

**UNIVERSITY OF CALIFORNIA
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS**

ACADEMIC SENATE

Minutes of Meeting

December 2, 2016

I. Consent Calendar

- Approval of BOARS December 2, 2016 agenda
- Approval of BOARS November 4, 2016 draft minutes

ACTION: BOARS approved the consent calendar.

II. Announcements

- *Henry Sanchez, BOARS Chair*

Nonresident Enrollment Policy: In January, the Regents will discuss a nonresident enrollment policy expected to cap undergraduate nonresident enrollment at 20%, both on a systemwide basis and on each campus, with a 3-5 year glide path reduction for the three campuses currently above 20%. UC generates \$800 million from nonresident tuition revenue each year, and several campuses are concerned about the fiscal impact of the cap. A planned five percent increase to nonresident supplemental tuition will partially offset the lost revenue, although the tuition increase combined with the elimination of financial aid for nonresidents may have an offsetting effect on demand. The Regents will also discuss a 2.5% adjustment to undergraduate resident tuition.

III. Consultation with Academic Senate Leadership

- *Jim Chalfant, Academic Senate Chair*
- *Shane White, Academic Senate Vice Chair*

November Regents Meeting: Chair Chalfant's [remarks](#) to the Regents focused on the uncertainty and anxiety created by the results of the national election, and affirmed the faculty's ongoing commitment to access, inclusion, non-discrimination, and principles of community. The Finance and Capital Strategies Committee discussed revenue and expenditure projections for the 2017-18 UC budget. The Regents urged students protesting the possible tuition increase to voice complaints to the Legislature. UCOP noted that one-third of all new undergraduate tuition supports financial aid for low-income students, and that students with family income below \$165,000 will not pay the tuition increase.

November Council Meeting: The Academic Council believes that the long-term decline in state support is affecting UC educational quality. Seeing no viable alternative revenue source to replace lost state support, Council members are questioning the financial feasibility of undergraduate enrollment growth agreements that do not carry full marginal cost funding, and a policy capping nonresident enrollment. Council members emphasize that the state is withdrawing support during a time of increasing diversity. At a recent UCR Town Hall meeting, faculty aired concerns about deteriorating support for faculty and facilities, overcrowded classrooms, and shared governance, concerns that are shared by faculty on other campuses.

Council endorsed a [letter](#) from the University Committee on Faculty Welfare (UCFW) expressing concern that the recent consolidation of maximum out-of-pocket (MOOP) expenses in UC Care will reduce benefits and increase costs for UC Care subscribers with the highest medical and pharmacy costs.

Undocumented Students: Undocumented members of the UC community are concerned that the incoming federal administration may enact harmful new immigration policies. Notably, the potential elimination of the Deferred Action for Childhood Arrivals (DACA) program could subject undocumented UC students to deportation. On November 30, the University released a [Statement of Principles in Support of Undocumented Members of the UC Community](#). It notes that UC will protect the privacy and civil rights of the undocumented members of the UC community, will not release confidential student records without a court order, and will direct campus police departments not to undertake joint efforts with any government agencies to enforce federal immigration law.

The University will also be assessing how changes to federal government leadership and policy could affect UC in the areas of health care, research funding, student financial aid, and the UC-managed National Laboratories.

Transfer Students: UC Senate leaders want to work with their CSU and CCC Senate colleagues on additional improvements to the transfer path. CCC and CSU faculty agree that the 60-semester unit limit for the Associate Degree for Transfer guarantee imposed by SB 1440 does not adequately prepare students for transfer into certain majors (e.g. chemistry). CCC faculty want to base future Associate Degrees for Transfer on the UC Transfer Pathways. UC is exploring options for a higher unit guarantee that may be offered by a group of UC campuses.

Discussion: It was noted that while BOARS should not ignore political pressures and considerations, it should continue to base policy decisions on a steadfast and principled commitment to quality, access, and diversity. It was suggested that BOARS examine yield decisions in more depth to determine how many top students UC is losing to other universities.

IV. Consultation with UCOP

- *Stephen Handel, Associate Vice President, Undergraduate Admissions*
- *Han Mi Yoon-Wu, Director of Undergraduate Admissions*
- *Monica Lin, Associate Director of Admissions*

Fall 2017 Application Data: The deadline for fall 2017 freshman admission was November 30, and preliminary data indicate that for the 13th straight year UC received a record number of applications. Nearly 204,000 individual students applied for admission, including more than 171,000 prospective freshmen, a 3.1% increase over last year. UC extended the transfer application deadline to January 3, 2017, and has received more than 32,000 transfer applications so far. Freshman applications from California residents grew to 111,617, a 6% increase over last year. Freshman applications from all major California ethnic/racial groups rose in absolute numbers, and Chicanos/Latinos remained the largest ethnic group, growing to 37% of the applicant pool. UCLA, UCSD, and UCI received the most freshman applications. Applications from domestic and international nonresidents both declined, following several years of growth.

