

FOUR-YEAR PARTNERSHIP WITH THE UNIVERSITY OF CALIFORNIA (UC) (1999-00 through 2002-03)

State Funding Commitments

- 4% annual increase to the State General Fund base plus funding for enrollment growth, consistent with access under the Master Plan (estimated to be 3% annually) at the agreed-upon marginal rate adjusted annually (in 2000-01 the rate is \$8,539).
- An additional 1% increase to the State General Fund base to phase in full funding to eliminate the annual budgetary shortfalls for ongoing building maintenance, instructional equipment, instructional technology, and libraries between 1999-00 and 2002-03.
- Funds for debt service related to capital outlay.
- Funds for annuitant benefits.
- One-time funding, contingent upon the State's financial position, for high priority needs such as deferred maintenance, libraries, equipment, instructional technology, and capital outlay.

- Funding for new or expanded special initiatives or programs, such as the development of off-campus centers or the opening of new campuses, special research initiatives, outreach and public service programs to improve K-12 schools, the transition to year-round operations, as well as the cost of legislation approved by the State.

- \$210 million for each segment, consistent with Proposition 1A, annually to support capital outlay needs. Support for State general obligation bond measure and/or lease revenue bonds that would provide additional support for capital outlay needs beginning in 2002-03.

- Revenue equivalent to that which would be generated from annual increases in mandatory systemwide fees and in Fees for Selected Professional School students of no more than the increase in California per capita personal income.

- Annual review of Partnership Goals and the specified performance data by the Office of the Secretary for Education and the Department of Finance to assess the progress UC is making in meeting these goals. The level of success shall determine whether the State will provide the full funding commitment.

UNIVERSITY OF CALIFORNIA (UC) PARTNERSHIP AGREEMENT

I. Commitment to Improving Access to a Quality Undergraduate Education

Objective	Indicator	Performance Data
Ensure access under the Master Plan.	Maintain commitment to accept all eligible California high school graduates who wish to attend. To accommodate projected annual enrollment growth of about 3%, or 5,000 students per year, examine a range of options including, but not limited to, adjustments to current long-range development plans, more intensive use of facilities during the summer, and the development of off-campus centers.	<ul style="list-style-type: none"> Continue to provide a student outcomes report in October each year. Include in this report admissions and enrollment data.
Provide classes needed for students to graduate in four years or less.	Hire sufficient faculty to at least reach the current budgeted student faculty ratio of 18.7 to one and to ensure no further deterioration. The longer-term goal is to phase in a return to the historical student faculty ratio of 17.6 to one, with the increase in faculty devoted to improving the quality of undergraduate education by providing more seminars and reducing class size.	<ul style="list-style-type: none"> Report each year in the Regents Budget on actual and budgeted enrollment and faculty.

Objective	Indicator	Performance Data
	Continue commitment to maintain improved student outcomes. More students are graduating sooner and at greater rates than in any other time (average time to degree is 4.2 years, compared to 4.4 years for students admitted in 1984. The percent of students who graduate in four years, five years, and six years has continued to improve. For example, looking at graduation rates over a long period, about 70% of enrolled freshmen now graduate within 5 years or less, compared to the 1950s when 50% of students graduated in six years or less.	<ul style="list-style-type: none"> Continue to provide graduation and persistence rates, time to degree, and degrees conferred data in the student outcomes report each year.
	With regard to students who enter as freshmen, eliminate State funding, including financial aid, for those who exceed the required credit units for their current degree program by more than 20%.	<ul style="list-style-type: none"> Report in October, 2000 on progress in implementing this goal.
Increase faculty teaching loads.	Continue commitment to maintain the agreed-upon 6.7% increase in faculty teaching workload.	Provide report in March each year on undergraduate instruction and faculty workload.

