

UC Davis Law School Offers of Admission 1996 & 1997

% identifies percentage of total offers of admission

* Figures for 1996 include offers made to applicants who were originally waitlisted.

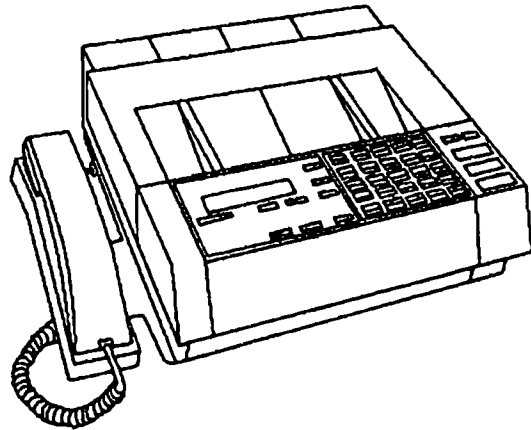
Ethnic/Racial Identity	*1996		1997	
		%		%
Asian	148	17.76	107	13.3
Black	27	3.24	20	2.49
Chicano	50	6.00	30	3.73
Latino & Puerto Rican	19	2.28	20	2.48
Native American	6	.72	7	.87
Other	5	.60	7	.87
East Indian	14	1.68	21	2.61
White	482	57.86	488	60.69
Declined To State	82	9.84	104	12.94
Total	833	100%	804	100%

**UC DAVIS
SCHOOL OF LAW**

FAX: 916.752.6125

PHONE: (916) 752-6477

**ADDRESS: ADMISSION OFFICE
SCHOOL OF LAW - KING HALL
DAVIS, CA 95616-5201**



.....
DATE: June 3, 1997

NUMBER OF PAGES (including cover sheet) : 2
.....

DELIVER TO: Kevin Blake

SCHOOL/COMPANY: White House

DEPT: Communications Office

FAX NUMBER: 202.456.5709

REGARDING: Your request for info about offers of admission in '96 & '97
.....

FROM: SHARON L. PINKNEY, DIRECTOR OF ADMISSION

COMMENTS:

that severely limit the practice. The president also wants to launch a "national discussion about race" this month. But he can't keep ducking the big question that King posed and Connerly echoes.

"On the one hand," said Connerly, a man of guts and principle, "there are those who say that race matters, that we have to use race to get beyond race. Then, there are those of us who believe, as President Kennedy said in 1963, 'Race has no place in American life or law.' "

It's time to choose.

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UNIVERSITY OF CALIFORNIA, SAN DIEGO

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SANTA BARBARA • SANTA CRUZ

UNIVERSITY COMMUNICATIONS

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0938
(619) 534-3120 FAX: (619) 534-1407

June 10, 1997

TO: Kevin Blake

Per your request, attached is the most recent print-out of current UCSD admissions data, which includes enrollments from the past two years.

Let me know if I can provide any additional information.

A handwritten signature in cursive script that reads "Leslie".

Leslie Franz
Acting Director of Communications
(619) 534-0363



University of California
San Diego

University Communications Office

FAX TRANSMITTAL

URGENT _____ FOR YOUR INFO _____ PLEASE REPLY _____

Date JUNE 3, 1997

Please deliver this form and the following 2 pages to:

Name KEVIN BLAKE

Location WHITE HOUSE, WASHINGTON, D.C.

Fax Number (202) 456-5702 Telephone _____
541 456-5709

FROM:

Leslie Franz
Acting Director
University Communications

Fax Number: (619) 534-1407
Telephone: (619) 534-3120
E-mail: lfranz@ucsd.edu

Comments: _____

FRESHMEN CLASS OF FALL 97, 96, 95 COMPARATIVE DATA

	<u>1997</u>	<u>1996</u>	<u>1995</u>
1. Scholarship			
Avg. GPA	3.89	3.90	3.86
SAT	1232	1224	1215
2. Yield	27%	23.1%	24.7%
3. Ethnicity			
Af. Amer.	80	61	46
Mex. Amer.	313	241	222
Nat. Amer.	28	29	23
Asian Amer.	1057	777	975
Caucasian	1471	1131	1121
4. Admissions Yield By Geographic Location			
San Diego	49%	47%	43%
L.A.	23%	20%	24%
S.F.	22%	18%	20%
Other CA.	27%	23%	21%
Out of St./Country	19%	14%	18%
5. Percentage in Each Income Category			
High	34.5%	30.3%	29.2%
Med. Hi	21.0%	23.7%	21.5%
Med. Low	23.8%	25.0%	24.9%
Low	20.7%	21.1%	24.5%
6. Gender			
Female	54.4%	55.1%	52.7%
Male	45.6%	44.9%	47.3%

Davis

18,001 ugs

52% women

48% men

2% international

99% 25 yrs. +

1% N.A.

11% Hispanic

4% black

31% Asian

Innre

13,833 ugs

53% women

47% men

2% intl.

8% 25 yrs +

1% N.A.

13% Hispanic

3% black

50% Asian

UCLA

23,769 ugs

51% women

49% men

3% intl.

7% 25 yrs +

1% N.A.

18% Hispanic

6% black

35% Asian

Riverside

7,433 U.S.

53% women

47% men

1% intl.

8% 25+

1% N.A.

17% Hispanic

5% black

39% Asian

UCSB

15,934 U.S.

53% women

47% men

1% intl.

6% 25+

1% N.A.

