

UNIVERSITY OF CALIFORNIA

ACADEMIC SENATE

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS

Minutes of Meeting

April 5, 2013

I. Consent Calendar

- Draft BOARS Minutes of March 1, 2013

Action: BOARS approved the March minutes.

II. Announcements

- *George Johnson, BOARS Chair*

Legislative Issues: The Academic Senate chair and vice chair have released an [open letter](#) to UC faculty opposing [State Senate Bill 520](#) (Steinberg), which would establish a process through which UC, CSU, and CCC students who are unable to enroll in classes they need to graduate could gain credit for courses taken through for-profit third-party providers of Massive Open Online Courses (MOOCs). The CSU Academic Senate has also issued a resolution opposing SB 520, and the Intersegmental Committee of Academic Senates met with staff from Senator Steinberg's office to air concerns about the bill.

UC is following several other bills, including [AB 1025](#), which would require the higher education segments to accept College Level Examination Program (CLEP) tests for unit credit. UC stopped awarding CLEP test credit in 1981 in response to concerns that the tests do not measure college-level performance adequately. [AB 181](#) would institute a pilot program to allow high school graduates to earn a three-year baccalaureate degree at UC for no more than \$20,000; and [SB 524](#) would establish a Pathways Curriculum Task Force to develop a voluntary curriculum K-12 could use to inform students about higher education opportunities in California. UC is also monitoring a new version of an accountability bill vetoed by the Governor last year.

Online Education Working Meetings: BOARS Chair Johnson and Vice Chair Aldredge will attend one of the two systemwide UC meetings scheduled for mid-April that will discuss the use of funding in the Governor's budget for the development of online educational courses and infrastructure. UCOP has received 120 responses from faculty in response to an RFP to develop online and hybrid courses that can be offered on multiple UC campuses.

Systemwide Strategic Admissions Task Force (SSAT): UCOP is implementing several recommendations from the SSAT for improving the recruitment of domestic and international nonresidents, one of which is to bring international and out of state high school counselors to California for "fly-in" tours of northern and southern UC campuses. There will also be a separate tour of Northern California campuses organized for Southern California high school counselors.

Financial Aid: The Academic Council reviewed comments from Senate divisions and systemwide committees about UCOP's options for modifying UC's undergraduate financial aid funding and allocation methodology. Council will express support for the policy-driven options and qualified support for "Option A."

Transfer Partnerships: One UC campus was approached by an outside company, “American Honors,” which wants to establish a partnership to establish formal articulation agreements with UC. It was noted that [it is BOARS policy that](#) UC’s only formal articulation partnership is with the California Community Colleges.

III. Consultation with Senate Leadership

- *Bill Jacob, Academic Senate Vice Chair*

Legislation: In addition to SB 520, UC, CSU, and CCC are reviewing [SB 547](#) (Block), which would require the segments to develop or identify high demand lower division online courses that are transferable under IGETC, and make them available to students at the three segments for enrollment by fall 2014. A staffer from the office of Senator Block told ICAS that the bill is intended to provide policy guidance for the online education funding in the Governor’s budget. Another bill, AB 1306 (Wilk), would establish the “New University of California” as the fourth higher education segment. The New UC would provide no instruction, and would issue credit and degrees to students based solely on exam performance.

Budget Issues: UC expects the legislature to add an enrollment target to the UC budget, and UC is emphasizing that it can delay a tuition increase only if the state approves a debt restructuring plan that would allow UC to refinance existing lease revenue bond debt and generate \$80 million in savings over ten years. Employee and employer UCRP contribution rates will increase to 6.5% and 12% on July 1, and to 8% and 14% in July 2014 as part of a plan to return UCRP to fully funded status. UCOP has agreed to Council’s [request](#) for an updated total remuneration study for faculty and non-represented staff. The Senate has expressed concern about the impact the latest scenarios being proposed for Composite Benefit Rates will have on faculty with summer grants.

