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UC Latino Eligibility Task Force

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Latino Student Eligibility and Participation in the University of California

REPORT NUMBER THREE OF THE
LATINO ELIGIBILITY TASK FORCE

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UNIVERSITY OF CALIFORNIA
LATINO ELIGIBILITY TASK FORCE
Division of Social Sciences
University of California
Santa Cruz, California 95064

University of California Latino Eligibility Task Force

Members

DR. RICHARD DURAN
Associate Professor of Education
University of California, Santa Barbara

DR. RACHEL MORAN
Professor of Law
University of California, Berkeley

DR. TROY DUSTER
Professor of Sociology
University of California, Berkeley

DR. FLORA ORTIZ
Professor of Education
University of California, Riverside

DR. LEOBARDO ESTRADA
Associate Professor of Urban Planning
University of California, Los Angeles

DR. RAYMUND PAREDES
Associate Vice Chancellor for
Academic Development
University of California, Los Angeles

DR. RICHARD FIGUEROA, Chair
Professor of Education
University of California, Davis

DR. FRANK RINCON
Vice Chancellor for Student Affairs
University of California, Davis

MANUEL GOMEZ
Associate Vice Chancellor,
Academic Affairs
University of California, Irvine

DR. DANIEL SOLORZANO
Assistant Professor of Education
University of California, Los Angeles

DR. REYNALDO MACIAS
Professor of Education
University of California, Santa Barbara

DR. OLGA VASQUEZ
Assistant Professor of Communications
University of California, San Diego



Richard Durán



Troy Duster



Leobardo Estrada



Richard Figueroa



Manuel Gómez



Reynaldo Maciás



Rachel Moran



Flora Ortiz



Raymund Paredes



Frank Rincon



Daniel Solorzano



Olga Vasquez



Aida Hurtado



Richard Durán



Troy Duster



Leobardo Estrada



Richard Figueroa



Manuel Gómez



Reynaldo Maciás



Rachel Moran



Flora Ortiz



Raymund Paredes



Frank Rincon



Daniel Solorzano



Olga Vasquez



Aida Hurtado

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Introduction: the Goals and Work of the Task Force

THE LATINO ELIGIBILITY TASK FORCE WAS COMMISSIONED IN 1992 TO carry out three tasks: 1) to develop a clear understanding of the issues associated with the low rate of Latino¹ eligibility through the assessment of existing research and programs inside and outside the University; 2) to expand our understanding of the issues through acquisition of new knowledge; and 3) to recommend policies, programs and other actions designed to improve future eligibility.

In its first report (March 1993), the Task Force highlighted the growing tension between the exploding Latino demographic profile in California and the university's ability to enroll Latino students. These students will make up more than 50% of all K-12 students in the near future. Generally they come from intact, first-generation, Mexican American families of modest incomes, who value higher education for their children. These students primarily come from the public schools. Yet, less than 4% of Latino high school graduates are eligible for the University of California (UC). And only a few of them transfer from the California Community Colleges or the State University system. The pipeline is not flowing.

The first report of the Latino Eligibility Task Force made five immediate recommendations: 1) provide financial assistance in the form of grants and scholarships; 2) reach out to Latino families in both English and Spanish; 3) adopt campus-specific plans to recruit more Latino students; 4) help improve the K-12 learning experiences of Latino students; and 5) change policies and practices that negatively affect or slow down the admissions, housing, and financial aid processes. Since that report, attention has been focused by the Office of the President and the chancellors on aspects of these recommendations but responses so far have not been comprehensive.

The second report (November 1993) focused on outreach, on building bridges or "puentes," among the educational systems, communities, and Latino families in California. Special recognition was given to the university's Early Academic Outreach Programs (EAOP) on the Berkeley, Irvine, and Los Angeles campuses and the Puente Project between the University of California and the California Community Colleges. Both programs have impressive records in preparing Latino students for eligibility and admission to the University of California system.

The report also highlighted the barriers confronting Latino high school students: poor counseling, inadequate course work, lack of encouragement, absence of parent-school partnerships, lack of designated responsibility for outreach efforts,

¹ "Latino" in this report refers to individuals whose families originated recently or historically in Mexico, the Caribbean, Central America, or South America.