12% Hispanic

3% black

17% Asian

UCSC

8,876 U.S.

40% women

40% men

2% intl.

11% 25+

~~1%~~ 1% N.A.

16% Hispanic

3% black

14% Asian

(1996) 1997 Demographics

Berkeley

21,176 ~~487~~ undergrads

48% women } sex
52% men }

4% intl.

1% N.A.

14% Hispanic

6% black

3% Asian

San Diego

14,846 UGS

49% women } sex
51% men }

1% intl.

1% N.A.

12% Hispanic

3% black

9% 25 yrs +

24% Asian-American

OUTLINE FOR RECONCILIATION SPEECH

University of California at San Diego

June 14, 1997

I. AMERICA'S HOPE/AMERICA'S PROGRESS

A. I've come here because this is a pivotal time for America and for you as you prepare to make your way in the world. We face a challenge that no nation has ever faced before -- to remain the world's most diverse democracy as we experience a dramatic shift in our racial and cultural makeup. You come from different backgrounds [*note: school is 55% minority, of which 9% is Hispanic, 28% is Asian-American and 5% is black*], but today you all stand united in the pride of your accomplishment.

B. Our nation's energy comes from such diversity, from the many cultures, learning from one another, teaching one another. [*paint a picture*] America is growing more diverse -- by midcentury, non-Hispanic whites will be a bare majority, perhaps soon a minority [Examples of change: Los Angeles, N.Y.C., UCSD].

C. At this moment of bright progress, we should look back at the past half century to realize just how much progress we have made.

- 40 years ago -- Little Rock Central High/personal memories of segregation.

- 31 years ago -- DC aflame after King's murder

- These are things I remember from my lifetime. But our history, from our earliest days, is crowded with the experiences of many lifetimes. The grandparent and parents here today have their own, whether they were in Nisei camps, marched with Cesar Chavez, saw "no Irish need apply signs," etc. This is the common history of every American.

D. For decades, bitter issues of race and ethnicity poisoned our politics. Genuine public concerns were sharpened into brutal code words (welfare, crime, big government). Today, America is addressing those issues -- they are problems to be solved.

E. America has focused on the question of race before, but only in times of crisis (riots, assassinations). We face no such crisis now. Yet, we still see evidence of racism, discrimination, and exclusion. 30 years ago, the Kerner Commission said that we were two nations, one black, one white, separate and unequal. Now, we are at risk of becoming many nations, separate, unequal and at odds.

Now, at the dawn of a new century, is a moment that our nation has long needed -- a time to face, honestly and intently, the issues of race and ethnicity. Today, we should declare that our diversity must be our greatest strength, or it will become our greatest weakness.

II. WHY NOW?

A. Brisk run through of reasons why now --

- there are still acts of hate (immigrant bashing, church burning, job/housing discrimination, hate crimes, etc.)
- at this moment of America's great possibility, we risk taking a gravely wrong turn (e.g., repeal of affirmative action keeping minorities out of college, etc.)

B. Above all, our diversity can be our greatest strength in the 21st Century world.

- in a global economy, our diverse nation has a competitive edge as we do business around the world
- at a time when our minds are the key to our prosperity, we must tap the talents of all Americans
- that we understand every language and every culture enhances our ability to work with others on global missions from finding cure for AIDS to space exploration -- we are trained in openness and cooperation

C. And if we do not make it our greatest strength, it will surely be our greatest weakness -

- No other country has ever absorbed such change without fracturing. No country has simply shifted ethnic makeup without vast upheaval. We see these dangers all around the world.

III. WHAT WE MUST DO

We must do two things at once --

A. We must find new ways to respect the differences among us.

B. And we must commit with even greater strength to our common values. Pride in your heritage is important. But so is pride in your country. As important as the land your ancestors left is the land that you will leave to your children. America is not a plot of land or a race of people -

- we are united by beliefs, by a fundamental creed (all men are created equal; Bill of Rights; equal protection under the law). Opportunity for all, responsibility from all.

C. This American ideal calls all of us to a higher standard of social, political and moral conduct. We are not defined by race. We are defined by our common history, struggles, ideals and dreams.

IV. THE NEXT STEP: AN HONEST NATIONAL DIALOGUE ON RACE

A. Now it is up to all of us to apply these values to the new challenges of our time. The way we must deal with the issues of race and discrimination have changed. First, we broke down legal barriers, then we had to put in place programs to make equality of opportunity real.

B. First, we must still confront discrimination wherever it exists (e.g, voting rights, civil rights, equal protection under the law).

C. Second, we must work to extend opportunity to all Americans -- education, health care, economic growth. Briefly discuss balanced budget/balanced values.

D. Third, and perhaps most important today, we need a great national conversation about race and diversity, to acknowledge openly those things that divide us, so that we can move past them, heal old wounds, and live in unity.

E. Today, the problems we face are chiefly problems of conscience, of the soul and of the spirit. For as long as we can remember, we have talked at each other and about each other. It is high time we begin talking with each other.

F. Today the walls that divide us more often than not are invisible -- stereotypes, preconceptions, unspoken assumptions. Dialogue is essential to ending indignities like following a Latina around in a supermarket or refusing to pick up a black man who is trying to hail a cab.

G. We see in communities across America the good that can come when people of all backgrounds sit down on common ground. [e.g.s -- church exchange in San Diego; Black-Korean dialogue in several cities, etc.)