Objective	Indicator	Performance Data
<p>Ensure that new top 4% “path” (provides that the top 4% of each graduating class from each California public high school are eligible for admission to UC) results in more students eligible for and successfully attending UC.</p>	<p>Increase percentage of qualifying students from low-participating schools statewide who successfully complete UC college preparatory courses.</p> <p>Develop an implementation and evaluation plan for the “4% path”. Include references to special services that may be needed to ensure that students admitted through the “4% path” succeed at UC.</p> <p>Beginning in 2001, increase percentage of students from low-participating high schools who enroll in UC.</p>	<ul style="list-style-type: none"> • In November , 2001: <ul style="list-style-type: none"> • Provide a report on the percentage of students in low-participating high schools who complete 11 of 15 A-F courses by end of junior year (or other proxy measure, such as algebra) and otherwise meet the eligibility requirements delineated in the Regents’ policy on the “4% path”. • In March , 2002: <ul style="list-style-type: none"> • Provide a report on the percentage of students from low-participating high schools who enroll as freshmen in UC. • Include other implementation data as appropriate, to be determined by UC. • Outcomes will be reported as part of the CPEC eligibility study.
	<p>Continue policy of no State funding for remedial courses. Use California Community Colleges (CCC) and extension classes to provide remedial education, to the extent possible.</p>	<ul style="list-style-type: none"> • Continue to provide information on remedial education in the report on student outcomes report each year.
	<p>Increase investment in instructional technology to ensure students have access to state-of-the art technology for learning and conducting research.</p>	<ul style="list-style-type: none"> • Report each year in Regents Budget on progress in improving instructional technology for students.

Objective	Indicator	Performance Data
Provide competitive faculty salaries.	Continue to maintain commitment to provide competitive faculty salaries using the California Postsecondary Education Commission (CPEC) methodology.	<ul style="list-style-type: none"> Continue to provide annual report to CPEC on faculty salaries.
Increase emphasis on merit-based pay systems.	Continue to emphasize a merit-based pay system to reward the most outstanding faculty.	<ul style="list-style-type: none"> Report each year in the Regents Budget on faculty salaries and merit increases for faculty.
Enroll students at a 10 th campus in Merced, provided adequate resources are available, to provide increased access to students in the Central Valley, which historically have had low UC-participation rates. UC should do all it can to open the campus by 2004-05 and enroll students in academic programs even before the campus opens.	<p>Submit a revised plan by April 1, 2000 that reflects the goal of opening the Merced campus by 2004-05, including the major milestones regarding planning activities.</p> <p>By May 2001, or as soon as possible upon completion of the campus long-range development plan and associated environmental analyses required by state and federal law, identify infrastructure and capital needs, related costs, and methods of financing these needs including the leverage of other public or private sources of funding.</p>	<ul style="list-style-type: none"> By October each year, provide a progress report on development of the Merced campus and include in this report data on enrollment of students in UC's general campuses from those counties in the Central Valley that have been historically underrepresented at UC. Include in annual report on Merced information on actions taken to meet the goal of opening by 2004-05.
	Develop an academic plan for the campus.	<ul style="list-style-type: none"> Submit plan by Spring, 2002.

Objective	Indicator	Performance Data
	Continue development of academic programs that would enable enrollment of first students in Merced programs earlier than opening of the campus.	<ul style="list-style-type: none"> • Include in annual report on Merced actions taken to enroll students earlier than the opening of the campus.
	Work with Governor's University of California Merced Implementation Team to explore ways to streamline the review and approval process of multiple state and federal agencies and ensure these processes are accomplished in a manner that allows the Merced campus to break ground in 2001.	<ul style="list-style-type: none"> • Include in annual report on Merced actions taken by the Implementation Team to speed development of the Merced campus.
	Continue to implement student academic development programs and K-12 partnerships in the Central Valley to increase UC eligibility and promote increases in the enrollment of UC-eligible students from the Central Valley at UC's general campuses.	<ul style="list-style-type: none"> • Include in annual report on Merced activities and progress of outreach programs intended to promote increases in enrollment of UC-eligible students from the Central Valley at UC's general campuses.
	Increase the number of Central Valley residents participating in higher education programs at the distributed learning centers funded in the 1998 Budget Act from 14,000 in 1999-00 to 60,000 by 2004-05.	<ul style="list-style-type: none"> • Include in annual report on Merced information on enrollment of students from the Central Valley at distributed learning centers.