The Task Force is very pleased that these long-term recommendations were placed centrally into the affirmative action initiatives approved by the Regents at their May 1994 meeting.

and poor articulation among postsecondary academic plans. Effective “puentes” were also described: a college preparatory curriculum, positive expectations for students to achieve high standards, good monitoring of progress, role models, peer supports and consistent outreach contacts.

Three immediate outreach recommendations were presented: 1) hold accountable those who have UC outreach and articulation responsibility for increasing minority student enrollment; 2) focus on the students who reside within commuting distance of UC campuses as the primary beneficiaries of outreach services; and 3) make certain that all campuses are disseminating information about admissions and financial aid directly to students and parents in Spanish.

Also, two long-term outreach recommendations were presented: 1) establish “Step-to-University” programs that consider the systematic collaboration of K-12 systems, the California Community Colleges, and the University of California; and 2) expand strategically targeted outreach services in the community colleges, modeled after the Puente Project, even at the cost of limiting other, less effective K-12 outreach activities.

The Task Force is very pleased that these long-term recommendations were placed centrally into the affirmative action initiatives approved by the Regents at their May 1994 meeting. Also in May the Task Force met again with its Advisory Council (AC), joined by Provost Massey, and developed an action agenda for the remainder of its term which is presented in the section on Next Steps.



*Richard Figueroa, chair
Walter Massey, provost*



*L -R: Rachel Moran (TF)
Olga Vasquez (TF)
Rita Cepeda (AC)*

The Task Force now turns to new research on Latino eligibility and resulting policy implications. Report Three has two objectives: 1) to review the knowledge-base on Latino students commissioned by the Latino Eligibility Study in its monograph, *The Educational Achievement of Latinos: Barriers and Successes*, and 2) to advise the Regents on policy to increase eligibility that emanates from what we know about Latino students' backgrounds, educational experiences and needs at the K-12, community college, and university levels.

The studies uniformly reject the deficiency framework where Latinos' educational failure is attributed to some dispositional or cultural defect. Instead, all of these researchers test the alternative hypothesis—that structural barriers may impede Latino students' educational achievement. The separate research studies are unified in showing how strategically developed programs and interventions do succeed.

The Educational Achievement of Latinos: Barriers and Successes

Latino scholars throughout the United States reviewed the critical studies on Latino students, their backgrounds and educational experiences, and conducted original research.

THE KNOWLEDGE-BASE PRESENTED IN THE LATINO ELIGIBILITY STUDY'S monograph, *The Educational Achievement of Latinos: Barriers and Successes*, is unique in its breadth. Latino scholars throughout the United States reviewed the critical studies on Latino students, their backgrounds and educational experiences, and also conducted original research in the areas of social identity, its impact on achievement, Chicano student organizations, faculty-student mentoring relationships, Chicana high achievers, high school reform, immigrant students, and the community college pipeline. In addition a study was presented from the California Postsecondary Education Commission (CPEC) data on the factors affecting Latino students' UC eligibility rates.

Although a brief summary can not capture the richness of the contributions to this volume, the abstracts that follow are designed to alert the Regents to the key issues raised by each paper. Some of these implications lead directly to Task Force recommendations; others need further study as part of more systemic and comprehensive reforms to be recommended later.

Latino Consciousness and Academic Success

Sylvia Hurtado

Utilizing social identity theory, Sylvia Hurtado carefully surveyed a large sample (1,289) of very high-achieving Latino college students. Her objectives were "to focus on Latino consciousness as a form of cultural resistance and its relationship to academic success" (p. 17) and to examine the possible impact of such consciousness on future policies that affect Latinos.

Past studies have linked the loss of social/cultural affiliation (e.g., with one's ethnic group) with higher rates of academic achievement. In other words, they have tended to bolster the popular belief that assimilation into the majority culture best facilitates academic success.

However, S. Hurtado's study shows that among very high-achieving Latino students, Latino Consciousness plays a significant role for many of them in their social identity. They perceive that Latinos have a devalued social status. They are committed "to maintaining cultural traditions and helping the Hispanic community" (p. 33). The data also suggest that Latino Consciousness is mediated by family and school. The former is particularly associated with the use of Spanish in the home and with low socioeconomic status, the latter with attending high schools that have high concentrations of Latino students and increased rates of college entrance. Concomitantly, Latino students with low scores on the Latino Con-

consciousness survey items tend to de-emphasize their group identity in order to be “successful” and tend to emphasize individual rather than collective achievement.