V. FIRST STEP: SPEAK THE TRUTH

A. Honest dialogue will not be easy at first. It may open some wounds. But that is the only way we can begin the healing.

B. We have begun to speak the truth about America's history (World War II medals to black heroes; Tuskegee apology).

C. Now we must continue to speak the truth about America today. Over coming year:
[examples of challenges can include...

To whites - don't pretend there's no prejudice and take action to end it.

To grandchildren of immigrants from Ireland and Italy and Poland: don't pull up the ladder from the new immigrants who come here for the same reason and with the same values as your ancestors.

To minorities, especially young black and Hispanic men and women - don't retreat into isolation and anger; and absolutely, do not give up on the promise of America.

To all Americans: do not use race or racism as an excuse for acts of hatred or self-destruction. Do not assume that those of a different race from you act from base motives or bigotry. "Judge people by the content of their character, not the color of their skin."

VI. WHAT I WILL DO

Let us begin this great national conversation here and now. Today, I want us to begin an examination of where we are and where we are headed -- to take a look at how our evolving diversity is affecting our cities, our schools, our housing, health care, the administration of justice, jobs and our economy.

A. To lead this effort, I am appointing an advisory board of distinguished Americans to advise me as we take stock of the changing face of America. This commission will examine problems and explore solutions in our renewed effort at racial and ethnic reconciliation.

B. This must not be yet another commission issuing yet another report.

This time, the President will lead the effort -- not delegate it to others.

This time, the panel will recruit other leaders who will be encouraged to replicate our model in their communities.

This time, the President will report to the nation at the end of the panel's work.

C. To augment the work of the commission, I will conduct four national town hall meetings and other activities across the country to engage communities in a constructive dialogue about different aspects of the problem. [*Hate Crimes conference here?*] [*announce Little Rock Central event?*]

D. And we will take steady steps throughout the year to make our policies match our words. [*hint of policy actions to come*]

VII. CONCLUSION

A. With all the progress we have made, it is not enough. The great shift in our racial and cultural composition will require us to resist the trap of division. It is more important than ever that we teach our children tolerance and show them the power of diversity.

What do we want from all this? If we achieve nothing more than talk, that will be too little. If we propose nothing but policy ideas that are merely small gestures along the way, that will be too little. But if ten years from now, people can look back and see that America's commitment to her ideals was renewed and reinvigorated and that the post-Martin Luther King generation finally shouldered its fair burden in this historical struggle, then this effort will have been a success.

B. We must look forward, and work toward the day when race is not America's constant obsession -- when the color of your skin is no more important than the color of your eyes -- when we have finally come to the end of our long national journey to become One America.

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Other CA.	27%	23%	21%
Out of St./Country	19%	14%	18%
5. Percentage in Each Income Category			
High	34.5%	30.3%	29.2%
Med. Hi	21.0%	23.7%	21.5%
Med. Low	23.8%	25.0%	24.9%
Low	20.7%	21.1%	24.5%
6. Gender			
Female	54.4%	55.1%	52.7%
Male	45.6%	44.9%	47.3%

UCSD TODAY

AS AN INSTITUTION

- ▶ Although only 36 years old, the University of California, San Diego ranks 10th in the USA in the excellence of its graduate programs and the quality of its faculty, according to the most highly-regarded ranking of universities, released in 1995 by the National Research Council.
- ▶ The 1996 *US News and World Report* ranks UCSD sixth best of all state-supported colleges and universities in the nation. The ranking was based upon a nation-wide survey of 2,730 academicians expressing their opinions of 1,422 schools. In a 1997 survey conducted by *US News and World Report* of graduate and professional programs, UCSD ranked third in the nation in drama/theater and 12th in the nation in film programs.

In the first objective study of academic strengths among U.S. research universities, UCSD's faculty ranked tops in the nation among public institutions in science productivity. When compared to private universities, in the 1997 survey, UCSD ranked fourth in the nation in science productivity, behind Caltech, Stanford and MIT.

- ▶ UCSD numbers five Nobel Laureates on its faculty, and of all public universities in the USA, has the second highest number of faculty elected to the prestigious national academies.
- ▶ Although a relatively small and young campus, UCSD ranks fifth in the nation and first in the University of California system according to the amount of federal research dollars the campus spends on research and development. Last year UCSD received \$325 million in research funding.
- ▶ A recent publication by Johns Hopkins University Press called The Rise of American Research Universities ranked leading public and private universities. UCSD was first among public institutions in the science ranking. If the private and public science rankings are merged, UCSD is fourth in this order: Caltech, Stanford, MIT, UCSD, and Harvard.

Page 2

- ▶ The 1997 *U.S. News and World Report* graduate school rankings rated UCSD's theater program third in the nation; film ranked 12th; engineering climbed to 23rd and the School of Medicine was in the top 20.

AS AN ECONOMIC FORCE

- ▶ As the region's fourth largest employer, UCSD's annual revenues are \$1.1 billion, and its annual payroll is \$495.7 million. Using a conservative multiplier to estimate the effect of spending and respending of those dollars, UCSD's local economic impact was \$1.8 billion in 1996.
- ▶ In 1996 alone, UCSD attracted an estimated \$710 million from outside the San Diego region and channeled it into the local economy. UCSD's impact translates into 53,000 jobs locally and another 63,000 outside of this region.
- ▶ UCSD has spun-off more than 120 San Diego companies. These companies alone create well over \$1.8 billion in annual revenues. And 40 percent of the people who work in the San Diego biotech/biomed industry work for UC-related companies.
- ▶ UCSD has generated 132 active patents, with much of the licensing activity occurring in San Diego's life sciences, telecommunications, and software development industries.
- ▶ In 1996 UCSD received only 18.2% of its overall funding from the State of California. However, for each dollar the State of California invests in UCSD, the university generates four more – and injects most of these dollars into the local economy.

