniel Santillano	Student Representative	University of California, Berkeley
Chang-Lin Tien	Chancellor	University of California, Berkeley
Michelle Tsui	Student Representative	University of California, Irvine
Larry Vanderhoef	Chancellor	University of California, Davis
David Warren	Executive Vice Chancellor	University of California, Riverside
Michael Young	Vice Chancellor, Student Affairs	University of California, Santa Barbara

SJH (5/16/97)

File: C:\docs\OTF\Report\Appendix\appndxb.doc

Appendix C

Scope of Task Force Deliberations and Data-Gathering Activities

Outreach Task Force

University of California

The Task Force began its deliberations in February 1996 and immediately initiated a review of the University's outreach goals, strategies, programs, and activities. Data gathering activities included the following:

1. Testimony on the California Educational Landscape and Infrastructure

The Task Force heard testimony from experts who have studied issues of college preparation and enrollment. In particular, the Task Force received information on levels of University of California eligibility among graduating California high school seniors and how various measures of academic achievement leading to postsecondary enrollment correlate with different income levels, parent education, geography, race, and ethnicity.⁽¹⁾

2. Surveys of Outreach Programs and Methods

Outreach program directors provided testimony regarding the goals of their individual programs, as well as methods employed in assisting students, in enriching pre-college curriculum, and in promoting the best instructional practices. Directors also discussed program evaluation and outcomes, areas of greatest need, and areas for expansion.

3. Evaluations of Program Effectiveness

A major point of concern on the part of the Task Force was outreach program effectiveness and outcomes. The Task Force reviewed evaluations of University outreach programs and of similar programs state and nationwide; it also heard expert testimony on program methodology and the match between program focus and issues to be addressed in preparing a diverse student population.

4. Task Force Subcommittees⁽²⁾

At its meeting on April 15, 1996, the Task Force divided into five subcommittees:

Pre-K-16 Outreach;

Community College Outreach;

Graduate/Professional School Programs;

Assessment and Evaluation of Outreach Programs; and

Communication and Technology in Outreach.

Each subcommittee worked independently in defining outreach issues related to its particular subject matter, holding focus groups and meetings, consulting experts in the field, and preparing

recommendations to advance thinking and practice on the individual topics.

5. Commissioned Research

The Task Force commissioned several studies. Two of these studies were conducted by independent consultants: 1) *Higher Education Outreach Programs: A Synthesis of Evaluations*, conducted by a research agency, Policy Analysis for California Education (PACE);⁽³⁾

and 2) *The Focus Group Report for the University of California Outreach Task Force*, conducted by the firm of Stoorza, Ziegaus, Metzger and Hunt to measure the understanding, and define the perspective, of potential students, their families, and their high school counselors regarding the University's policies and programs. A third study, conducted by the Community College Outreach Subcommittee, compiled the views of community college officials regarding the transfer function and how it could be strengthened to serve disadvantaged students. Finally, a survey of graduate and professional school outreach programs was conducted by the Graduate/Professional School Subcommittee to determine the most substantive and cost-effective outreach programs for this student constituency.

6. Testimony from State and National Outreach Practitioners

National experts in outreach and preparation for postsecondary education spoke to the Task Force regarding educational outcomes at the secondary level among different groups of students, highlighting particular issues that must be addressed in order to achieve equality of educational opportunity. In addition, the Outreach Task Force was informed by a conference on outreach issues at UC Santa Cruz. This conference was designed to help frame the work of the Task Force by consulting with 200 outreach practitioners from throughout the State representing all major California outreach programs -- K-12 teachers, principals, and counselors; community college and University faculty; and outreach staff. Following extensive discussion, conference attendees prepared a series of recommendations for improvements in pre-college preparation of disadvantaged students.

SJH (5/16/97)

File: C:\docs\OTF\Report\Appendix\Delib

1.

¹ Appendix D provides a list of the briefings and presentations given before the Task Force.

2.

² Appendix G presents the charge and membership of each subcommittee.

3.

³ Appendix F presents the Executive Summary of the PACE report.

Appendix D

Briefings and Presentations Given Before the Task Force

Outreach Task Force

University of California

Aldaco, M., Executive Director, *Mathematics Engineering Science Achievement (MESA) Program in California*. March 5, 1996.