Objective	Indicator	Performance Data
Expand intersegmental transfers.	To the extent that the CCCs increase the number of “transfer ready” students: (1) increase the total number of CCC transfers to UC by 6% annually over 7 years (from 10,150 in 1998-99 to 15,300 in 2005-06), and (2) increase the number of student transfers from low-transfer CCCs by 15% annually.	<ul style="list-style-type: none"> • Provide a report by October each year on progress in meeting CCC transfer goals. Include in this report the total number of transfers and number of transfers from low-participation colleges.
Reduce barriers to students transferring among segments. Work with CCCs to ensure the ease of the transfer function and expand course transferability.	Develop and maintain systemwide agreements between UC, California State University (CSU), and CCC on lower-division course requirements for 20 high-demand majors (at a rate of 3-5 per year) by 2005-06. The long-term vision is to ensure that a qualified student from any CCC has the opportunity to transfer to any UC (or CSU) campus and have their courses accepted for their major.	<ul style="list-style-type: none"> • Include in annual report on CCC transfers information on the progress made in developing systemwide agreements for high-demand majors. Also include in this report a list of systemwide agreements developed.
	Ensure that each of UC’s general campuses has articulation agreements with 100% of the CCCs within their respective service areas.	<ul style="list-style-type: none"> • For each UC campus, include status of articulation agreements with each CCC in its service area in the annual report on CCC transfers.
	Maintain current programs that provide, for example, transfer-specific training for CCC counselors, transfer agreements, and increased access to transfer information.	<ul style="list-style-type: none"> • Include in the annual report on CCC transfers information on improving access to information about transfer.

Objective	Indicator	Performance Data
	Continue to use the Intersegmental General Education Transfer Curriculum (IGETC), allowing students to complete all UC general education requirements before transferring.	<ul style="list-style-type: none"> • Include in the annual report on CCC transfers information on use of the IGETC.

Objective	Indicator	Performance Data
	<p>Work with CSU and CCC to ensure that transfer students are taking the appropriate required courses and will receive credit for classes they have taken. This can be accomplished by September 2001 in a number of ways, including Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), a common course numbering system, or IGETC.</p>	<ul style="list-style-type: none"> • Include in the annual report on CCC transfers information on progress toward achieving this goal.
<p>Implement more extensive use of existing facilities to accommodate enrollment demands and to help alleviate enrollment pressures during the regular academic year.</p>	<p>Reach agreement with the Administration and the Legislature on a plan for phasing in implementation of a state-supported summer term on a campus-by-campus basis beginning in Summer 2001. The phasing plan should be based on the assumption that fees, financial aid, and the quality of programs should be similar to that offered during the regular academic year.</p>	<ul style="list-style-type: none"> • Include phasing plan in final agreement on budget for 2000-01. • By October 1 each year provide a progress report on implementation of year-round operations.
	<p>Space requests for classrooms and class laboratories will be justified using legislatively approved utilization standards and the assumption of a summer term enrollment of 40% of fall/ winter/ spring enrollment, consistent with the approved phasing plan for implementation of year-round operations.</p>	<ul style="list-style-type: none"> • Include justification of space in Regents Budget each year.

Objective	Indicator	Performance Data
	Examine incentives to encourage more students to attend classes in the summer and more faculty to teach in the summer.	<ul style="list-style-type: none"> Report by October 1, 2000 on incentives to encourage more students to attend class in the summer and more faculty to teach in the summer.
	Provide funding for existing summer enrollment of UC-matriculated students if agreement is reached.	<ul style="list-style-type: none"> Include in phasing plan funding for existing summer enrollment.
	Consider developing off-campus centers to accommodate increased enrollment demand.	<ul style="list-style-type: none"> Report each year in the Regents Budget on progress in developing off-campus centers.

II. Improving Integration and Coordination within California’s Educational System

Objective	Indicator	Performance Data
<p>Assume greater responsibility in working with K-12 schools towards improving K-12 student performance.</p>	<p>High schools participating in UC partnerships are expected to demonstrate greater educational achievements compared to prior years and in comparison to similar high schools that do not participate in partnerships. Students in participating high schools are expected to successfully complete college preparatory courses at a higher rate than prior years. Success is predicated upon a commitment from both UC and participating high schools. To the extent it is possible to collect data, UC will compare the performance of students in participating high schools with that of students in non-participating high schools.</p>	<p>By October, 2001:</p> <ul style="list-style-type: none"> • Report first results of long-term outreach evaluation. • By October of each year, provide a progress report on outreach and K-12 improvement programs and include in the report the following: <ul style="list-style-type: none"> • Proportion of students completing A-G requirements. • Percentage of students eligible for UC from schools where UC outreach is operational. • other data as appropriate to indicate college readiness.