STUDENT BODY

- ▶ UCSD is home to approximately 18,000 undergraduate, graduate and medical students. Out of 26,000 applications, UCSD accepts 3,000 new undergraduates each year, and they are in the top 5% of California students. The average GPA for the 1996 incoming freshmen is 3.96; their average SAT composite score is 1235. The average SAT score of the students admitted for Fall 1997 is even higher: 1276.

Page 3

- ▶ **Over 90% of UCSD undergraduates are from California, and 91% are under the age of 25. Thirty-two percent of UCSD's undergraduates are from San Diego County, but 40% of UCSD's students work here after graduation. In fact, over 20,000 UCSD alums work in this County.**

Prepared by UCSD University Communications Office

**facts/ucsdtoday
(3/17/97)**



University of California
San Diego

University Communications Office

FAX TRANSMITTAL

URGENT _____ FOR YOUR INFO ☒ PLEASE REPLY _____

Date 6/2/97

Please deliver this form and the following 24 pages to:

Name Kevin Blake

Location White House Press Office

Fax Number 202-456-5709 Telephone _____

FROM: Dolores Davies

E-mail: ddavies@ucsd.edu

Telephone (619) 534-5994

Fax Number (619) 534-1407

Comments: Student Information - per your
request, plus a fact sheet I thought might
help

Application Statistics for UCLA (through 5/13/97)

	APPLICATIONS			ADMITS		
	1996	1997	%Change	1996	1997	%Change
Total	4417	3954	-10.3	1009	983	-3
Total Minor.	1999	1556	-22	408	297	-27
Hispanic	520	409	-21	108	73	-32
Black	399	292	-27.5	104	21	-80
Asian	1020	827	-19	186	199	+7
Am.In/Alaskan	60	38	-37	10	4	-60
White/Other	2418	2388	-1	601	686	+14
Male	2265	2092	-8	509	420	
Female	2152	1864	-14	500	463	

National Application Statistics* (Data through 4/25/97)

	1996	1997	%Change
Total	67400	62400	-7.4
Hispanic/Latino	2370	2300	-3
Chicano/Mexican Am.	1360	1200	-11.6
Puerto Rican	1270	1380	+8.5
Black/African Am.	7610	6890	-9.4
Am.In/Alaskan Nat.	620	550	-11.6
Asian/Pac Isl	4630	4260	-7.9
Other	2280	2210	-3.2
White	46900	42930	-8.5

*Source: Law School Admissions Council

p:\communic\facts\morestat

UCLA Law Statistics, Minorities**All figures are calculated in October of each year**

	1996	1995	1994	1993	1992
Total pop.	919	955	995	964	933
Male	464	481	542	558	560
Female	455	474	453	406	373
Black	81	89	112	84	48
Amer Indian	14	10	11	11	6
Asian	180	194	174	150	122
Mex-Amer		112	129	121	107
Puerto Rican		3	3	0	0
Other Hisp.		23	23	17	18
Latino	128				
White	517	524	543	581	572

p:communic\facts\admistat.wpd

	1987	1984	1978
Total	979	960	1016
Male	559	564	
Female	420	396	
Black	96	94	95
Amer Ind	9	4	6
Asian	97	93	34
Mexican-Amer	92	102	96
Puerto Rican	3	1	
Other Hisp.	14	5	1
White	677	661	784

First year	1996	1995	1994	1993
female	141	147	159	160
Black	19	20	46	20
Amer Ind	5	3	5	2
Asian	48	61	70	63
Mex Amer		22	43	43
Puerto Rican		0	3	0
Other Hisp		6	11	7
Latino	45			
White	188	154	157	205

facsimile
TRANSMITTAL

to: **KEVIN BLAKE**
fax #: **(202) 456 - 5709**
re: **stats on law school admissions**
date: **1/2/97**
pages: **6**, including this cover sheet.

From the desk of...

Karen Nikos
Director of Media Relations/Publications
UCLA School of Law
405 Hilgard Avenue
Los Angeles, CA 90095-1478

310-208-1131
Fax: 310-208-5422

April '97

UCLA School of Law Applicants Fall 1994-1997

<i>Year</i>	<i>Ethnicity</i>	<i>Applicants</i>
1994	Total	5,072
	American Indian	75
	Asian/Pacific	1,060
	Black	458
	Chicano	653
	White	2,826
	Female	2,376
	Male	2,685
1995	Total	4,553
	Hispanic	545
	Black	380
	Asian	1,059
	American Indian	69
	White	2,500
	Female	2,144
	Male	2,409
1996	Total	4,417
	Hispanic	520
	Black	399
	Asian	1,020
	American Indian	60
	White	2,418
	Female	2,152
	Male	2,265
1997	Total	3,953
	Hispanic	409
	Black	292
	Asian	827
	American Indian	38
	White/Unknown	2,387
	Female	1,847
	Male	2,078
	Unknown	28