Articulation Issues: Current UC policy requires transfers to complete a one-semester quantitative course that includes Intermediate Algebra “or equivalent” as a prerequisite. CCC faculty are asking UC to take a more explicit stance about Statistics pathway courses that are designed to help non-STEM intending majors who have trouble with Intermediate Algebra (IA) successfully complete a Statistics course, fulfill the quantitative course requirement, and transfer to UC or CSU. (*BOARS discussed the issue in more depth in Item X.*)

IV. Consultation with UCOP

- *Michael Treviño, Director of Undergraduate Admissions*
- *Shawn Brick, Associate Director of Undergraduate Admissions*
- *Monica Lin, Associate Director of Undergraduate Admissions*

Preliminary Admissions Outcomes: UC campuses admitted 82,850 applicants for fall 2013. This represents an all-time high number of admits that includes a diverse mix of Californians and nonresidents, although the overall admission rate dropped due to an even larger number of applications. The number of admitted California residents dropped 2% to 60,089, and the admission rate for California residents fell from 65.8% to 60.6%. The number of admissions offers to nonresidents increased by 20.5% overall, although that increase did not keep pace with the 23.3% increase in nonresident applications, and nonresidents have traditionally declined offers at a higher rate than residents. It is expected that in fall 2013, nonresidents will still be less than 10% of total UC undergraduate enrollment. There were small overall increases in the number and proportion of admitted students from some historically underrepresented groups.

The number of eligible students who will receive an offer of referral admission to Merced increased from 9,700 to 10,500, and there are 22,000 students on a UC campus waitlist. UCOP will release final data to the public on April 18.

ASSIST Next Generation: [ASSIST](#) is the official repository of transfer articulation agreements for California's public higher education system. The three segments are co-managing and co-funding a project to redesign and improve the website and the database that drives it with the help of an outside vendor. The update will enhance the display and functionality of ASSIST to make it clearer and easier for students to use; incorporate a new work flow function to help articulation officers upload data and make decisions; and improve the quality of course data. In order to improve the ability of ASSIST to convey articulation data to downstream systems (i.e., degree audit systems), some information in ASSIST that is currently entered as free-form text will be converted to prescribed qualifiers assigned to courses ("course attributes"). It is estimated that this new system will be able to accommodate 80-90% of existing agreements using the course attributes currently and work is being done to bring that as close as possible to 100%. Prototypes will be shared at future BOARS meetings after the system is in the testing phase.

V. Proposal to Adopt an Earlier Application Opening Date

- *Michael Treviño, Director of Undergraduate Admissions*

The Systemwide Strategic Admissions Taskforce has recommended that UC open the Undergraduate Application to students on August 1 rather than October 1, beginning in fall 2014 for the fall 2015 application cycle. The SSAT believes the earlier opening will enhance UC's ability to compete with highly selective competitors that use The Common Application, which is available on August 1. The earlier opening will also give prospective UC students more time to complete their application.

The Office of Admissions is considering the implications of the change, particularly as it relates to earlier deadlines for submitting materials to UCOP for inclusion in the application. It asked BOARS to consider how an earlier opening might impact the timeline for faculty decisions about changes or updates to programs and majors, which are currently required by September 1, but would be required by July 15 under the new schedule. BOARS members noted that the earlier deadline is unlikely to affect many faculty, because changes are normally submitted before the summer. However, BOARS felt the proposal warranted notice to Senate divisions as an information item and perhaps closer consideration by divisional committees whose work might be affected.

Action: BOARS expressed support for the earlier opening of the application, beginning in 2014, and will draft a memo to the Academic Council requesting distribution of the proposal to Senate divisions as an information item.

VI. Planning for BOARS' Joint Meeting with CSU's Admission Advisory Council

The CSU Admission Advisory Council (AAC) has suggested as potential topics for the joint meeting with BOARS on May 3: 1) the intersection of Common Core curriculum with the "a-g" subject requirements and 2) the implementation of Associate Degree for Transfer legislation and new UC transfer pathways.

BOARS members suggested as additional topics: 3) UC and CSU transfer outcomes and 4) the use of the Smarter Balanced assessments. BOARS would welcome any data or insights into why UC transfer applications fell or remained flat the past two years when transfer applications to CSU increased during that time. In addition, it is still an open question if and how UC will use the Smarter Balanced summative assessments. It was noted that California students will benefit if UC and CSU decide to use the test similarly.

VII. Analysis of TOEFL Scores

Issue: BOARS has been discussing how campuses use scores from the Test of English as a Foreign Language (TEOFL) to assess the English proficiency of non-native English speaking applicants. UCOP amended its earlier study of 1st/ 2nd year persistence and UC GPA outcomes for international students who submitted different ranges of TOEFL scores, with an analysis of the persistence and UC GPAs of international students who were admitted to UC without a TOEFL score. The study shows that in 2011 UC admitted 736 students identified as international who did not take the TOEFL. About 35% came from a CA high school. (High school students with three years of English are not required to take the TOEFL.) 41% came from non-English-speaking counties, and most of those students appear to have strong persistence rates and GPAs.

