

Minutes of Meeting

March 3, 2017

I. Consent Calendar

- Approval of BOARS March 3, 2017 agenda
- Approval of BOARS February 3, 2017 draft minutes

ACTION: BOARS approved the consent calendar.**II. Announcements**

- *Henry Sanchez, BOARS Chair*
- *Eddie Comeaux, BOARS Vice Chair*

Area D Faculty Work Group: The Area D Work Group met yesterday to continue its review of UC's laboratory science ("d") requirement in the context of the state's adoption of the Next Generation Science Standards (NGSS) for K-12. The Work Group will consider revisions to area "d" that reflect the integrated approaches to science under the NGSS, and its new science categories: Physical Sciences, Life Sciences, Earth & Space Sciences (ESS), and Engineering, Technology & Applications of Science. Currently, California requires its high school graduates to complete at least two courses in science. UC requires two years and recommends three years of laboratory sciences coursework that provides fundamental knowledge in two of the three disciplines of Biology, Chemistry, and Physics.

The Work Group considered three possible NGSS models at the meeting: a three-course model that integrates ESS into three years of Biology, Chemistry, and Physics; a four-course model that adds a year of ESS to the three-year Biology, Chemistry, and Physics sequence; and a fully integrated three-course model ("Every Science Every Year"). The Work Group is close to consensus on a new three-year area "d" policy that maintains flexibility and breadth. It would require two courses drawn from Biology, Chemistry, and Physics, and an additional year students may fulfill with other science courses, including Engineering and Computer Science. The Work Group plans to bring a formal proposal to BOARS in May.

ELC-Only Letter: UCOP distributed a letter from BOARS Chair Sanchez to campus admissions directors reaffirming that California residents who have earned guaranteed admission to UC should remain campuses' top priority in admissions and encouraging all campuses, including the most selective, to give priority consideration to students who are eligible for the guarantee via ELC-only over ETR students.

Letters of Recommendation Subcommittee: Vice Chair Comeaux is leading a BOARS subcommittee tasked with responding to the President's questions around Letters of Recommendation and drafting a systemwide policy for their use.

III. Consultation with Academic Senate Leadership

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

Title IX Release: In response to a Public Records Act request, UC released reports on 113 Title IX actions involving both staff and faculty from the past three years. UC redacted some details and personal information in the documents, balancing the public’s right to know with employees’ right to privacy. UC based redaction decisions on the respondents’ status in the organization and the seriousness of the offence; more information was released on higher-level officials and more serious offences.

SVSH Policy: On February 8, the Assembly of the Academic Senate approved revisions to APM 015 and 016 that implement policy revisions recommended by the Joint Committee on investigation and adjudication processes for sexual violence and harassment cases involving faculty. The revisions added language explicitly prohibiting sexual violence and sexual harassment and clarifying that no statute of limitations exists for complaints.

Nonresident Enrollment Policy: In March, the Regents will consider a policy for nonresident undergraduate enrollment. At the February Council meeting, UCOP administrators said they expected the policy to limit nonresident enrollment to 20% on each campus and allow campuses currently over 20% to maintain, but not increase, their current proportions. The ten campus Chancellors and Academic Senates expressed concern that the policy would harm UC and promote unequal levels of quality across campuses through a tiered funding system. In response, UCOP included a statement emphasizing the Regents’ commitment to maintaining a common standard of excellence across all campuses, and a clause requiring a reassessment of the policy every five years.

However, the latest and final version of the policy announced yesterday would also implement a 20% cap on the UC system as a whole. The Senate is concerned that the additional systemwide cap make a bad policy even worse by further limiting revenue potential on campuses with lower nonresident enrollment and incentivizing a race to 20% on those campuses, which could undermine their ability to meet the compare favorably policy.