Doby, W., Vice Chancellor, Student Affairs, University of California, Los Angeles, April 15, 1996.

Fox, W. and Edgert, P., California Postsecondary Education Commission, *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs*, June 11, 1996.

Frye, H., Executive Director, *The UC Urban Community-School Collaborative*, March 5, 1996.

Galligani, D., Assistant Vice President, Student Academic Services, Office of the President, University of California. *A Proposed Framework for University Outreach*. January 13, 1997.

Galaviz, F. and McGrath, P., Co-Directors, *The Puente Project*, March 5, 1996.

Geiser, S., Planning Group, Office of the President, University of California. *The Context for UC Outreach*. February 1, 1996.

Greenwood, M.R.C., Chancellor, University of California, Santa Cruz. *University and K-12 Regional Partnerships*. January 13, 1997.

Haycock, K., Director, Education Trust, American Association for Higher Education, *A National Perspective on Outreach in the 1990s*, June 11, 1996.

Hayward, G. C., Policy Analysis for Higher Education (PACE), *Higher Education Outreach Programs: A Synthesis of Evaluations*, October 24, 1996.

Hernandez, S., Chief Advisor and Policy Coordinator, California Department of Education. *The Challenge School District Reform Initiative*, March 5, 1996.

Pister, K., Chancellor Emeritus, Office of the President, University of California. *UC Nexus*. January 13, 1997.

Polkinghorn, R., Jr., Academic Affairs, Office of the President, University of California. *Overview of University of California Outreach*. February 1, 1996.

Tien, C., Chancellor, University of California, Berkeley, *The Berkeley Pledge*, June 11, 1996.

Tucker, B., Student Academic Services, Office of the President, University of California, *The Early Academic Outreach Program*, March 5, 1996.

Appendix E

Glossary of Outreach Programs and Activities

Outreach Task Force

University of California

Student-Centered Outreach Programs

The programs below represent a sampling of the University's outreach programs that focus directly on students and their families. Services typically provided include academic enrichment and support, academic counseling, tutoring, parental involvement, and motivational activities. One of the key objectives of these programs is to provide students with a broad range of educational experiences outside the classroom -- visits to university campuses, internships with local companies and businesses, community service work -- with the expectation that these opportunities will make students' classroom instruction and interactions with teachers and peers more relevant. UC's student-centered programs also work to raise K-12 students' aspirations for college.

Advancement Via Individual Determination (AVID): Begun in San Diego by a high school English teacher, AVID operates in 265 California middle and senior high schools. AVID enrolls educationally disadvantaged students in rigorous college preparatory classes and provides the academic support necessary for them to be successful in those classes and in preparing for college.

Break the Cycle Program: Provides individualized instruction to underrepresented and disadvantaged elementary school students to increase their mastery of math, using UC Berkeley undergraduates as tutors.

Early Academic Outreach Program (EAOP): Established in 1975, EAOP is a University-wide program which operates on each UC campus and in 452 California middle and senior high schools. EAOP is designed to increase the UC eligibility and enrollment rates of disadvantaged students.

Mathematics, Engineering, Science Achievement (MESA): Established in 1970, MESA is partnered with UC, CSU, California community colleges, and independent Universities. MESA operates in 242 California middle and senior high schools and 11 community colleges. MESA is designed to increase the number of disadvantaged students who attend college and pursue majors and careers in math, engineering, computer science, and other science-based fields.

Puente Project: Established in 1981, Puente operates in 39 Community Colleges. The goal of the Puente program is to increase the transfer rate of Puente students to four-year colleges and universities.

High School Puente: Established in 1993, High School Puente currently operates in 18 California high schools. The goal of the High School Puente program is to assist students in high school so they are prepared to enroll in four-year colleges and universities and ultimately return to the community as mentors and leaders.

School-Centered Outreach Programs

UC's school-centered programs build upon the expertise of educational professionals who are working in K-12 schools. These programs focus on assisting and enhancing K-12 schools by providing teacher training in the University's schools of education, providing professional development activities for teachers and administrators, conducting education-related research and policy analyses, developing curricular reforms.

Advanced Reading Leadership Program: Located on the Berkeley campus, this program provides professional development for teachers in the following subject areas: English as a second language,

mathematics, science, and computer applications.

