

Summary of University of California Recommendations on CPR Education, Training and Volunteerism (ETV) Issues, Findings, and Recommendations

ID Code	Issue	Finding	Recommendation	University of California Recommendations
A. Improve Organization and Governance in Education				
ETV 02	Create an Education and Workforce Council	The lack of alignment between the State’s education system and its economic development efforts has become a critical issue that must be addressed to retain California’s economic competitiveness.		
ETV 02-A			The Governor should issue an Executive Order establishing an Education and Workforce Council.	
ETV 02-B			The Council members should be executive leaders from the state’s education segments and the cabinet secretary responsible for labor market information studies and workforce development programs.	
ETV 02-C			The Education and Workforce Council (refer to “ETV 02-A”) should be responsible for The Education and Workforce Council should be responsible for developing the Workforce Preparation Strategic Plan, recommending federal Workforce Investment Act (WIA) funding, participating in the update of the California Master Plan for Education, providing policy guidance on emerging issues of workforce development, and advising the Secretary of Education about emerging issues impacting the goals and objectives of the Workforce Preparation Strategic Plan and the Master Plan for Education.	Because job training depends on job creation, include economic development and <i>creation</i> of new high wage jobs among the Council’s responsibilities. Leave responsibility for assessing need for new higher education academic programs with higher education coordinating entity (currently CPEC).

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ETV 03	Consolidate Selected Higher Education Agencies	Having four separate state agencies with higher education responsibilities results in a lack of coordination, a lack of accountability, disjointed state higher education policies, duplicative information and data bases, overlapping responsibilities, and inefficient use of limited state resources.		
ETV 03-A			The California Community College Chancellor’s Office, the California Postsecondary Education Commission (CPEC), the California Student Aid Commission (CSAC) and the Bureau for Private Postsecondary and Vocational Education should be restructured and consolidated into a single, unified Higher Education Division.	
ETV 03-B			The Higher Education Division (refer to “ETV 03-A”) should be responsible for strategic planning for each of the consolidated entities and for coordination of policy, programs, resources and services across these systems.	UC has serious concerns regarding the consolidation of several independent higher education agencies into a single division within a larger executive branch agency for education and workforce preparation. Since the adoption of the 1960 Master Plan, UC has consistently supported strengthening the statewide governance of the community colleges on the same model as the Regents and the Trustees. The national higher education model of lay governing boards designed to insulate academic decisions from political influence still has merit. In addition, maintenance of an independent higher education coordinating body (currently CPEC) is an essential feature of the Master Plan. Independent commissions with segmental representation should govern higher education policy agencies such as CPEC and CSAC. UC does support the principle of delegating operational responsibilities to the segments as much as possible as a way to increase efficiency and ensure program delivery happens as close to the students as possible.

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ETV 04	Restructure California's Teacher Credentialing Agency	The California Commission on Teacher Credentialing revenues have been volatile in recent years due to fluctuations in application volume. The Commission is projecting a shortfall in one of its funds for the fiscal 2003-04, a situation that will be recurring unless there is some form of intervention or restructuring of the agency's budget. As a result, critical mandates (accreditation) are not being implemented.		
ETV 04-F			The Governor, through the Secretary for Education or his or her successor, should direct CTC to resume accreditation visits in FY 2004–2005. The Governor should direct the Department of Finance or its successor to authorize CTC, as necessary, to charge institutions for the costs of accreditation.	UC does not support this proposal which shifts costs from one set of set of state entities to another, with no real savings. As an alternative, it would be more helpful to focus on ways to reduce the administrative burden and the cost of accreditation visits. UC campuses already incur significant costs and staff time in order to prepare for CTC accreditation of their programs (which takes about two years); any additional costs would be especially burdensome to the University. UC also is concerned that the recommendation to resume visits in 2004-05 does not allow the CTC working group to complete its review of the accreditation process and does not allow institutions adequate time to prepare for visits this year.
B. Improve Efficiency in the Education System				
ETV 15	Make it Easier for Students to Transfer from a Community College to a University	The transfer process for community college students moving into four year institutions is complex, confusing and disjointed.	The Governor should work with the Legislature to develop core, lower division, general education and major requirements that are recognized and accepted by all California public universities, as well as a conditional acceptance process that guarantees a transfer student's admission to a specific campus and major if the student meets the stated requirements.	The University supports the aim of this recommendation to simplify and streamline the transfer process. Rather than specifying details about the curricular content of the lower division program, UC recommends that state should set output goals for increased transfer success the way it has in recent compacts between the state and the higher education segments.