IV. Consultation with UCOP

- *Stephen Handel, Associate Vice President, Undergraduate Admissions*
- *Han Mi Yoon-Wu, Director of Undergraduate Admissions*
- *Monica Lin, Director, Academic Preparation and Relations with Schools & Colleges*

Admissions Release & Communications: Campuses began releasing their fall 2017 freshman admission notifications on March 1, and will begin notifying transfer applicants in mid-March. Campuses will release all freshman admission decisions by March 31, and all transfer admission decisions by April 30.

UC Articulation Conferences: UCOP hosted the third annual UC Articulation Conferences at UC Riverside and UC Irvine on February 15 and 16 and at three sites in the Central Valley on February 22, 23, and 24. The sixth and final conference will be held at UC Davis on March 20. The conferences feature “A-G Learning Labs”—workshops on the “a-g” course submission and management process, UC’s A-G Course Management Portal (CMP), and the elements of a successful “a-g” course submission. They also highlight CMP system enhancements, including a new process that allows school districts and school networks to manage “a-g” course lists with standardized curriculum on behalf of multiple schools through a joint or centralized process. UC did targeted outreach to specific schools and districts about the conferences, including those that do not offer the minimum 15 “a-g” courses and other under-resourced and underserved districts that may need additional guidance on increasing their “a-g” course lists.

College Readiness Audit: The State Auditor recently released a [report](#) on the availability of “a-g” courses in 11 California high school districts. The Auditor issued no recommendations for UC and provided a favorable evaluation of the University’s processes for “a-g” course submissions and reviews.

Legislative Hearing on Remediation: On March 1, Associate Vice President Handel testified at a State Senate information hearing on the Status of Remedial Education in California. His presentation addressed the University’s college preparation expectations and the steps it takes to ensure that most students enter prepared for college-level work, including the systemwide Entry Level Writing Requirement. He noted that UC faculty do not teach “remedial” courses, although 7-9% of new UC freshmen need additional assistance in English composition based on the number who enroll in a “workload-only” course. Campuses use a variety of strategies to assist these students.

California State Audit: One-Year Report: The University is required to send annual reports to the state on its progress implementing the recommendations in the March 2016 State Auditor report that criticized UC’s nonresident admission practices and the “compare favorably” standard. The March 2017 report will discuss BOARS’ efforts this academic year to review the compare favorably policy.

V. Campus Reports/Issues

The UCSC admissions committee and campus administration finalized fall 2017 admissions criteria that will meet campus goals for diversity and nonresident enrollment and also enforce a common floor for meeting the compare favorably standard. However, the committee anticipates that the rush to enroll nonresidents up to the 20% systemwide cap could make it more difficult to meet the compare favorably policy. The committee also found that the redesigned SAT produced significantly different outcomes that may make it easier to adhere to the policy.

The UCSD committee wants to better align their new transfer major-preparation admission criteria with the admissions criteria for UniversityLink, a campus program that guarantees admission to transfers at San Diego area community colleges. The committee is also considering a policy for the use of letters of recommendation in augmented review.

The UCSB committee is considering best practices for recruiting URM students and its enrollment goals for those students in the context of their representation in California high schools. The committee is also interested in UC campus best practices for increasing the number of female students entering STEM majors.

The UCI committee is considering strategies for increasing the recruitment and retention of URM students with the help of data showing how individual high schools contribute to diversity.

The UCR committee is considering how to attract more transfer students to campus to meet a 2:1 target ratio of freshman-to-transfer enrollments, and how to improve the two-year transfer graduation rate. The committee reviewed models projecting that an adjustment to UCR’s minimum transfer GPA would have little effect on enrollment numbers or the graduation rate. Instead, the Committee recommends that UCR improve communication about the campus’s transfer major prep course requirements.

Associate Vice President Handel noted that the governor’s office has asked UC to meet a 2:1 freshman-to-transfer ratio. Most UC campuses are already at that level and it is expected that the

system as a whole, excluding Merced, will meet the goal. Riverside and Santa Cruz are working to achieve it but face barriers such as pipeline and regional competition issues.