1997
4,417
1997

**UNIVERSITY OF CALIFORNIA
DOMESTIC STUDENT ENROLLMENT BY CAMPUS AND THNICITY
FALL 1996 TERM**

	AFRICAN AMERICAN	AMERICAN INDIAN	ASIAN AMERICAN	CHICANO	EAST IND /PACIS	FILIPINO AMERICAN	LATINO	WHITE	(a) TOTAL RESPONSES	(b) TOTAL ENROLLMENT
UC BERKELEY										
UGRAD #	1,181	251	7,248	1,938	1,033	485	889	5,444	18,470	20
%	6.1%	1.3%	37.2%	10.0%	5.3%	2.5%	4.6%	33.1%	100.0%	
GRAD #	345	81	1,013	280	280	89	237	4,667	8,882	7,207
%	4.9%	0.9%	14.5%	4.2%	4.0%	1.3%	3.4%	68.8%	100.0%	
TOTAL #	1,526	332	8,261	2,218	1,313	574	1,126	11,111	26,452	27,803
%	5.8%	1.2%	31.2%	8.4%	5.0%	2.2%	4.3%	42.0%	100.0%	
UC DAVIS										
UGRAD #	632	224	5,225	1,287	757	679	712	8,402	17,918	18
%	3.5%	1.3%	29.2%	7.2%	4.2%	3.8%	4.0%	46.9%	100.0%	
GRAD #	87	43	370	180	112	88	115	2,478	3,433	3,884
%	2.5%	1.3%	10.8%	4.7%	3.3%	2.0%	3.3%	72.2%	100.0%	
TOTAL #	719	267	5,595	1,467	869	767	827	10,880	21,351	22,692
%	3.4%	1.3%	26.2%	6.8%	4.1%	3.5%	3.8%	51.0%	100.0%	
UC IRVINE										
UGRAD #	337	84	8,306	1,280	728	1,080	527	3,214	13,544	13,946
%	2.5%	0.6%	46.6%	9.5%	5.4%	8.0%	3.9%	23.7%	100.0%	
GRAD #	54	14	341	88	88	23	85	1,462	2,183	
%	2.5%	0.6%	15.8%	4.1%	4.0%	1.1%	4.4%	67.6%	100.0%	
TOTAL #	391	98	8,647	1,368	816	1,103	612	4,676	15,727	18,484
%	2.5%	0.6%	42.3%	8.8%	5.2%	7.0%	4.0%	29.8%	100.0%	
UC LOS ANGELES										
UGRAD #	1,437	231	7,449	2,922	712	1,016	1,122	7,903	22,792	23,276
%	6.3%	1.0%	32.7%	12.8%	3.1%	4.5%	4.9%	34.7%	100.0%	
GRAD #	517	71	1,592	547	411	185	304	4,820	8,527	8,854
%	8.1%	0.8%	18.7%	6.4%	4.8%	1.9%	3.6%	57.7%	100.0%	
TOTAL #	1,954	302	9,041	3,469	1,123	1,201	1,426	12,723	31,319	32,130
%	6.2%	1.0%	28.9%	11.1%	3.6%	3.8%	4.6%	40.9%	100.0%	
UC RIVERSIDE										
UGRAD #	439	59	2,037	1,178	415	462	321	2,404	7,306	7,677
%	6.0%	0.8%	27.9%	16.1%	5.7%	6.2%	4.4%	32.8%	100.0%	
GRAD #	32	8	132	58	84	10	38	685	1,026	1,102
%	3.1%	0.8%	12.9%	5.5%	6.2%	1.0%	3.8%	66.8%	100.0%	
TOTAL #	471	67	2,169	1,236	499	472	359	3,089	8,331	8,779
%	5.7%	0.8%	26.0%	14.8%	5.7%	5.5%	4.3%	37.1%	100.0%	
UC SAN DIEGO										
UGRAD #	300	122	4,040	1,297	674	801	315	8,259	13,808	14
%	2.2%	0.9%	29.3%	9.4%	4.9%	5.8%	2.3%	45.3%	100.0%	
GRAD #	78	9	382	134	81	38	88	1,488	2,308	2,486
%	3.3%	0.4%	15.7%	5.8%	3.9%	1.7%	4.2%	64.9%	100.0%	
TOTAL #	378	131	4,422	1,431	755	839	403	9,747	16,116	17,021
%	2.3%	0.8%	27.3%	8.9%	4.7%	5.2%	2.6%	48.1%	100.0%	
UC SAN FRANCISCO										
UGRAD #	0	0	5	0	0	3	5	24	37	37
%	0.0%	0.0%	13.5%	0.0%	0.0%	8.1%	13.5%	64.9%	100.0%	
GRAD #	112	18	702	132	85	87	88	1,148	2,333	2,340
%	4.8%	0.8%	30.1%	5.7%	3.8%	2.9%	3.0%	49.2%	100.0%	
TOTAL #	112	18	707	132	85	90	93	1,172	2,370	2,377
%	4.7%	0.8%	29.8%	5.6%	3.6%	3.0%	3.1%	49.5%	100.0%	
UC SANTA BARBARA										
UGRAD #	420	176	2,036	1,474	480	489	603	9,830	15,518	16,079
%	2.7%	1.1%	13.1%	9.5%	3.1%	3.2%	3.9%	63.3%	100.0%	
GRAD #	47	20	149	102	62	20	77	1,289	1,786	1
%	2.7%	1.1%	8.4%	5.8%	3.5%	1.1%	4.4%	73.0%	100.0%	
TOTAL #	467	196	2,185	1,576	542	509	680	11,119	17,304	17,577
%	2.7%	1.1%	12.6%	9.1%	3.1%	3.0%	3.9%	64.3%	100.0%	
UC SANTA CRUZ										
UGRAD #	228	107	840	976	303	281	424	5,336	8,483	9,112
%	2.7%	1.3%	9.9%	11.5%	3.6%	3.3%	5.0%	62.8%	100.0%	
GRAD #	33	9	73	67	43	10	34	585	834	
%	4.0%	1.1%	8.8%	8.0%	5.2%	1.2%	4.1%	67.7%	100.0%	
TOTAL #	261	116	913	1,043	346	291	458	5,921	9,317	10,038
%	2.8%	1.2%	9.8%	11.2%	3.7%	3.1%	4.9%	63.5%	100.0%	
UNIVERSITYWIDE										
UGRAD #	4,972	1,234	35,186	12,363	5,100	5,298	4,918	49,816	118,885	122,941
%	4.2%	1.0%	29.6%	10.4%	4.3%	4.5%	4.1%	41.9%	100.0%	
GRAD #	1,303	253	4,734	1,576	1,234	491	1,088	18,713	28,372	31,215
%	4.4%	0.9%	16.1%	5.4%	4.2%	1.7%	3.6%	63.7%	100.0%	
TOTAL #	6,275	1,487	39,920	13,939	6,334	5,789	5,986	68,529	148,257	156,156
%	4.2%	1.0%	26.9%	9.4%	4.3%	3.8%	4.0%	46.2%	100.0%	