Policy implications:

- Classroom content should be broadened in elementary, middle, secondary, and postsecondary institutions to reflect the contributions of Latinos in our society and increase student awareness of issues of equality; and
- Opportunities need to be increased in schools and colleges for Latino students to participate in cultural activities and events that facilitate personal identity formation, as well as intellectual and social development.

Social Identification, Political Consciousness, and Academic Achievement of Chicano Students

Aída Hurtado, Reynold Gonzalez, Luis A. Vega

The authors investigated the effect of social identity on academic achievement. Noting that the empirical literature has produced contradictory results on this question (that social identity in minority students affects achievement negatively, positively, and neutrally), they chose a multidimensional survey. They hypothesized that “different social identities” might account for the anomalous results.

The sample included 220 Chicano college students in South Texas. They were predominantly U.S.-born from second and third-generation families with modest economic means. Survey results indicated that only two definitional dimensions of “social identity” adversely affected academic achievement: needing to work to sustain oneself in school (“mobile ethnicity”) or to sustain one’s family (“head of household”). The “political raza dimension, viewing one’s self in highly ethnic terms,” did not affect academic achievement. But, describing oneself in terms of nurturing family descriptors and close affiliation with one’s group did positively impact achievement. Put simply, “It is not as easy to be the head of a household and academically successful, nor is it easy to be academically successful while overworking to achieve economic advancement” (p. 71).

Policy implication:

- Financial aid and the provision of supportive group contexts, not a shift from encouraging a strong ethnic identity, should be the focus of program initiatives for Latino/Chicano students.

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Participation in Chicano Student Organizations: A Social Identity Perspective

Jesus G. Treviño

Little is known about why Chicano students join Chicano student organizations in colleges and universities. Treviño draws on social identity theory to analyze the responses of a large national sample of Chicano students.

His results indicate that students who participate in Chicano organizations are motivated by a strong sense of group identity, the perception that their group occupies a less than equal societal status, and the conviction that this status is the result of unfair treatment. For them, joining such organizations is a matter of constructing an identity. Treviño's work outlines the possible psychological context that drives Chicano students' proactive and reactive activities on college campuses.

Often Chicano student organizations are marginalized within colleges and universities because they engage in activities directed at challenging and changing the institution and addressing inequalities and discrimination. However, these activities, seen from a social identity perspective, can be reinterpreted as steps toward achieving a positive group identity. Moreover, Chicano student activists represent tomorrow's informed citizens who might strive to make our society more egalitarian and provide volunteer services to their respective communities.

Policy implications:

- Institutions of higher education need to proactively support Chicano student organizations and their work; and
- Chicano student organizations should be brought into the fold of student affairs and included in campus activities aimed at enhancing student development.

Tales of Ethnicity: Black and Latino Undergraduate Perceptions of Ethnicity and Mentoring Relationships

James R. Valadez

"The low rates of [college] persistence and retention among minority students may well be the lack of faculty mentors and role models," hypothesizes Valadez (p. 99) in his studies of mentoring relationships between faculty and minority students and the aspects of these relationships that encourage students towards graduate studies.

This ethnographic study examined the student-faculty mentoring relationships within a formal mentoring program. In all, nineteen Hispanic, twelve African American, three Asian American, and four Native American students participated

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on the various teams. Observations and interviews occurred over a period of an academic year.

Four major themes emerged from the student responses: 1) ethnic affiliation and gender of the participating faculty were important; 2) the degree of faculty involvement and direction was key to successful mentoring; 3) regular formal and informal meetings were critical sources of information about the research projects; and 4) building a sense of teamwork was also valuable.

Faculty, according to Valadez, are critical in providing students “cultural” information that is vital for graduate work, academic careers, and professional roles. Many minority students have no access to such knowledge other than through faculty mentors.

Policy implications:

- Campuses should establish more programs that provide the context for minority students and a faculty member to work on joint problem solving activities—aimed at enabling students to increase both their technical knowledge and develop the “cultural” information needed to aspire to graduate study; and
- In mentorship programs, minority students ideally will be matched with minority researchers; in the absence of minority faculty, minority students should be paired with faculty who are sensitive and committed to the development of these students.

Chicana High Achievers Across Two Generations: A Working Paper

Patricia Gandara

Successful doctoral-level Mexican American women were interviewed in order to understand “some of the ways in which these women navigate the barriers to higher education...” (p. 124). All of the women in the study came from working class, Mexican American families. Latinas have made significant strides in raising their participation rate in higher education in California. However, they still lag far behind compared to rates for white women and for male Latinos in graduate programs.