The UCM committee recently hosted an open meeting for faculty to field general questions and concerns about admissions. The committee is considering a new Honors program for UCM students and wants the Office of Admissions to participate in the Chancellor's Leadership Council.

UCLA is analyzing how the factors it uses in admissions correlate with student performance on the campus, in terms of not only academic outcomes, but also more subtle measures of student engagement.

To better distinguish the most qualified applicants, UCD is considering a new tie-breaking mechanism that uses the Predictive Value score generated through a regression analysis of quantitative data on the application that are consistent with their diversity goals.

A current UCSF third-year medical student and alumnus of UCB is a co-founder of the [Pre-Health Dreamers](#), a national organization that helps undocumented students enter health professions. He and his co-founder were recognized in the 2017 [Forbes "30 under 30" list](#). The UCSF Office of Diversity and Outreach manages "[Inside UCSF](#)" an annual outreach program for 100 diverse students in 2 and 4 year college degree programs who are interested in health and science careers. Lastly, UCSF also offers a [post-baccalaureate certificate program](#) for students from disadvantaged backgrounds, underserved communities and/or from groups traditionally underrepresented in the health professions to prepare for application to medical, dentistry or pharmacy schools. This is done through UCB Extension coursework, advising, and mentoring of the students in preparing for the application processes.

UCB sent admissions notifications to Chancellors and Regents scholars on February 10. The admissions committee met with the new football coach to brief him about the new Athletics admissions policy intended to bring Athletics in line with regular admissions by 2019.

VI. Compare Favorably Assessment and Policy

UCOP provided four analyses to support BOARS' deliberations on the "Compare Favorably" policy for nonresident admission.

1. The first was a set of tables summarizing average unweighted high school GPA and average test score for California residents, domestic nonresidents, and international nonresidents at each campus, indicating statistically significant data points. The tables also included data comparing average first-year UC GPA, and first-year persistence and probation rates of freshmen in the three residency categories who enrolled in fall 2015.
2. Second, to address the view that compare favorably should apply at the level of the admitting unit as well as the overall campus, a UCOP "proof of concept" pilot report analyzed outcomes across several admitting units at UCD and UCSD.
3. Third, BOARS reviewed data comparing selective admissions credentials (academic index, GPA & Test Scores) of resident and nonresident freshmen at each campus between 2006 and 2016. BOARS members agreed to prepare analyses of 2016 outcomes with the help of campus committees and admissions offices by the end of April for discussion at the May BOARS meeting.
4. Finally, BOARS reviewed a new weighted academic index that attempts to address a question about the relative influence of high school GPA and test scores in the first-year performance of CA residents and nonresidents. The index responds to a hypothesis posited

by a BOARS member that a reliance on GPA in compare favorably underestimates the academic qualifications of nonresidents, who have lower GPAs but perform better at UC on average. UCOP built the index through a linear regression model that calculates the relative power of high school unweighted GPA and SAT scores to predict first-year UC GPA.

The data in (1) and (3) showed that on a systemwide basis and at most campuses, average SAT scores were higher for admitted domestic and international nonresidents than for residents. In addition, on a systemwide basis, nonresidents had higher average GPAs than residents, although on specific campuses CA residents had lower average GPAs than nonresidents. Turning to academic performance at UC, on a systemwide basis international nonresidents who first enrolled in fall 2015 had slightly higher UC GPAs, lower first-year persistence rates, and an equal probation rate compared to residents. However, on some campuses, nonresidents had lower first-year average GPAs than residents; on most campuses, international nonresidents had a lower persistence rate than residents; and on five campuses, either domestic nonresidents or international nonresidents had a higher probation rate than residents. The outcomes by admitting unit were generally consistent with the campus-wide data.