Transfer Application Deadline Extension: In early November UCOP announced that UC would extend the transfer application deadline, and identified on the Apply UC website six majors on two campuses that would initially close on November 30. At that time, BOARS expressed concern that the plan to extend the deadline might disadvantage some applicants if campuses closed additional majors after November 30. In response to BOARS' concerns, the Office of Admissions asked campuses to alert them sooner if they anticipated the closure of additional majors on December 1. Campuses identified no additional majors.

Update on Transfer Pathways: UCOP hopes to complete by the end of December its initial analysis of articulation agreements and articulation gaps between UC and the California Community Colleges for courses in the 21 UC Transfer Pathways. There are two levels to the analysis. The first determines if there is agreement among the nine UC undergraduate campuses about whether a given course offered at each of the 113 CCCs is acceptable as fulfilling a specific UC Pathway course expectation. Staff have identified over 115,000 courses as part of this analysis. The second level of analysis identifies articulation gaps – where no UC systemwide agreement exists – between a specific UC campus (or campuses) and a specific CCC for a given Pathway course expectation. Resolving a gap may simply require the UC campus to establish an articulation agreement with a particular CCC. It could also require CCCs to modify their curricula to meet UC expectations.

The next stage involves identifying all relevant courses at each CCC that fulfill one or more UC Pathway course expectations and confirming that UC will apply credit for each course. UC faculty and staff have successfully closed 75% of the approximately 1,500 gaps in the first 10 Pathways. For the next 11 Pathways, staff have closed 1,100 of the approximately 10,000 gaps.

VPA Policy and Guidelines: BOARS discussed the policy that prohibits students from fulfilling the [Visual and Performing Arts \(VPA\)](#) (area “F”) requirement for freshman admission with online courses. When BOARS approved a revised [policy](#) for online courses that satisfy the UC “a-g” requirements in 2012, it did not address the [2006](#) policy requirement that VPA courses must combine any online delivery with face-to-face interaction, regardless of the specific discipline. BOARS was concerned then about how courses in areas like music, dance, and theater could be applied to an online learning environment.

Graduate Student Representative Heller noted that in his work with UC Scout, a program that allows high school students to take online “a-g” courses that are otherwise unavailable at their high school, students are questioning the prohibition on, for example, online music history and art theory courses. Moreover, it is difficult to defend UC’s prohibition against high school online VPA courses when UC undergraduates are able to earn credit for online dance courses offered at UC campuses. The education technology landscape is changing. There are a growing number of online high schools with “a-g” course lists as well as high schools offering online courses. It is time to revisit the 2006 policy.

It was noted that the 2012 policy requires schools offering “a-g” online courses to adhere to specific national quality standards for K-12 online courses that include identity verification procedures.

ACTION: Associate Director Lin will consult an ad hoc VPA faculty work group to develop revised policy recommendations to share with BOARS for review in February.

Undocumented Students: The President is convening a UC task force to discuss how to protect undocumented students and other undocumented members of the UC community covered by the Deferred Action for Childhood Arrivals (DACA) program. President Napolitano's November 30 New York Times [op-ed piece](#) and a [joint letter](#) from the leaders of the three segments of California public higher education to President-elect Trump also express continued support for DACA.

Presentation on Demographic Trends: At the November Regents meeting, Associate Vice President Handel presented data on California demographic trends and their implications for UC enrollment and diversity, to help provide a long-term perspective on UC's educational goals and challenges. California's population is expected to grow from 37 million to 47 million by 2040, with disproportionate growth in the Central Valley and other inland areas. The growth will increase pressure on public institutions around the state, including UC. There is also concern that as the highly-educated baby boomer generation reaches retirement age and exits the workforce, rising generations will have fewer college degrees. The University will remain committed to offering space to every eligible resident applicant, and to helping meet the state's demand for college-educated workers.

The number of California high school graduates is expected to grow over the next two decades. Underrepresented minorities are graduating at higher rates, but there is room to improve "a-g" completion rates. UC sees opportunities for increasing the number of qualified UC freshman applicants at each stage of the high school-to-UC pipeline, and for increasing the proportion of CCC transfer-ready students and qualified transfer applicants. UC also recognizes that factors outside of its control contribute to losses in each transition point in the pipeline, including the underfunding of public education and a student's choice to attend another university. Teacher training programs like the California Subject Matter Project, student preparation programs like SAPEP, and technology initiatives improve "a-g" access and completion have a demonstrable effect on college readiness.