Objective	Indicator	Performance Data
	<p>Expand efforts to increase educational opportunity and improve the academic preparedness of K-12 students, especially students from disadvantaged backgrounds, and to reduce the disparities in educational opportunities and achievement.</p> <p>Consistent with goals of the Outreach Task Force, UC is working to expand:</p> <ul style="list-style-type: none"> ➤ K-12 school partnerships, which seek to ensure that students have access to high quality instruction and are able to meet the A – G course requirements. ➤ traditional student-centered programs such as Mathematics, Engineering, Science Achievement (MESA), Puente, and Early Academic Outreach Program (EAOP). ➤ academic outreach in the Central Valley (including those counties which have been historically underrepresented at UC). 	<ul style="list-style-type: none"> • Include in October report on outreach and K-12 improvement programs information on the progress toward meeting the goals specified in the Outreach Task Force Report.
	<p>Expand outreach programs aimed at attracting more students from disadvantaged backgrounds into graduate and professional school programs</p>	<ul style="list-style-type: none"> • Include in the annual report on outreach and K-12 improvement programs information on expansion of graduate and professional school outreach programs and include in the report number of participants and other evaluation data as appropriate.

Objective	Indicator	Performance Data
	Expand AP On-Line program to make Advanced Placement and honors courses available to students who attend high schools that offer few or no AP courses.	<ul style="list-style-type: none"> • Include in the annual report on outreach and K-12 improvement programs, the number of courses provided on-line each year and the number of students completing the courses.
	Expand SAT test preparation programs, including through the California Digital High School.	<ul style="list-style-type: none"> • Include in the annual report on outreach and K-12 improvement programs the number of students participating in SAT test preparation programs, including those UC operates through the Digital High School.
Provide better and more timely information to students, families, teachers, and counselors to improve planning and preparation for college.	<p>Expand visits to K-12 schools, counseling programs, public affairs programs, community and media relations activities, telephone and direct mail campaigns in order to better inform students, schools, and parents about UC eligibility requirements.</p> <p>UC's stated goal in the Outreach Task Force Report is to increase the number of outreach contacts with elementary, middle school, high school, and community college students and families by 200 percent over the number of contacts now made with these groups.</p>	<ul style="list-style-type: none"> • Include in the annual report on outreach and K-12 improvement programs progress toward meeting the goals specified in Outreach Task Force Report.

Objective	Indicator	Performance Data
Evaluate the effectiveness of outreach programs to ensure that resources are focused on the most successful programs.	Enhance research on instructional strategies that can assist under-performing schools and students.	<ul style="list-style-type: none"> • Include in the annual report on outreach and K-12 improvement programs the number of effective teaching strategies researched, disseminated and/or published, and implemented in under-performing K-12 schools.

III. Meeting Teacher Demand and Improving the Quality of Teacher Preparation

Objective	Indicator	Performance Data
<p>Increase UC commitment to meeting the demand for new teachers.</p>	<p>Commit to a goal of increasing the number of students enrolled in teacher credential programs from approximately 1,000 in 1998-99 to 2,500 by 2002-03, with a focus on increasing the number of first-time and new type credentials in math and science. This would more than double the number of teachers prepared by UC in 1998-99. Increase the number of UC student internships, particularly in mathematics and science at the middle and high school level.</p> <p>Implement initiative to attract well-qualified students into the teaching profession by offering students with a BA, especially those with degrees in math and science where there is a shortage of well-qualified teachers, the opportunity to earn a teaching credential over two summers and to teach in the intervening year using an emergency credential.</p>	<ul style="list-style-type: none"> • In October of each year, provide a report on teacher credential programs that includes the following information: <ul style="list-style-type: none"> • Total number of students enrolled in both post-baccalaureate and masters credential programs. • Number of students recommended for first-time and new type credentials in total and in mathematics and science. • Number of UC student internships, by field and school level. • Passage rate on California Basic Educational Skills Tests (CBEST) and other statewide exams required to receive a credential.
	<p>Develop and implement Teacher Scholars Program by 2001-02 to provide 400 students the opportunity to earn a combined Masters' and Teacher Credential in 15-months.</p>	<ul style="list-style-type: none"> • Include in the annual report on teacher credential programs the number of students who enroll in and complete the program.