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ETV 16	Provide a Fee Waiver in Lieu of a Cal Grant Award	All financially needy students attending a community college in California are eligible to receive a waiver of their statewide community college enrollment fee. UC and CSU students are not currently able to participate in a similar program. The financial aid process is more cumbersome and confusing than necessary for these students.		UC does not support converting Cal Grants into fee waivers. We are concerned that the recommendations of ETV 16 would reduce UC's ability to remain accessible for all eligible students regardless of their economic circumstance. Instead, UC recommends achieving the proposal's goals of cost savings and administrative simplicity by moving towards a streamlined Cal Grant delivery system. The state could simplify the Cal Grant program and achieve administrative savings through less drastic measures that would not reduce access for low-income students.
ETV 16-A			The Governor should work with the Legislature to amend relevant Education Code sections replacing portions of the state's current Cal Grant A and Cal Grant B programs with a new fee waiver program at the state's public universities.	Specifically, UC recommends that the Student Aid Commission pursue the following objectives: (1) Streamline the Cal Grant application process and (2) Communicate more efficiently and more effectively with students. UC recommends that the state continue current efforts to improve the Cal Grant program.
ETV 16-B			Beginning in 2006–2007, Cal Grant funds for financially needy students at California community colleges should be appropriated directly to the community colleges.	
ETV 17	Make Higher Education More Affordable by Reducing the Cost of Textbooks	The wholesale price of college textbooks has gone up 32.8 percent since 1998, almost double the 18 percent increase in the wholesale price of ordinary books over the same period.	The Governor should work with the Legislature to enact state law in an effort to reduce the cost of college textbooks.	UC is concerned about the rising costs of college textbooks and recognizes that there is a need to establish processes to help ease that burden. However, UC would be concerned about any restrictions that would prevent university faculty selecting course textbooks based on academic considerations.

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ETV 18	Increase College and University Tuition for All Non-Resident Students	California subsidizes higher education for its citizens and charges non-residents a tuition (NRT) surcharge. California does not charge fair market value to non-residents enrolled in the UC, CSU and CCC.	The Governor should work with the University California Board of Regents, the California State University Board of Trustees, and the California Community Colleges Board of Governors or its successor to increase non-resident tuition at all state colleges and universities by 45 percent above 2003–2004 rates.	<p>UC recommends continuation of existing state policy for increasing non-resident tuition and not setting a specific target beyond recent large increases, which already have the potential to adversely affect academic programs and California’s ability to recruit the “best and the brightest” from other states and countries.</p> <p>In order to remain internationally competitive for the most talented non-resident and international graduate and professional students, the University must offer competitive financial aid packages, which means reimbursing fees and tuition for many of our top students. Thus, it is unrealistic to assume that we would realize substantial revenue by increasing non-resident tuition. However, to the extent that large tuition increases are passed along to graduate and professional students, the result would be a significant negative impact on our ability to attract the best students.</p> <p>As for undergraduates, any hope of raising new revenue through an increase in tuition is speculative at best and would, in any case, come at the expense of undergraduate access for California residents (i.e., if UC accepts and enrolls a higher proportion of tuition-paying non-residents, the percentage of resident students enrollments must be reduced).</p>

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ETV 21	Improve Higher Education Accountability to Meet the State's Needs	Most states have systems for monitoring the performance of their higher education institutions. In California, each higher education segment has negotiated an agreement regarding performance, but the agreements lack consequences and lack system-wide cohesion. A clear set of statewide policy goals has not been defined.		<p>The University supports the aim of this ETV 21 A,B,C, to improve higher education accountability to meet the state's needs but this can be done without creating a third accountability process beyond the two frameworks existing accountability frameworks for higher education.</p> <p>For <i>segmental</i> accountability linked to the budget process, Governor Schwarzenegger's Higher Education Compact provides an approach that links state resources to segmental performance in achieving state goals. The Compact specifies a six-year funding commitment, which is dependent on UC's ability to meet key academic goals. The Compact also has detailed reporting requirements that specify UC provide annual data to the Dept. of Finance on issues that have traditionally been of high importance to the State.</p> <p>For <i>statewide</i> accountability, UC supports recommendation ETV 21-D and the Higher Education Accountability Framework contained in SB 1331. SB 1331 provides a promising path to implementing an accountability framework that builds on a consensus that was developed between representatives of the segments, the Legislature, and national experts in higher education policy. An independent entity such as CPEC should oversee the higher education accountability framework. That framework should inform policy and budget development but not be a performance-based budgeting system that would duplicate the budgetary accountability provided by the Governor's Higher Education Compact.</p>
ETV 21-A			The Governor should issue an Executive Order containing a clear set of statewide goals and expectations for the state's system of public colleges and universities.	
ETV 21-B			The Secretary of Education, or his or her successor, and the California Postsecondary Education Commission, or its successor, should work with key stakeholders to develop an enforceable state-level accountability system that produces meaningful information to measure progress toward the state policy goals established by Executive Order.	
ETV 21-C			The Secretary of Education, or his or her successor, should publish a report with the results of this state-level performance measurement. The report should be provided to the Legislature by November 15 of each year.	
ETV 21-D			The Governor should support the concepts contained in Senate Bill 1331 to establish a statewide California postsecondary accountability structure.	

