

UC Commitments: White House Day of Action on College Opportunity

INCREASED COLLABORATION BETWEEN UC AND THE CALIFORNIA COMMUNITY COLLEGES

The promise of universal access to postsecondary education expressed in California's Master Plan for Higher Education rests on a strong pathway from California's 112 community colleges to the University of California and the California State University. Compared to most flagship public research universities, the University of California has an admirable record of providing access for transfers from the community colleges: approximately 30% of each year's class of new undergraduates are community college transfer students. And these students do well at UC, with more than 80% graduating within four years of matriculating at UC.

But we can do better. In December 2013, President Napolitano charged a Transfer Task Force to look for ways to smooth the transfer pathway, increase the breadth and diversity of community colleges from which UC draws its transfer applicants, and improve services on campuses that support enrolled transfer students. The Task Force issued recommendations in May 2014 and UC is now implementing those recommendations.

For 2015-16, the University of California system commits to:

- Establishing new collaborations with 24 California community colleges that are not currently sending significant numbers of transfer students to UC. These colleges have been chosen based on the socio-economic diversity of their student bodies, their history of relatively low transfers to UC and their potential to increase transfers.
- Increasing dialog between the Community Colleges and UC's leadership. UC President Napolitano now has a regular monthly telephone call with CCC Chancellor Brice Harris and California State University Chancellor Tim White and the three appear jointly frequently, including at one another's board meetings. In August and again in November, the President met with groups of community college presidents from California's Central Valley and Northern regions. In 2015, the three systems will issue a joint planning report on projected transfer and freshman enrollments for the coming decade.
- Building on the services available at each UC campus to create a "transfer tool kit" of services designed to improve retention and two-year graduation rates for transfer students.
- Smoothing the pathway for transfer students by working to better align admission requirements and lower division preparation for the most popular UC majors with newly created requirements for transfer A.A. degrees at the community college level.

IMPROVING STEM LEARNING AND DEGREE COMPLETION FOR STUDENTS UNDERREPRESENTED IN STEM FIELDS

The University of California Science and Math Teacher Initiative (CalTeach) improves the quality and supply of STEM teachers who prepare the next generation of STEM students. CalTeach recruits and prepares undergraduate mathematics and science majors for future teaching careers by providing special coursework and field experiences in high-need K-12 schools, starting in their first year, while participants complete their undergraduate STEM degrees.

Despite a statewide trend of fewer people entering the teaching profession, enrollment in CalTeach continues to grow. Further, the CalTeach program is making a significant contribution to the diversity and preparation of quality STEM teachers in California. In fact, the diversity of the CalTeach participants continues to reflect that of the state's population, with significant representation of female students, students of color, and first-generation college-going students. In addition, despite the challenges of pursuing a teaching career, 14% of CalTeach alumni are teaching in high-need public schools with significant enrollments of underrepresented students, low-income students, and English language learners.

At each UC campus, CalTeach is researching the program's impact on STEM teaching and learning. At the annual CalTeach Research Symposium held this Spring, faculty and graduate students presented their research on various components. Emerging research for CalTeach includes the impact of a diverse teacher corps on STEM learning.

Since 2006-07, the number of credentials awarded to CalTeach graduates has steadily increased, despite a diminishing number of teacher credentials being awarded across the state. In 2012-13, the number of math and science teaching credentials awarded to CalTeach graduates increased by 10%.

For 2015-16, UC commits to expand enrollment to more than 2,000 UC undergraduates. Based on our data, this will lead to an estimated 300 new STEM credentials earned in the state of California since 2006.

IMPROVING SCHOOL COUNSELING/COLLEGE ADVISING

The University of California's Transcript Evaluation Service (TES) helps to increase the number of students who are academically prepared for college after high school and who apply to college.

TES is a data and productivity tool created by the University of California that provides an annual assessment of progress toward meeting the college readiness standards (known as "a-g") for the University of California and the California State University. Use of TES as a counseling and advising tool has significantly improved the UC/CSU eligibility rate in some of California's most-under-resourced

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schools. This tool allows for careful and steady monitoring of academic preparation and progress, and an external review of TES found that after four consecutive years, student eligibility at TES high schools increased for UC by 21.6 percent and for CSU by 32.1 percent, contributing to increased postsecondary application and enrollment. In 2013-14, the TES system evaluated transcripts for 213,583 students attending 105 California high schools.

For the 2015-16 academic year, the University of California will expand TES to reach 1,300 new high schools and will add new middle-grade evaluations for 1,300 middle schools to increase earlier awareness and postsecondary planning.

THE UC CURRICULUM INTEGRATION (UCCI) PROGRAM

The UC Curriculum Integration (UCCI) Initiative supports the development and implementation of integrated high school courses that blend rigorous content and applied skills of both academic subjects and career technical education (CTE). UCCI addresses the challenge of an uneven distribution of such integrated courses across the curriculum, which makes it difficult for high school students to simultaneously enroll in a CTE pathway while fulfilling UC academic subject requirements for University admissions. Moreover, this innovative initiative aligns with UC's teaching and public service mission by facilitating the creation of integrated courses at UCCI Institutes across the state. The Institute experience is a highly collaborative and professionally transformative experience that includes high school teachers from a variety of disciplines. UC's ultimate goal is to expand opportunities for applied learning throughout California, so that all students have greater access to college and career preparation. In addition, the UCCI Teacher Exchanges allow experienced teachers of UCCI courses to share their expertise with colleagues who intend to teach such courses for the first time, thereby positioning schools to meet the growing demand for integrated curriculum.

In the past four years, since UCCI was created, approximately 550 educators have participated in the UCCI Institutes, developing a total of 68 integrated courses. Thirty-eight of these courses have earned "a-g" approval and are currently being offered in 160 California institutions of secondary education.

Over the next 8 months, UCCI commits to serve at least 100 new educators at 6-12 new Institutes to create rigorous, relevant courses that integrate primarily history/social science, English, and mathematics with high-demand CTE industry sectors.