Objective	Indicator	Performance Data
	Develop and implement the Principal Leadership Training Program by 2002-03 to provide 400 students with rigorous leadership training.	<ul style="list-style-type: none"> • Include in the annual report on teacher credential programs the number of students who enroll in and complete the program.
Improve teacher preparation to ensure that teacher education programs adapt quickly to meet K-12 academic standards.	Implement teacher preparation reforms consistent with SB 2042 and Commission on Teacher Credentialing (CTC) standards in the following areas: <ul style="list-style-type: none"> ➤ provision of pre-internship, internship, and integrated undergraduate programs; ➤ curriculum consistent with standards for the teaching profession and with curriculum and performance standards for K-12 students; ➤ integration of theory and practice in all programs; ➤ implementation of candidate performance assessment; ➤ collaboration across university academic departments and with K-12 schools; and flexible course scheduling (e.g., evenings, weekends, intensive short courses). 	<ul style="list-style-type: none"> • Include in the annual report on teacher credential programs a progress report on the extent to which reforms have been implemented. (The reporting format will be developed by OSE and DOF and include a campus rating system that can be summarized at the systemwide level as well as concise campus-level back-up.)

Objective	Indicator	Performance Data
	<p>In cooperation with CSU and private institutions, expand the California Subject Matter Projects to 170 sites serving 35,000 K-12 teachers through institutes and other activities aimed at improving participants' content knowledge and pedagogical practice in nine core areas of the K-12 curriculum.</p>	<ul style="list-style-type: none"> • Provide the results of the four-year independent evaluation of CSMPs, consistent with AB 1734 (Mazzoni), due to the State Board of Education, the Governor, and the Legislature by July 1, 2002.
	<p>In cooperation with CSU and private institutions, implement Governor's Professional Reading Development Institutes to provide professional training for 20,000 teachers in pre-Kindergarten and in grades K-3.</p>	<ul style="list-style-type: none"> • In October of each year provide a progress report on K-12 Teacher Professional Development Programs and include the number of participants who participated in this program and other evaluation data as appropriate.
	<p>In cooperation with CSU and private institutions, implement English Language Development Institutes to provide professional training for 5,000 English language learner teachers in grades 4-8 and 5,000 English language learner teachers in grades 9-12.</p>	<ul style="list-style-type: none"> • Include in the October report on K-12 Teacher Development Programs the number of participants in this program and other evaluation data as appropriate.
	<p>In cooperation with CSU and private institutions, implement Algebra Institutes to provide professional training for 2,500 teachers in grades 7-10 in Algebra.</p>	<ul style="list-style-type: none"> • Include in the October report on K-12 Teacher Development Programs the number of participants in this program and other evaluation data as appropriate.

Objective	Indicator	Performance Data
	In cooperation with CSU and private institutions, implement Mathematics Specialists Institutes to prepare 5,000 Math teachers in grades 4-6 to assume leadership roles within their schools to improve the instruction of Math.	<ul style="list-style-type: none"> • Include in the October report on K-12 Teacher Development Programs the number of participants in this program and other evaluation data as appropriate.
	In cooperation with CSU and private institutions, implement High School Mathematics Institutes to provide professional training for 8,000 high school teachers in Math.	<ul style="list-style-type: none"> • Include in the October report on K-12 Teacher Development Programs the number of participants in this program and other evaluation data as appropriate.
	In cooperation with CSU and private institutions, implement High School English Institutes to provide professional training for 12,000 high school teachers in English.	<ul style="list-style-type: none"> • Include in the October report on K-12 Teacher Development Programs the number of participants in this program and other evaluation data as appropriate.
	In cooperation with CSU and private institutions, implement the Pre-Algebra and Algebra Academies to provide professional training for 1,000 teachers in grades 7-8 linked with summer school instruction for K-12 students in Pre-Algebra and Algebra.	<ul style="list-style-type: none"> • Include in the October report on K-12 Teacher Development Programs the number of participants in this program and other evaluation data as appropriate.

Objective	Indicator	Performance Data
	<p>Work closely with K-12 in the development of charter schools and conduct research on the degree to which charter schools achieve intended outcomes.</p>	<ul style="list-style-type: none"> • Report annually on test scores of students at UCSD charter school in comparison with public and private school students. • Broadly disseminate research findings of UCSD charter school program.