(a) The total number of students who provided their ethnic identity.

(b) Includes students whose ethnicity is unknown.

Source: UC Office of the President, Student Academic Services, OAS&A, Student Ethnicity Report-CSS330, January 1997 (R04/dom308)

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STUDENT ACADEMIC SERVICES
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Is America Finally Going Color-Blind?

By James K. Glassman

Tuesday, June 3, 1997; Page A19
The Washington Post

"I have a dream," said the Rev. Martin Luther King Jr., "that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

On the steps of the Lincoln Memorial 34 years ago, King argued eloquently for a color-blind society -- one in which Americans would not be denied jobs or admission to school or access to public places just because they were black.

But in the years since King spoke those words, instead of doing all they could to demolish distinctions of race, government agencies have emphasized them, over and over. No wonder divisions between races remain; it's a miracle they're not wider.

Now, at last, things are changing. There's mounting evidence that the days of counting by race may be numbered.

Two trends are accelerating simultaneously -- one social, one legal. The first is that more and more blacks are marrying whites, and the lines between the races are fading. The second is that underpinnings of affirmative action -- or reverse discrimination in favor of blacks and against whites -- are crumbling.

In 1993 one in eight African American marriages included a white spouse, and since 1970 the number of children in homes with a mother and father of different races has quadrupled. Douglas Besharov of the American Enterprise Institute says mixed-race kids may be "the best hope for the future of American race relations."

The trend could lead, as Jim Sleeper writes in Harper's, to the most pleasing result of all: "the implosion of the identity of blackness -- and, with it, of whiteness."

The Office of Management and Budget will soon decide whether to recommend a "multiracial" box on government forms. And Rep. Tom Petri (R-Wis.) has introduced legislation he calls the "Tiger Woods Bill" to require such a check-off in the next Census.

Woods, the sensational young golfer, considers himself multiracial. He told Oprah Winfrey, "Growing up, I came up with this name: I'm 'Cablinasian' " -- since his heritage is one-eighth Caucasian, one-fourth

black, one-eighth American Indian, one-fourth Chinese and one-fourth Thai.

In this rich stew, he is not much different from other Americans; nearly all of us are gloriously mixed and the better for it, genetically and culturally. We should be celebrating the beauty of each melange. Instead, the tyranny of government racial policies forces us to define ourselves as white, black, Hispanic or Asian. The purpose may be benign (to track the progress of minorities) but the effect is vicious (to reinforce strict racial identity, the way segregationists did).

If a "multiracial" box becomes an option, I will likely check it off myself (my Russian forebears surely mixed with all sorts out on the steppes). More logically, Robert George, who is black and an aide to Speaker Newt Gingrich, says, "Has the time come to dispense with the boxes altogether?" At any rate, the new box will mark the beginning of the end for the the whole delicate and ridiculous architecture of race-counting.

And don't the political beneficiaries of the current system know it! Rep. Maxine Waters (D-Calif.) and other members of the Congressional Black Caucus are in a panic. Letting people opt out of traditional race categories "just blurs everything," she says. "I don't think [people who want a multiracial option] are making the connection about how it could affect how they're represented, or who's being an advocate for them when they get mistreated."

Gee, maybe they don't want to be represented as blacks or Hispanics or Asians but as Americans or Californians or Angelenos.

But the main effect of the multiracial check-off is that it will doom affirmative action, already on the run. Last month, law schools in Texas and California, which have just barred race as a consideration in admissions, reported a sharp decline in the number of blacks and Hispanics they were accepting into next year's classes.

The UCLA School of Law, for instance, accepted only 21 African American applicants, down from 104 last year. While these figures are sad, they're also refreshing. Ward Connerly, a black member of the University of California board of Regents, welcomed them as the public unmasking of an "artificially engineered system of preferences that has been propping up diversity. . . . If we really want to help those black and Latino kids, we will give them some tough love and get them channeled into being able to compete."