Discussion: It was noted that multiple variables contribute to student academic outcomes and behavior. For example, lower persistence rates may result from high tuition and housing costs and other economic factors, as well as lack of preparation. In addition, a disproportionately high number of nonresidents are concentrated in academically difficult majors such as engineering where students are more likely to struggle.

Members agreed that the new academic index is not a promising avenue for providing additional insight and clarity on compare favorably. However, BOARS' experimentation with analyses like the index demonstrates the committee's due diligence to the President's request and the auditor's concerns. Members noted that it is important for BOARS to hold campuses accountable for meeting compare favorably, but also important to emphasize that campuses have improved over time and will continue to improve as they build their nonresident applicant pools. BOARS should also emphasize the difficulty of identifying trends within the dramatic fluctuation of enrollment numbers from year to year. Members also observed that SAT scores are a globally standardized measure while GPAs have variable meanings across high schools in the U.S. and internationally.

ACTION: UCOP will perform the following analyses for a future meeting:

- **Add 2015 outcomes to the admitting unit analysis**
- **Apply the academic index analysis to admitting units for UCSD and UCD.**
- **Review the GPA and test score ranges for all campuses to verify results of the academic index analysis.**

VII. Smarter Balanced Assessments

Chair Sanchez asked BOARS members to review the Smarter Balanced practice tests and scoring guides and prepare questions for State Board of Education President Michael Kirst, who will be invited to a future BOARS meeting to discuss a possible role for the assessments in UC admissions.

The Smarter Balanced assessments measure student achievement in high school (grade 11) in alignment with the Common Core curriculum. President Kirst has asked UC and the CSU to consider using the tests in admissions decisions, as a potential replacement for the SAT and ACT. CSU has adopted the 11th grade assessment as a means of determining if CSU applicants

will likely need remedial coursework in math and English when they begin their college career at a CSU campus (in which case, the students are advised to complete specific CSU-designed math and/or English coursework in grade 12), formerly the role of the CSU's homegrown exam for their Early Assessment Program (EAP). UC has not determined whether or how it will use Smarter Balanced.

Professor Worrell also circulated a book chapter he authored regarding the concept of "fairness" as it pertains to standardized educational testing. Chair Sanchez noted that fairness guides UC as public institution and is a key principle underlying admissions.

Discussion: BOARS members noted that the Smarter Balanced assessments were not designed for college admissions, and currently there are no validity data available to properly assess their effectiveness or to clarify what value they could add to UC's determination of admissions. It was noted that the Smarter Balanced [website](#) indicates that more than 250 colleges and universities use the test in some way. UC's participation would further "legitimize" the tests and encourage parents and students to take them more seriously. It was suggested that UC might use test performance to fulfill the Entry Level Writing Requirement or to provide a signal of college readiness in addition to, but not a substitute for the SAT/ACT. Certainly, faculty will want to consider issues of bias, cultural sensitivity, and fairness, and ensure that the state has taken steps to maintain the integrity of the tests.

VIII. CSU Quantitative Reasoning Report

CSU campuses are reviewing [recommendations](#) from a CSU Academic Senate Quantitative Reasoning Task Force. The recommendations include requiring a fourth year of mathematics/quantitative reasoning for entering CSU freshmen (though not necessarily in the form of an additional mathematics ("c") course), and expanding the definition of quantitative reasoning that must rely on an "intermediate algebra" prerequisite to ensure college preparation, to include other kinds of quantitative reasoning.

Discussion: Director Lin noted that BOARS helped prompt CSU's recommendation regarding intermediate algebra when it [decided](#) in 2015 to accept the Carnegie Foundation version of Statway for UC transferability and introduce new flexibility, while maintaining course rigor, around the previously rigid intermediate algebra prerequisite for transferrable math courses. A BOARS member noted that the drive to increase subject area depth in high school could eventually conflict with the equally important goal of providing breadth.

IX. Executive Session

Meeting adjourned at 4:00 pm
Minutes Prepared by Michael LaBriola, Principal Committee Analyst
Attest: Henry Sanchez