IV. Productivity Improvements

Objective	Indicator	Performance Data
Fund core funding needs within Partnership resources.	Achieve productivity savings through the increased use of technology and streamlining administrative practices in order to help fund chronic budget shortfalls in four core areas of the budget: building maintenance, instructional equipment replacement, instructional technology, and libraries. This shortfall was estimated at \$150 million in 1998-99. The state will provide an increase of 1% above the prior year's State General Fund appropriation each year for four years, for a total of \$100 million, toward elimination of these shortfalls. UC campuses will achieve productivity savings of at least \$50 million to eliminate the remainder of the shortfall by 2002-03.	<ul style="list-style-type: none"> <li data-bbox="1241 295 1774 511">• In October, 2003-04, report on how campuses have eliminated budget shortfalls in building maintenance, instructional equipment replacement, instructional technology, and libraries.

V. Regional Cooperation

Objective	Indicator	Performance Data
Increase regional cooperation among the segments.	Expand the number of joint doctoral degree programs offered in collaboration with CSU. Proposals are either developed and awaiting approval or still in the planning stages for additional joint doctoral programs in Education, Criminal Justice and Forensic Science, and Physical Therapy.	<ul style="list-style-type: none"> Report each year in the Regents Budget on progress in establishing new joint doctoral programs.
	Expand collaborative efforts with CSU and the CCCs in the Central Valley in anticipation of development of a 10 th campus.	<ul style="list-style-type: none"> Report each year in the Regents Budget on collaborative efforts to establish joint programs in the Central Valley.

VI. Efficient Use of Existing Campuses and Facilities

Objective	Indicator	Performance Data
Maintain and renovate existing campuses.	Approximately 50% of the State capital outlay dollars will be used to address seismic, life-safety and modernization needs of existing facilities, and about 50% to support enrollment-growth related projects.	<ul style="list-style-type: none"> Report each year in the Regents Budget on distribution of state capital funds among seismic, renovation, and enrollment growth projects.
	In the next few years, enrollment growth-related projects will focus on science facilities for high-tech workforce.	<ul style="list-style-type: none"> Report each year in the Regents Budget on extent to which growth-related projects are focused on the sciences.
Decrease current deferred maintenance backlogs.	Maintain commitment to provide annual increase of \$6 million from the operating budget (UC funds) to pay for long-term financing of high-priority deferred maintenance projects. This should allow UC to fund about \$60 million of projects each year.	<ul style="list-style-type: none"> In October of each year, provide an annual report on deferred maintenance projects funded from these funds.
	Use streamlined capital outlay process to complete projects in a timely way at a lower cost.	<ul style="list-style-type: none"> Report each year in the Regents Budget on the progress of streamlined projects.

VII. Maintaining California's Competitiveness

Objective	Indicator	Performance Data
Place a priority on producing graduates who will meet California's workforce needs.	Implement Engineering and Computer Sciences Initiatives to increase undergraduate and graduate students in these disciplines by at least 1,000 students annually through 2005-06. This is a 50% increase over 1997-98 (from 16,000 students in 1997-98 to 24,000 students in 2005-06).	<ul style="list-style-type: none"> • Report each year in the Regents Budget on the increases in these programs.
Increase use of public-private partnerships to further economic development of the State.	Increase research efforts that will help California maintain its competitiveness in a global economy that is increasingly knowledge-based. Expand the Industry-University Cooperative Research Program that targets research of economic importance to California.	<ul style="list-style-type: none"> • Report each year in the Regents Budget on progress of public-private partnerships.

Objective	Indicator	Performance Data
	<p>Implement three California Institutes for Science and Innovation to create world-class centers for strategic innovation that combine cutting-edge research with collaboration and training for the next generation of scientists and technological leaders. Funding of \$75 million each year for four years will be provided by the state to fund the capital and core operational costs of the institutes. UC will match the funding on a two-to-one basis with non-state funds, including private and federal funds, provided for both operating and capital purposes. Consideration should be given to establishing additional Institutes in subsequent years.</p>	<ul style="list-style-type: none"> • In October of each year, provide annual progress report on implementation of the institutes and acquisition of matching funds.
	<p>In order to help maintain quality, seek additional private resources and increase UC's share of federal research dollars.</p>	<ul style="list-style-type: none"> • Report each year in the Regents Budget on additional private and federal funding.

VIII. Improving the Academic Experience

Objective	Indicator	Performance Data
Provide opportunities for all students to participate in community service or service learning.	Increase the number of UC students who engage in community service or complete a service learning experience.	<ul style="list-style-type: none">• Increase student participation in community service and service learning based on funding provided.

NOTE: All performance data will be reported annually by September 15, beginning in 2000, unless otherwise specified.