Connerly led the successful fight for the California Civil Rights Initiative, which bans discrimination by state agencies -- including the admissions system that moved blacks and Latinos ahead of whites and Asians who scored higher.

Just last week, a federal judge ruled that an effort by the Arlington (Va.) School Board to achieve racial diversity was unconstitutional because it discriminated by race. Applicants to the popular Arlington Traditional School were assigned numbers in a random lottery, but the board decided to bump 11 white kids who had won in favor of blacks. The judge said no.

Meanwhile, the Clinton administration is hustling to craft new rules to preserve affirmative action in contracting, despite new court decisions

To Be Equal
Column No. 7

THE DANGERS OF MISCONCEPTIONS

By Hugh B. Price
President
National Urban League

Perception and fact are like knowledge and ignorance: two sides of the same coin. When people judge others, as individuals or as groups, their considerations may often be based on perceptions, rather than facts.

No harm, no foul, as the saying goes.

If perceptions don't result in ill-treatment of others, those beliefs may be inconsequential in the conduct of our daily lives.

But when perceptions about race, crime, welfare, employment, education, housing and health determine public policy, we find ourselves, as a nation, in big trouble.

Amidst the debate and turmoil over those issues, a national poll tells us that a majority of white Americans, have little understanding of blacks' economic status.

The average black, the survey notes, is doing as well or better than the average white, especially in the area of jobs, education and health care.

If that were the case, one could assume that there would be no need for a civil rights movement, affirmative action, legal actions, demonstrations or protests. We would have reached an exalted state of bliss.

That's where fact and knowledge come in. Statistics show whites actually earn 60 percent more than blacks, are more likely to have medical insurance and graduate from college.

The misconceptions on race are revealed in the findings of a telephone survey jointly sponsored by The Washington Post, the Kaiser Family Foundation and Harvard University.

The telephone survey of 1,970 randomly selected Americans, included 802 whites, 474 African-Americans, English-speaking Asians, and Spanish and English-speaking Hispanics.

Most of those surveyed grossly overestimated the size of the black population, giving ranges of from 20.5 percent to 25.9 percent. In truth, the black population is about 12 percent, compared with 74 percent white.

Significantly, whites who inaccurately gauged the size of the black population, were more likely to say that further increases in the minority population would be bad for the country.

The poll shows blacks and whites differing sharply on the progress of race relations. A majority of whites believe that many blacks have achieved equality with whites. Conversely, most blacks believe that racism and discrimination are increasing.

"It really seems that blacks and whites may as well be on two different planets," said Harvard professor Robert J. Bandon, a member of the team that designed the poll.

Whites who had no college education were twice as likely to be misinformed about black

circumstances than whites who had college backgrounds, the poll says.

These and other white perceptions affect policy preferences. Two thirds of whites, who say there is little difference in the economic and social status of blacks and whites, also oppose further federal spending to help disadvantaged blacks.

Couple the survey's findings with the recent spate of books that blame blacks' genetics and culture for their plight, and you can see how perceptions and policies adversely affect blacks. The mood, legislative proposals and policies in the new Congress seem to say that blacks are prospering with affirmative action, thriving on welfare, in jobs and educational opportunities--despite facts to the contrary.

That's why we at the National Urban League, will continue our efforts to educate the policymakers and the public about the realities of life in our United States. We're still a long way from the ideal society that many would have you believe already exists.

07TBE96 02/16/96/ TO BE EQUAL 500 E. 62ND ST. N.Y., N.Y. 10021

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

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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] disadvantaged[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

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⁾

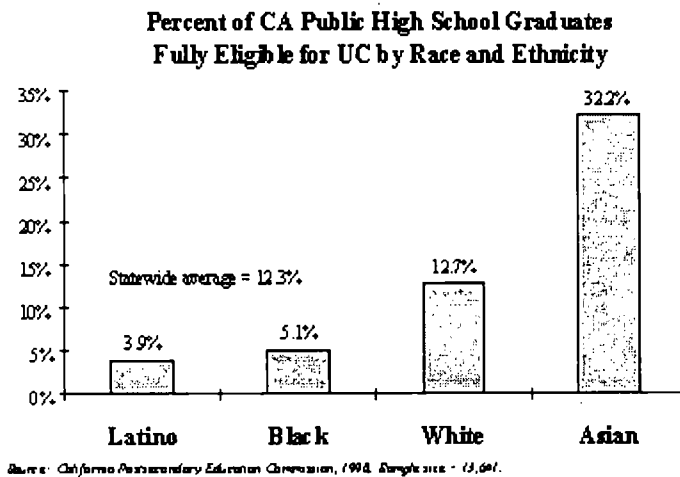
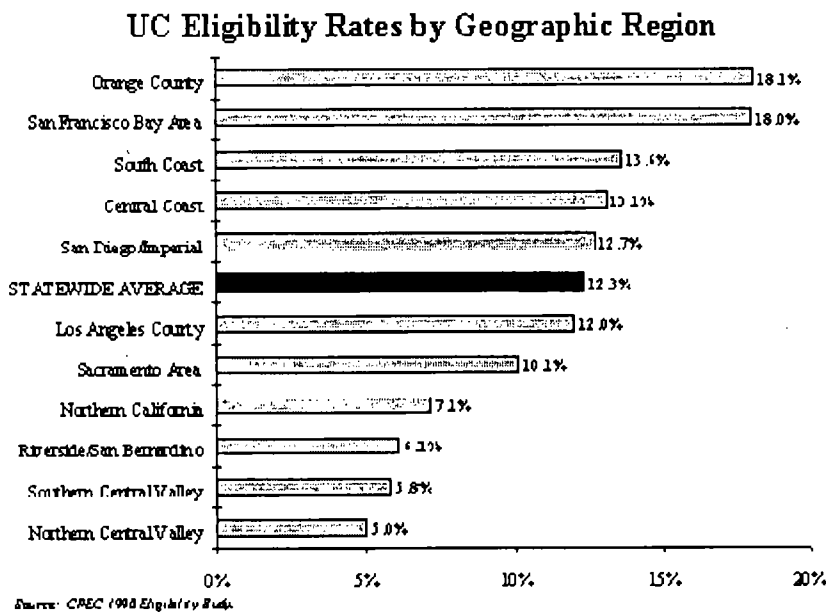