Beginning Teacher Support Assessment (BTSA): BTSA's goal is to reduce attrition within the teaching profession. The program employs veteran teachers to advise new teachers and provides a series of structured seminars.

California Subject Matter Projects (CSMP): This program offers on-going teacher professional development through intensive institutes and other programs and workshops in nine different subject areas. In addition to helping teachers deepen their understanding of the subjects they teach, CSMP provides them with an opportunity to analyze relevant research and to share good instructional practices with colleagues.

Center X: Located in the Graduate School of Education and Information Studies at UCLA, Center X conducts educational research and practice relating to urban education. By blending theory and practice related to teacher education and school reform, the Center links its various academic and non-academic professional development programs in collaborative efforts with low-income, urban schools.

Center for Research and Extension Services to Schools (CRESS): Located on the Davis campus, CRESS education extension specialists, education faculty, and California Subject Matter Project Directors work closely with regional schools to build on local expertise and address local issues through innovative programs.

Community Teaching Fellowships (CTF): This project recruits mathematics teachers for schools in low-income, urban areas. In addition, CTF recruits undergraduate and graduate mathematics majors to tutor K-12 students in these schools.

Nexus: Sponsored by the UC Office of The President, in cooperation with the Lawrence Berkeley National Laboratory, Nexus is a new initiative designed to enhance the use of instructional technology by more closely linking campus programs and resources to teachers and counselors through use of computers and the Internet.

The Puente Project Training Institute: For 16 years, the Puente Project has provided initial and on-going training to teachers and counselors to work effectively with students from families with no college experience. Among the methodologies that Puente has pioneered are strategies for linking academic programs to local communities, methods of integrating cultural literature into the core curriculum, and strategies for successfully teaching students reading and writing in untracked, mixed-skill classes.

Application of Emerging Technologies to Outreach

The programs described below take advantage of recent advances in computer and Internet technology to help students and their families obtain information about, and prepare for, the University.

Articulation System Stimulating Interinstitutional Student Transfer (ASSIST): ASSIST is a computer software program and a database of transfer-related information for California's colleges and universities. The ASSIST software is used to display and maintain the transfer information in the database. The goal of the Project is to provide students and counselors with an easy way to access accurate and complete information about transferring from one California college or university to another.

Gateway: Gateway is designed to provide more efficient access to outreach program data for UC campuses, and access to UC information for middle school and high school students and their families.

Pathways: Based at the UC Office of the President, Pathways is a new electronic guidance and admissions system providing prospective students with an opportunity to gain information about, and apply to, the University over the Internet.

Partnerships and Collaborations

The programs below represent initiatives that link the University and K-12 more closely in meeting mutual outreach aims such as student preparation.

The Berkeley Pledge: Established in 1995, the Berkeley Pledge is designed to maintain student diversity on the Berkeley campus. The Berkeley Pledge has four primary goals: 1) expand recruiting efforts targeted at disadvantaged students; 2) make Berkeley affordable for every student; 3) renew and expand commitment to working with K-14 schools and teachers; and 4) enhance academic support/enrichment programs designed to help undergraduates succeed at Berkeley.

El Paso Collaborative for Excellence: This collaborative includes civic, business, and educational leaders from throughout El Paso county. The collaborative focuses the capacity of El Paso schools to offer a high quality mathematics and science curriculum and instruction program to all students.

Monterey Bay Educational Consortium (MBEC): Established on the Santa Cruz Campus, the purpose of the MBEC is to bring together K-12 and postsecondary educational institutions in the Monterey Bay Area across levels (K-18) to further collaborative inquiry as well as develop additional cooperative initiatives directed toward improving curriculum, pedagogy, policy, and the public's understanding and support of education.

San Diego K-16 Executive Council: Established to provide a forum for higher education leaders to exchange ideas and work on common projects with K-12 superintendents, community college presidents, and the San Diego County Office of Education.

Urban Community-School Collaborative: Sponsored by the University of California Office of the President, the purpose of the Urban Community-School Collaborative is to help develop and coordinate collaborative efforts of the nine UC campuses with local communities, school districts, and other institutions and agencies throughout California.

Recommended Outreach Programs

The programs described below are in the planning stage, but represent new ways for the University to meet its outreach goals and obligations.