V. Campus Reports/Issues

BOARS members briefed the committee on issues being discussed by their local admissions committees and campuses.

- UCSF is discussing the results of the national election and its potential impact on students, faculty, and staff. The chancellor has expressed his intention to defend the rights of individual members of the campus community.
- UCSC notes that meeting the compare favorably standard is more challenging for UCSC because it does not attract as many nonresident applicants as other campuses. It is concerned that the elimination of financial aid for nonresidents will hamper its efforts to build a highly qualified cohort of nonresidents.
- UCB has been consulting with the Office of Educational Partnerships and Office of Equity and Inclusion on bias reduction strategies, and is training its application readers to be aware of implicit bias, stereotype threat, and other unconscious bias issues.
- UCD is reviewing its admissions tie-breaking procedure, which affects 13% of applicants, to identify an effective predictive algorithm for use in tie-breaking decisions.

- A UCLA committee member has asked BOARS to discuss expanding the Laboratory Science (area ‘d’) admissions requirement to include Earth, Environmental, and Space Sciences as a choice to fulfill the requirement.
- The Graduate Student Representative noted that graduate students do not support a tuition increase.
- UCR is receiving calls from students who were unaware that UC requires the Essay portion of the re-designed SAT. The admissions committee has suggested admitting such students, who otherwise would be qualified for admission, through Admissions by Exception.
- UCM also anticipates using A by E for students who were unaware of the SAT essay requirement, provided they meet other selection criteria. The committee is also discussing the role of Admissions in long-term enrollment growth plans that seek to balance growth with specific discipline capacity.
- UCI estimates that the elimination of DACA could affect 600 undergraduates and three dozen graduate students.
- UCSD is interested in requesting Letters of Recommendation in its augmented review process.
- The UCSB committee is concerned that international students are arriving on campus with poor English-language skills, despite the TOEFL test’s predictions to the contrary. UCSB wants BOARS to consider adding a criterion to the 14 comprehensive review factors that contemplates fluency in English as a factor when admitting a non-native English speaker. BOARS could also propose guidelines and best practices for using technology to assess English language skills and ensuring the integrity of information and testing.

VI. UCEP Report on Re-examination of Alternative Credit-Advanced Placement Exams

BOARS reviewed a UCEP report on campus policies for awarding UC credit for Advanced Placement exams, and for applying that credit to UC graduation requirements for specific majors and/or for general education requirements. The Academic Council [approved](#) distribution of the report to campuses.

In the report, UCEP notes that all campuses recognize and incentivize AP courses and exams, both in admissions and to the extent that they award credit for performance on specific exams. The amount and kind of credit awarded differ across campuses and departments based on individually determined score thresholds (3, 4, or 5) and on the individual educational goals and course expectations of specific majors. UCEP supports maintaining department autonomy to set these requirements. However, UCEP warns against UC further incentivizing or increasing its reliance on AP exams due to disparities in the availability of AP curriculum across California high schools, particularly schools serving first-generation and URM populations.

In the past, BOARS and others have expressed similar concerns about the equity of access to AP in high schools. In 2005, a Senate task force [investigated](#) UC’s GPA bonus (“bump”) policy, which provides extra points in the GPA calculation for completion of up to eight semesters of AP and Honors courses. The task force opined that the bump is educationally unsound and that unweighted GPA is better at predicting UC performance than the number of AP courses taken. It recommended reducing the maximum semester units eligible for the bump from eight to four.

It was noted that UC wants to reward students who challenge themselves by taking advanced coursework in high school. Campuses are asked to consider AP not only in terms of total courses taken, but also in the context of the number of courses available to them in their high school, to help ensure that the AP bonus policy does not hurt traditionally underserved students.

BOARS members noted that students may not be aware that they can take an AP class online or take an AP exam without taking the AP class. They suggested that UC could help inform students about different avenues for accessing AP classes and online test preparation. It was suggested that UCEP gather data about the score thresholds (3, 4, or 5) required for GE or major credit by a given major on each campuses.

VII. Annual Report on Undergraduate Admissions Requirements and Comprehensive Review

BOARS reviewed preliminary data received from UCOP for the annual report on admissions requirements and comprehensive review due to the Regents on January 31. The data tables cover a variety of statistics on freshman and transfer application, admission, and SIR outcomes. BOARS members were also asked to review, update, and rewrite, if necessary, the summary of their campus's comprehensive review process appearing in the 2016 report.

It was suggested that the report address the added value of comprehensive review by presenting data comparing admissions outcomes based on all 14 comprehensive review factors with hypothetical outcomes based on GPA and SAT only. BOARS might assess the extent to which the other 12 comprehensive review factors show up in the data and make a difference in the admission decision, particularly for first generation, low income, and disadvantaged students.