The successful Chicanas, who were in their thirties and forties, reported being good students at the college level, but received little encouragement from non-family members, and had fewer mentors than Latino men. Twenty percent of them had been tracked into non-college preparatory courses in high school. They attended “highly integrated” high schools that provided them with a strong sense

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Early advising—beginning during the middle school years—is needed to assist Chicanas in making decisions to pursue higher education soon enough to prepare adequately.

of biculturalism and confidence that they could make it in the majority culture. Their mothers were strong influences on their educational aspirations. The women had not married prior to entering graduate school. The majority had decided to go to college *prior to* entering high school. For about half of them, recruitment and financial aid programs proved critical in helping them get the needed resources and information. More often than not, they attributed their success to family support.

A second sample, made up of successful Chicanas in their twenties, differed from their older counterparts in several ways. They received lower high school GPA's; fewer of them had decided on college *prior to* high school; they had more mentoring relationships; they had fewer contacts with recruitment programs; they had high participation rates in Chicano student programs; few had married by the time they received their Ph.D.'s; most of them attributed their accomplishments to their own efforts.

Policy implications:

- Early advising—beginning during the middle school years—is needed to assist Chicanas in making decisions to pursue higher education soon enough to prepare adequately; concurrently, mentoring programs should be established for Chicana middle and secondary students involving role models from the school, the professions, and the community;
- Expanded recruitment efforts should be developed which involve parents and especially mothers to assist Chicanas in successfully completing the steps involved in the college preparation, planning, application, and financial aid processes; and
- Opportunities for Chicana undergraduates to participate in college academic mentorship programs which prepare them to pursue graduate studies should be expanded.

Untracking High School Students in Preparation for College: Implications for Latino Students

Hugh Mehan, Lea Hubbard, Dina Okamoto, Irene Villanueva

In spite of the dismal national picture of Latino students' academic achievement levels in high school, the Achievement Via Individual Determination (AVID) program in San Diego is successfully preparing minority students to enter college. Most high schools track students. However "more than twenty years of research has shown that this tracking system erects barriers to educational equity and educational excellence" (p. 151). AVID replaces tracking with an enriched curricu-

lum along with support systems (tutors, instructors, counselors, parent outreach and involvement) for low achieving students.

This study examines whether AVID works and, if it does, why it works. Students (253) who had participated in AVID for three years were interviewed and their school records analyzed.

Comparing the AVID college enrollment rates to those of San Diego high schools and to the national average, Latino AVID students enroll in four-year colleges at a 44% rate versus 25% for the San Diego School District and 29% nationally. If the rates for two-year colleges are included, AVID Latino students' rate of enrollment in higher education is 98% versus 62% for San Diego. Similar results are obtained for African American students.

AVID succeeds because it places students in A-F courses early in their high school careers. It supports these students by "social scaffolding"; by providing the students with the necessary skills to manage problems such as poor grades; by providing for tutors, times and places to study, parental involvement opportunities, visits to colleges and universities, procedures on how to apply to colleges and for financial aid; by providing training on how to take notes and tests; and by providing adults who act as advocates for the students to the high school teachers. In effect, AVID succeeds by socializing students to the behaviors necessary to prepare for college.

Policy implications;

- Talented but low achieving minority students should be placed in rigorous academic programs that challenge them intellectually and assures that they take the appropriate classes for college entrance;
- Compensatory and remedial instruction should be phased out and replaced with heterogeneous ability grouping accompanied by the academic and social scaffolding to enable all students to achieve; and
- Expanded parent-school coordination is needed to enhance the roles that minority parents can play on behalf of their children's academic success.

Immigration and Education of Mexican Americans

Raymond Buriel

This study reviews recent research on Mexican migration and migrants' educational background.

Several studies indicate that Mexican immigration to the United States is not a random phenomenon. Those who migrate are "relatively better educated" than

AVID succeeds by socializing students to the behaviors necessary to prepare for college.

non-migrating Mexicans and they are "ambitious," "progressive," and upwardly mobile (p. 198). Further, they are not primarily unskilled or from agricultural backgrounds (only 12% are). They are "skilled and unskilled industrial workers, craftsmen, foremen, and operatives." Psychologically, their profile is that of a "productive social character" (p. 201).