Business MESA: An extension of the MESA model to encourage and guide students toward business-oriented disciplines such as business, accounting, and economics.

Charter Schools: In 1992, the California legislature passed legislation allowing entities to establish charter schools, allowing teachers, parents, business, and/or higher education institutions to petition local school districts for funds to run a public school. Several UC campuses are considering the establishment of charter schools as a way to accelerate the academic development of disadvantaged students.

Electronic a-f: This Universitywide and campus-based initiative is designed to address the problem of limited UC "a-f" course offerings in educationally disadvantaged schools. The University proposes using "distance learning" technology to provide "a-f" courses to students who might not otherwise have access to them.

UC/Community College Transfer Partnership: A Universitywide partnership with California community colleges. The goal of the partnership is to increase the UC transfer rate of students who participated in high school or community college academic development programs.

SJH (5/16/97) File: C:\docs\OTF\Report\Appendix\Otfglos

Appendix F

Executive Summary

Higher Education Outreach Programs: A Synthesis of Evaluations

Policy Analysis for California Education

Outreach Task Force

University of California

This report by Policy Analysis for California Education (PACE) was commissioned by the University of California to inform deliberations of the Outreach Task Force on strategies to enhance University participation by students who are disadvantaged or from groups that have been historically underrepresented. The report reviews evaluations of current outreach programs, identifies effective practices, and makes recommendations for the improvement of programs

and of the methods used to evaluate programs.

The report presents an analysis of what has been learned about outreach programs in order to inform deliberations relative to the following questions:

1. What do we know about the effectiveness of current efforts to increase the numbers of underrepresented and disadvantaged students who are well-prepared for higher education?

Are there certain practices of program components that rate most effective in college preparation programs?

2. How might the evaluations of outreach programs be improved?

3. What essential principles should be considered in designing college preparation programs for disadvantaged students?

4. What are the implications of these findings for policy decisions on strategies of future outreach efforts?

Chapter II of the report presents information on the flow of students in the K-17 education "pipeline." This information provides parameters on the problem of improving college preparation of disadvantaged students. The data shows that as students reach high school,

the performance gap between Black and Latino students and their white and Asian

counterparts continues to widen, and their chances for admission to four-year institutions continue to diminish.

Also in Chapter II is a discussion of the "barriers" to University participation of disadvantaged students. The following are frequently cited barriers: lack of information about higher education opportunities; insufficient counseling and advisement; tracking of students in courses that do not prepare them for college; admissions test requirements; course-taking patterns; under-prepared teachers; low aspirations/expectations/motivation; and the costs of higher education.

Chapter III provides a broad review of programs, focusing on the evaluation findings pertaining to program effectiveness and efficiency. The review is organized by clusters of programs with brief summaries of evaluation findings for examples of various types of programs -- University

of California systemwide programs as well as other programs in California and nationally.

Four clusters of programs are included: 1) programs which are primarily student-centered; 2) programs which combine student-centered approaches with enhanced student financial aid; 3) programs which combine student-centered and school-centered strategies; and 4) programs which are school-centered.

In Chapter IV we discuss effective practices and suggest essential principles for designing student-centered and school-centered programs. The following essential principles about student-centered strategies are discussed:

1. Student-centered programs provide a "bridge" to higher education for minority students.
2. Strategically timed interventions can make a difference.
3. Comprehensive student-centered interventions seem more effective than single-component strategies.
4. Student-centered interventions are more effective when sustained over time.
5. Outreach programs are more effective when they are well-integrated with K-12 schools, instead of operating at the margins.
6. Some components of student-centered programs seem effective and especially feasible for higher education institutions to provide. These include the following:
 - a) early information about preparing for college;
 - b) family involvement;
 - c) academic counseling;
 - d) tutoring and mentoring;
 - e) study skills and specific academic skills;
 - f) transitions programs and summer residential programs; and,
 - g) college admissions and placement test preparation

The following essential principles are discussed about school-centered strategies:

1. School-centered programs can provide staff development that helps teachers support students' success in college-preparatory courses;
2. School-centered programs can improve the quality of curriculum and teaching in core academic subjects;
3. School-centered strategies can help enhance the academic culture of K-12 schools;
4. Professional development programs can help improve the quality of teaching in low-performing schools.