ACTION: UCOP will provide the full set of data tables to BOARS by the end of December and investigate the additional data request.

VIII. Letters of Recommendations Pilot and Policy

BOARS continued its discussion of President Napolitano's request to the Senate to develop a systemwide policy for the use of letters of recommendation (LORs) in freshman admission. UCAADE Chair Amani Nuru-Jeter joined the meeting by phone to discuss UCAADE's letter to BOARS on the topic. The letter notes that UCAADE's cursory review of the existing research on diversity in admissions found much research to support holistic review as an effective way to improve diversity, but very little focused specifically on LORs. UCAADE supports continuing the Berkeley LOR pilot and analyzing outcomes from Berkeley's expanded 2017 study on the effect of LORs, to help the Senate make an informed decision about a systemwide policy.

Associate Vice President Handel noted that the President believes LORs represent a condition for admission. She wants UC campuses to act collectively, and does not want a single campus to require a new condition alone. She understands that the Academic Senate controls systemwide admission policy, and has therefore asked BOARS to consider a systemwide policy for mandating the use of LORs as a condition for admission for every UC applicant. Neither the President nor any campus admission director supports such a mandate.

It was noted that Berkeley would vote against a policy mandating the use of LORs for the UC system. Berkeley's policy is to invite, not require, all applicants to submit LORs. Berkeley proposed LORs as a way to obtain more information to inform comprehensive review at the Berkeley campus. It was never intended to be a systemwide policy, and the pilot's success at Berkeley would not guarantee its success at other campuses. It was noted that campuses operate in different ranges of selectivity, and it is not clear that what is good for one campus is good for all campuses.

Associate Vice President Handel noted that the Berkeley study might help determine how LORs are helpful in supplemental review, but that is a separate question from the President's request for a systemwide policy. LORs could erect a new barrier and discourage some students from applying. It is unclear what problem LORs would solve and what new information campuses would glean from LORs. The campuses have supplemental/ augmented review protocols in place for requesting additional information (like LORs) for specific applicants under certain conditions.

A BOARS member circulated data indicating that on a statewide basis, California public schools employ an average of two guidance counselors per 1000 students. In addition, school districts with a higher number of students categorized as African-American or limited English proficient (LEP), have fewer guidance counselors on average, and districts with a higher proportion of URMs have fewer teachers. There is also evidence correlating lower access to guidance counselors with lower college application and college-going rates. A systemwide UC LOR requirement could strain counselor and teacher resources and increase costs.

IX. Compare Favorably Assessment and Policy

BOARS reviewed UCOP data tables summarizing average unweighted high school GPA and average SAT scores for fall 2016 freshmen applicants from three residency categories (CA residents, domestic nonresidents, and international nonresidents), systemwide and at each campus. The tables also indicate statistically significant data points. Data are not yet available on the most recent success of those groups at UC: average first-year UC-GPA for students who enrolled in fall 2015, and persistence rates for UC students who completed the 2015-16 academic year and re-enrolled in fall 2016.

Chair Sanchez noted that one of the faculty's primary admissions goals is to ensure that all students admitted to the University have a high likelihood of academic success. As such, BOARS recognizes that measures of UC performance, in addition to quantitative measures of academic preparation (HS-GPA and SAT score), are relevant to the "compare favorably" assessment. At the same time, campuses should remember that "compare favorably" is an admission standard, not an enrollment standard; the last nonresident admitted should compare favorably. He noted that BOARS considers HS-GPA to be a much less reliable measure than the SAT for "compare favorably" due to the wide variations in grading standards and practices across high schools in California and the rest of the world. Comprehensive review employs multiple measures to judge an applicant's merit, but many of the measures cannot be converted easily into a simple number that is comparable across residency groups. We are left with GPA and SAT, incomplete and imperfect measures, but useful as general parameters that can be easily replicated.

It was noted that all campuses use a comprehensive review process but that some campuses implement comprehensive review through a single score holistic process. These differences make it more difficult to use holistic review score as a standardized compare favorably measure. Chair Chalfant asked BOARS to consider what direction, if any, BOARS should give to a campus that falls short of the standard and the outcome or threshold that would trigger the additional direction. It was also suggested that BOARS grant an exception to campuses with very low nonresident enrollment (<10%) in recognition that all campuses should have the opportunity to build up a cohort of international students and the benefits of having nonresidents require a critical mass.

Members agreed that campuses would appreciate the opportunity to review the more comprehensive UCOP-generated report that includes the comparison of academic index score and GPA and SAT quintile analyses.

Meeting adjourned at 4:00 pm

Minutes Prepared by Michael LaBriola, Principal Committee Analyst

Attest: Henry Sanchez