Bilingualism and biculturalism come more easily to these migrant children and these capabilities lead to lower drop-out rates. For many immigrant pupils, however, schools in the United States ignore their strengths by emphasizing the acquisition of English rather than the development of their academic skills. "Many first-generation drop-outs may include the best and the brightest Mexican American students" (p. 210). Some data even show that "...achievement decreased in all areas as length of residence in the United States increased" (p. 211).

Recent data indicate that children with strong bicultural orientations do better in American schools. Interestingly, "most Latinos want and expect a bicultural adaptation for their children in California society" (p. 221). Accordingly, Buriel concludes that:

For those students of foreign-born parents, the legacy of educational failure has not previously existed in their own families. Thus, whether or not the educational system will successfully meet the needs of the Mexican American community in the future depends heavily on how well that system can accommodate a growing number of students of foreign-born parentage (p. 222).

Policy implications:

- The healthy and positive cultural heritage and values brought by Mexican migrants and other Latinos needs to be recognized and reinforced by the University of California and other educational segments;
- Educational planners, teachers, and policy-makers need to know more about the unique sociocultural experiences of Latino first-generation immigrant students and their families in order to design pedagogical strategies that will take advantage of their learning styles and motivations;
- California educators need to give consideration to the educational system in Mexico in order to understand how that system helps shape the learning and motivation of students who are immigrants to the United States; and
- Attention must be given by schools to the role of immigrant parents in nurturing and transmitting learning and motivation to their children.

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The University and Community College Paradox: Why Latinos Do Not Transfer

Laura I. Rendón, Romero Jalomo, Jr., Kathleen Garcia

Latinos continue to be underrepresented in higher education. Latinos have made the greatest gains in community colleges, “but ironically, these colleges have not made the goal of transfer to four-year institutions a reality for significant numbers of Latinos...” (p. 227).

Latinos have the highest national enrollment figures (56%) in two-year institutions. However, their national four-year college enrollment rates dropped from 21.4% in 1975 to 16.2% in 1990. Latino males are particularly underrepresented. Females, on the other hand, have increased their college enrollment rates dramatically (12.1% to 22.2%). Also, “...relatively few Latinos are earning baccalaureate degrees compared to whites and African Americans” (p. 235) even though the vast majority want to transfer and receive a B.A.

Latinos transfer in such small numbers because of underdeveloped cognitive abilities, psychosocial constraints, low-test scores, under-preparation in schools, lack of articulated goals, inadequate counseling, the need to work, gender-specific family responsibilities, and under-developed bilingual skills. Latino students also lack familiarity with the relation of the community college system to four-year institutions.

Policy implications:

- UC campuses need to collaborate with feeder two-year institutions to develop strategic plans designed to increase the number of Latino transfer students;
- Courses such as the for-credit course, The Transfer Year Experience, should be offered on UC campuses, with elevated content, but analogous to the activities and initiatives associated with the highly effective Freshman Year Experience coursework; and
- Community college counseling needs expanding to assist more Latinos in choosing courses that can transfer and thus enable them to enroll on four-year campuses in their area of study. Counselors should communicate to Latinos the expectation that they can succeed at the University of California.

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Eligibility of California 1990 High School Graduates for Admission to Public Universities

Jeanne Suhr Ludwig, Judy Kowarsky

This study extracts data from a report by the California Postsecondary Education Commission on the 1990 graduating class of high school seniors—the most diverse in California's history. Since 1981, Asian American and Latino student populations have increased dramatically and will continue to do so up to the turn of the century. Latino students made up 23% of all graduating seniors in California in 1990. They are expected to constitute 36% of all high school graduates by the year 2000. In the 1992-93 school year, they made up 36.1% of the K-12 public school population in California. Many, if not most, of these students will come from homes where English is not the primary language.

The 1983 California educational reforms have produced significant increases in the number of A-F courses taken by graduating seniors as well as in the rates of those taking advanced placement exams and college admissions tests. Still, Latino students lag behind in the number who take advanced placement exams and, more critically, in the measured levels of academic achievement (SAT scores, GPA levels).

Latinos have had the lowest percent of SAT test takers every year for which data are reported—1984, 1985, 1987, and 1990. Latinos are the only group for which less than one-third of high school graduates took the SAT in each of the years. Latinos, as a group, have been among the lowest performing racial/ethnic groups on the SAT each year. Their mean performance as a group has improved less than that of any other racial/ethnic group in California during the past decade.