Discussion: It was noted that students who took the TOEFL and scored lower than 80 are more likely to have first year GPAs below 2.00 and less likely to persist beyond the first or second year of college than freshmen who scored above 80. These data support the systemwide policy requiring a minimum score of 80, which took effect for fall 2012. Campus admissions directors should follow this policy and consider students with scores below 80 for Admission by Exception only if they show evidence of having a strong capacity to succeed at UC. It was noted that campuses should not admit international students by exception without ensuring that they are able to offer adequate ESL support. It was noted that all international students should be encouraged to take the TOEFL to educate themselves about their English language skills.

Action: In May, BOARS will review an additional analysis UCOP is preparing on the correlation of TOEFL score with performance in individual courses, and on the correlation between the TOEFL subscores and success at the University.

VIII. Formation of “a-g” Workgroups

UCOP is bringing together six working groups of faculty from across the system to review and clarify the evaluation criteria for high school courses that satisfy the “a-g” subject requirements for freshman admission to the University. There will be an in-person launch meeting on April 19 that will include work sessions to develop preliminary drafts. A series of conference calls will follow to promote the further development and refinement of the criteria. BOARS will consider the final work products this fall.

IX. High School Mathematics in Light of Common Core State Standards

The new Common Core State Standards for Mathematics (CCSSM) will require high schools to change their math curriculum substantially. BOARS discussed a statement declaring its support for schools during the transition and reinforcing BOARS’ support for both the traditional math sequence (Algebra, Geometry, Intermediate Algebra) and an integrated sequence as pathways to

fulfill area “c.” Both pathways are described in a [curricular framework](#) that accompanies the Standards themselves.

It was noted that UCOP is considering ways to streamline the “a-g” course approval process to expedite the review of high school courses resubmitted to UC that have been revised to align with the Common Core.

Action: Chair Johnson will revise the statement, and BOARS will review again.

X. Transferrable Quantitative Courses: Articulation Issues

Issue: Current UC policy requires transfers to complete a one-semester quantitative course that includes Intermediate Algebra (I.A.) “or its equivalent” as a prerequisite. There are several efforts underway in California Community Colleges to create pathways to a transferrable Statistics course that bypass Intermediate Algebra, which is a difficult hurdle for some students and, according to the advocates of the alternative pathways, does not correlate well with college success for non-STEM majors. UC already accepts Statistics courses for transfer that have “equivalent to” prerequisites; however, some faculty are concerned that “equivalency” is not being defined strictly in terms of content. UC recently announced that it lacks the resources to review community college Statistics prerequisite courses for equivalency and is willing to accept courses that CCC faculty deem to be the equivalent. Some CCC faculty are taking this announcement as a green light to go forward with the experimental “Path2Stats” courses.

BOARS considered several options for clarifying UC policy: 1) removing the phrase “equivalent to”; 2) defining “equivalent” in the context of the Common Core standards for I.A.; 3) asking UCOP staff to evaluate all prerequisite courses; and 4) removing articulation from courses that do not require I.A. content for success.

Discussion: Some members urged against establishing different or weaker math requirements for transfers and entering freshmen, noting that I.A. topics are modest and comparable to the third year of high school math required for area “c”, and an I.A. background demonstrates a minimum level of quantitative literacy expected of a well-rounded student. It was noted that UC cannot resolve the community colleges’ internal issues, and that removing the phrase “or equivalent” is a simple change that would unambiguously solidify the requirement to pass I.A. in high school or at a CCC or test out of it at the CCC. It was noted that students may also petition for entry into a transferrable course if they believe that they can succeed without taking the stated prerequisite, on a case by case basis. Other members, on the other hand, noted that UC already has different entry requirements for transfers and freshmen, and the transfer regulations do not discuss high school instruction. I.A. does not necessarily or by itself prepare a student for success in Statistics. It was argued that options 1 and 4 would establish more barriers to transfer by removing an option that some students currently have to take a UC-transferrable Statistics course without having taken I.A. Some members noted a preference for Option 2 because it would establish specific expectations for course content based on the Common Core standards, and clarify that UC expects a third-year-level math course that includes concepts that depend on some level of I.A. content. It was noted that Option 3 would be an unmanageable burden for UCOP.

Action: Chair Johnson will circulate language related to “Option 2” for further BOARS discussion.

XI. Executive Session

Notes were not taken for this portion of the meeting.

Meeting adjourned at 4:00 p.m.

Minutes prepared by Michael LaBriola

Attest: George Johnson