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ETV 22	Reduce the Cost of the State's Student Loan Guarantee Function	A lack of clear oversight and ambiguous accountability for the Federal Family Education Loan Program functions has led to uncontrolled administrative costs for this program.		
ETV 22-A			The Secretary of Education, or his or her successor, should ensure that the California Student Aid Commission, or its successor, issues a Request for Proposals to solicit competitive bids for the delivery of student loan guarantee administrative services required under the Federal Family Education Loan Program.	At the present time UC is satisfied with the level of service provided by EdFund and does not support ETV 22-A. Putting the loan service process out to bid might result in a new contractor who would provide a lower level of service to UC and UC borrowers. EdFund has generated an operating surplus, which has been available to the state. Given the uncertainties involved, any decision to replace an entity that is performing well should be approached cautiously.
ETV 22-B			The Governor should work with the Legislature to amend Education Code Sections 69522–69529.5 to allow the state's public benefit auxiliary corporation to compete as a provider of student loan guarantee services.	
ETV 23	Expand Options for Obtaining a Bachelor's Degree	Current State law prohibits California's community colleges from offering bachelor's degrees.	The Governor should work with the Legislature to create a pilot program allowing approved community colleges to offer bachelor's degrees. Under the pilot program, individual community colleges interested in offering a bachelor's degree would submit a proposal for approval by the Secretary of Education, or his or her successor.	UC opposes modifying the key Master Plan for Higher Education principle on differentiation of function to allow the community colleges to offer bachelor's degrees independently from the four-year higher education segments. Instead, we suggest assessing the need for bachelor's degrees throughout the state rather than giving the community colleges authority to independently offer this degree. Providing bachelor's degrees to any identified underserved areas can be addressed through innovative programs delivered by the faculty of the four-year segments either on the campuses of community colleges or through distance education. Those approaches should be fully explored before a major rewriting of the Master Plan is undertaken.

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C. Preparation of the Workforce				
ETV 25	Balance Career Technical Education and College Preparation in High Schools	High school students enrolled in career technical education go on to higher education at least as often as other students, are less likely to drop out of high school, and have better employment potential than comparison groups. Despite these advantages, CTE course offerings and enrollment have declined over the past decade as California's high schools have focused increasingly on college preparation.		
ETV 25-A			The Governor should work with the Legislature and the State Board of Education to adopt high school graduation requirements that allow a choice of courses of study including university preparation and academic/career technical education.	UC strongly supports efforts to make rigorous high school curriculum, including the "a-g" curriculum required for UC admission and strong and vigorous career technical education courses, available to every student as a menu of academic options. However, the University would not support the "a-g" curriculum becoming the default high school curriculum in the state and is not seeking to impose this curriculum on students who do not want or need it.
ETV 33	Require Community Service of Public College and University Students	A review of community service programs in other states and at California's public colleges and universities revealed that while service is a high priority, it typically is not mandated. Community service experiences enhance participants' skills and training.	The Governor should work with the Legislature to require all students enrolled in California's public colleges and universities to perform a minimum of 16 hours of community service in order to receive their degree or certificate.	UC agrees with the spirit of this recommendation, although not with the merits of a mandatory requirement of all students prior to receiving a degree or certificate. UC faculty support engaging students in meaningful service activities tied to students' academic and personal interests. UC has a strong record at involving a greater percentage of students in voluntary community service, and we support expanding efforts in that direction before embarking on a burdensome and costly mandatory requirement.