These outcomes translate into the following: "Latino graduates experienced the smallest increase in [UC] eligible graduates of any racial/ethnic group" (p. 283). In 1990, only 3.9% of them were fully eligible. The rural and urban areas where Latinos are the most heavily concentrated produce the lowest eligibility rates in the state.

Policy implication:

- The continued use of the SAT as one of the two factors within the UC eligibility index needs to be reconsidered. This need is based on the significantly lower proportion of SAT test takers among Latino students (suggesting the inequity inherent in using SAT scores as one of the two components of the eligibility indices) and the lower scores of Latino students (consistent with the many studies that demonstrate the discriminatory nature of psychometric tests for Latino and other underrepresented students).

Recommendations

THESE RECOMMENDATIONS BELOW FLOW DIRECTLY FROM FINDINGS AND policy implications of the studies in the Task Force produced monograph.

1) Expand disciplinary and ethnic studies curriculum that addresses contributions of Latinos to American society.

Understanding of these contributions help to provide social identity and academic success.

2) Increase opportunities among UC Latino students for positive identity expression in the form of cultural activities and membership in student organizations.

Participation in such activities has been clearly linked to academic success.

3) Increase the number and scope of courses focused on academic acceleration offered on University of California campuses for secondary school students — including a special focus on recruiting underrepresented students. It is further recommended that secondary school academic credit be awarded for these courses and that grades in these courses be considered within the UC admissions process.

Excellent academic programs for secondary school students involving underrepresented students have been offered by the various University of California campuses. At UC Irvine, these have included programs operated by the School of Biological Sciences through the Howard Hughes Medical Institute program, by the Office of Relations with Schools and Colleges, and by the Department of Education. Programs such as these provide a foundation for UC's offering additional accelerated academic coursework to Latino students. If these studies are offered for secondary school academic credit, financing through the K-12 state school fund may be possible. It will be of considerable significance if the grades in these courses can be included in calculating students' GPA for UC admissions.

4) Expand minority student mentoring programs. Minority students will ideally be matched with minority researchers.

When successful, mentoring enables minority students to increase their technical knowledge and heighten their aspirations for graduate study.

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5) Develop collaborative plans at each UC campus with feeder community colleges to increase the number of students transferring to the University of California. To speed the pace of transfer activity and curriculum development, faculty in both sets of institutions must play an active role in fostering student transfers and designing appropriate curriculum; one important means would be faculty exchanges.

Large numbers of Latinos who begin in the community colleges do not transfer to other institutions. Of the more than 217,000 Latinos involved in community colleges in 1992 (CPEC, 1992), only 1,000 moved on to the University of California (UCOP, 1992). [see References: Report Number Two]

6) Establish an Undergraduate Outreach Corps—a group of Latino (and other) students who perform community service by serving as mentors and tutors to Latino (and other underrepresented) secondary school students. Further, it is recommended that UC join with state agencies to establish an Undergraduate Outreach Corps community service program statewide.

Successful examples already exist. For instance, at UC Irvine programs initiated by EOP/SAA (Star Bridge) and the Department of Education provide the opportunity for Latino and other minority students to tutor underrepresented students in K-12 schools. These programs have been highly effective and have been articulated with undergraduate coursework. They adhere closely to the principles of the newly enacted National and Community Service Act, which is a potential source of funding for such programs on every UC campus. Another possible source of funding for these programs is the work-study program. It is important that these funding sources be examined in order to significantly increase the pool of Latino (and other) students who can devote time to being a mentor and tutor for Latino (and other underrepresented) secondary school students.

Next Steps

THE TASK FORCE HAS BEGUN ANALYZING THE RESEARCH STUDIES AS A whole in terms of the need for systemic and comprehensive reforms inside and outside UC to achieve a long-term increase in the eligibility and success of Latino students within the University of California.

In this section, an action agenda for the remainder of the life of the Task Force is outlined which builds on the analysis. The Task Force has identified pieces of a more holistic strategy: K-12 curriculum, roles for UC faculty, UC eligibility criteria, and involvement of more segments of California society in enhancing Latino eligibility. Additionally, the Task Force will monitor the degree to which its current and previous recommendations are implemented.