In Chapter V is a review of current program evaluation strategies with suggestions to improve future evaluations. Five essential principles about evaluation of outreach programs are discussed. These are:

1. A student information system is needed for program evaluation.
2. Program goals and intended outcomes must be defined. It is suggested that a useful distinction can be

made between short-term, intermediate-term and long-term outcomes.

3. Program interventions must be clearly described and implemented.
4. Evaluations must be carefully designed to attribute results to interventions.
5. Evaluations should connect outcomes and cost.

Chapter V also recommends a research agenda for evaluating program effectiveness that includes a multi-level, multi-method approach.

In Chapter VI we discuss implications for the University's outreach policies. Strategies to enhance diversity at the University are discussed in terms of short-term, intermediate-term and long-term strategies. Four short-term strategies are suggested. These are: 1) increasing the eligibility pool by focusing on students who are "almost" eligible for admissions and encouraging these students to take admissions tests; 2) focusing recruitment efforts on underrepresented students who already meet eligibility requirements; 3) increasing community college transfer; and 4) better feedback to high schools about postsecondary performance of their students.

Intermediate-term strategies would focus on enhancing the effectiveness of current student-centered programs -especially EAOP and MESA, which are the University's largest programs, but also some of the other promising comprehensive programs' such as AVID and High School Puente. It is recommended that the University institute professional development activities

focusing on the effective implementation of key components of student-centered programs.

Long-term strategies should focus on school-centered programs including professional development efforts and assistance to low-performing schools in an improvement strategy.

The state of California needs to mount a massive effort to build the capacity of the K-16 education system to provide an "opportunity to learn" to all students.

The University needs to define its systemwide role within that plan, and each of the

University's campuses needs to play a part. The University must develop a framework

for program coordination and service delivery as well as a framework for program evaluation

so that there will be a coherent approach to increasing the number of underrepresented, disadvantaged students who attend and are successful at the University.

SJH (5/16/97)

File: C:\docs\OTF\Appendix\PACE

Appendix G
Subcommittee Charge and Membership
Outreach Task Force
University of California

Pre- K-16 Outreach

Charge: To investigate the various stages of the educational process students follow in Pre- K-16; examine the linkages among segments; and recommend changes needed to raise the level of educational success of California's youth, particularly disadvantaged students.

Membership: C. Boitano (Vice Chair), G. Garcia (Chair), S. Geiser (Staff), S. Hernandez, T. Mitchell, D. Santillano, S. Thompson, C. Tien, M. Young.

Community College Outreach

Charge: To examine ways of strengthening the partnership between community colleges and the University through outreach, building upon the "transfer function" framework as defined in the California Master Plan for Higher Education.

Membership: Amparan, R., Anderson, D. (Chair), S. Handel (Staff), J. Ruiz, R. Russell (Vice Chair), M. Tsui, L. Vanderhoeff.

Graduate and Professional School Outreach

Charge: Given that outreach to graduate and professional school students is qualitatively different from outreach to undergraduates because of the narrower purpose of these programs and the varying criteria that students must meet for admission, this subcommittee will: review graduate and professional school outreach programs, assess their level of success, and recommend strategies to maintain student diversity.

Membership: C. Attkisson, A. Lieman, D. Warren (Chair), M. Westlye (Staff).

Assessment and Evaluation of Outreach Programs

Charge: To recommend methodologies for effective evaluation of outreach programs; review both current outreach programs and proposed outreach activities to determine the most effective outreach components across programs; and develop recommendations to inform the work of the other subcommittees as they develop proposals for their unique constituencies.

Membership: M. Beasley (Chair), W. Fox, G. Hart (Vice Chair), F. Hernandez, J. Hume, M. Khachigian, C. Lytle, V. Montoya, B. Tucker (Staff).

Communications and Technology in Outreach

Charge: To recommend strategies for use of modern telecommunications and digital networks in outreach programs for students throughout the State and to develop strategies for more effective use of the media to a broader group of students and parents regarding preparation for, and admission to, the University of California.

Membership: D. Lee, M. Gomez (Vice Chair), J. Jacobs (Chair), C. Maier, R. Papalewis, R. Saldich, R. Tacconi (Staff).

SJH (4/10/97)

File: C:\docs\otf\appendix\sub