Figure 2



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 ­ 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

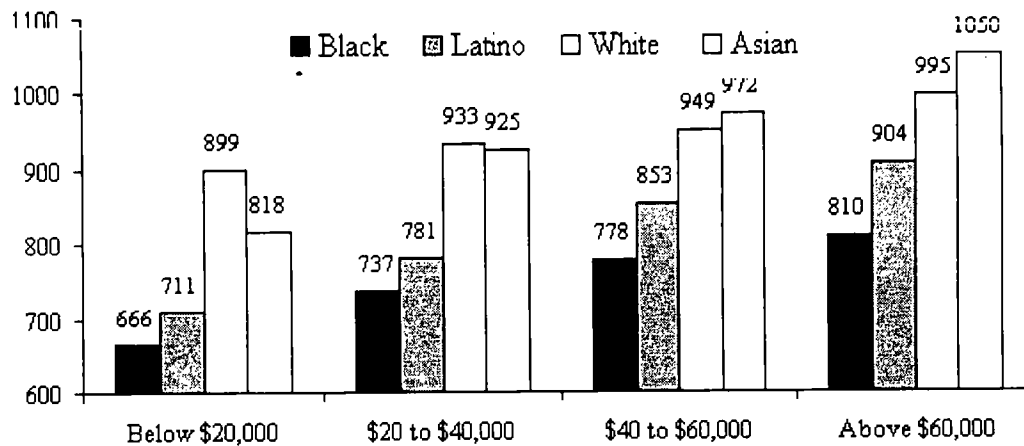
It is sometimes assumed that racial and ethnic diversity can be achieved by focusing outreach activities strictly on prospective students who are economically disadvantaged. Based on the extensive body of data it has reviewed, however, the Task Force is persuaded that racial and ethnic disparities in 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

Average SAT Scores by Parental Income and Race/Ethnicity



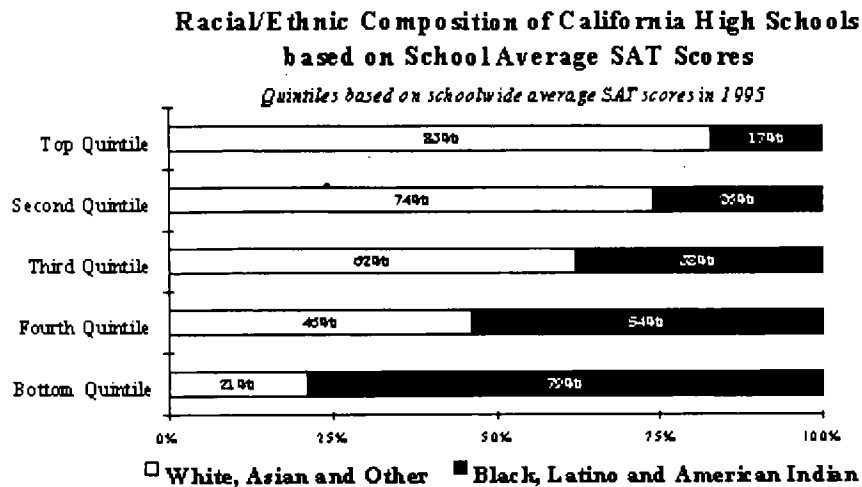
Source: College Board data on California high school graduates.

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



Source: College Board and California Department of Education data.

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.)

Figure 5

**Selected Characteristics of Top and Bottom Quintiles
of California Public High Schools**
Quintiles based on 1995 school-wide average SAT scores

	Top Quintile	Bottom Quintile
Number of schools	151	151
Percent urban	12%	54%
Percent suburban	69%	19%
Percent rural	19%	27%
Percent receiving Aid to Families with Dependent Children	5%	28%
Percent limited English proficiency	7%	31%
Percent father with high school diploma or higher	90%	36%
4-year completion rate	91%	78%
"a-f" enrollment rate	61%	48%
Percent of seniors taking SAT	56%	33%
Average SAT (combined) score	1007	715
Percent scoring 900+ on SAT	43%	6%
Percent scoring 3 or more on Advanced Placement exams	27%	6%
Percent of graduates attending UC	15%	4%
Combined percent Latino, Black and American Indian	17%	79%

Source: Derived from College Board, California Department of Education, and UC application data

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" & shy; 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 & shy; 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 & shy; and the effectiveness of UC outreach programs in realizing this commitment & shy; 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 substantively 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 ­ EAOP, MESA, Puente, Pathways, and Gateway ­ 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.)

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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.