K-12 School Curriculum

The Task Force plans to address the K-12 school curriculum in its next report to the Regents, focusing on effective programs and schools that could serve as models for wider reform.

One subject to be considered is the Subject Matter Projects administered by UC Office of the President. They are aimed at improving the K-12 curriculum and include the training of an outstanding group of mentor teachers. A focus on the cultures and achievements of the Latino populations within all Subject Matter Projects would make a significant contribution to achieving increased understanding of Latino cultures among teachers. The California Literature Project has led the way by organizing the first Teachers Institute conducted in Spanish. Complementary actions aimed at improving teacher understanding on the part of the other subject matter projects are also warranted.

Further, the Task Force will be investigating whether the UC, in conjunction with CSU, the State Department of Education, and the California Commission on Teacher Credentialing, could plan a comprehensive strategy for strengthening the knowledge and roles of K-12 teachers related to Latino cultures and accomplishments and the advising and mentoring of Latino students. This might include looking at creation of a statewide exchange program of teachers, teacher educators, and administrators with Mexico and other Latin American nations to enhance understanding of Latino cultures and educational systems within K-12.

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Studies in the monograph cite important roles of faculty in increasing the enrollment of Latino students and in enhancing their success at college.

Roles of University of California Faculty

Studies in the monograph cite important roles of faculty in increasing the enrollment of Latino students and in enhancing their success at college. Among the especially important roles for UC faculty—particularly Latino faculty—are 1) serving as models for Latino secondary students and their parents; 2) serving as role models for Latino community college students and participating in the articulation of courses of study which contribute to the students' successful transfer to UC; and 3) working as mentors with undergraduate Latino students that contribute to the social interchange which substantially enhances learning.

The Task Force will be studying how to encourage the UC Academic Council and the divisional senates on individual campuses to include in the criteria for tenure and promotion specific factors related to participation in outreach and mentoring activities for Latino and other underrepresented students.

University of California Eligibility Criteria

The Task Force has commissioned a study of emergent issues and alternatives in eligibility criteria. The study will include review of alternative methods of defining UC eligibility of high school seniors and a comparison of eligibility criteria of other leading public universities as well as prestigious private institutions. The Task Force will report later on this study, cognizant of the monograph findings that fewer than one-third of Latino high school graduates are taking SAT tests.

Involving More Segments of California Society in Enhancing Latino Eligibility

One of the repeated findings of the studies was the central importance of non-school factors in Latino students' success and eligibility. Social identity, family perceptions and involvement, after-school programs and opportunities—these were consistently identified as being critical in influencing the aspirations and college attendance and achievement of Latino students. These are dimensions of students' lives that—while being areas to which schools must attend—cannot be fully addressed by schools alone.

Television, radio and the print media, business organizations, and community leaders can play valuable roles in enhancing the aspirations of and opportunities for Latino children and families. The images, information, and programs the media present have a profound influence on the consciousness of Latinos and Californians



*L-R: Ralph Carriona (AC), Ed Apodaca (AC),
Faustina Solis (AC), Liz Guillen (AC)*

overall. The messages that business leaders give concerning the importance of higher education can transform the life experiences of Latino and other minority youth. Community leaders—those from community based organizations, churches, and the like—can have an enormous influence on the knowledge, attitudes, and opportunities of Latino students. The deeper meaning of the monograph is that the involvement of all of California's sectors is needed in order to increase the participation of Latino students in higher education and assure the future economic health of the state.



*L-R: Linda Wong (AC), Gloria De Necochea (AC),
Reynaldo Mactas (TF), Reginald Wilson (AC)*

*Background L-R: Frank Rincon (TF),
Luis Vega (RA), José Sagabán (RA),
Robert E. Jorgensen (Admin. Director)
Foreground: Ed Codina (AC),
Yolanda Medina (Panelist)*



The Task Force will be investigating organizational structures and a fund-raising apparatus to bring together media, business, and community leaders in a statewide campaign aimed at increasing Latino eligibility to the University of California system. Such an organization could be structured to enable UC chancellors to work with leaders in their service areas to implement programs. Meanwhile, the Task Force's own Advisory Council will be preparing materials on eligibility issues from its varied perspectives for an upcoming Task Force report to the Regents.

*L-R: Leticia Quezada (AC),
Troy Duster (TF), Rachel Moran (TF),
Olga Vasquez (TF), Rita Cepeda (AC)*



