UNIVERSITY OF CALIFORNIA ACADEMIC SENATE
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS

Minutes of Meeting
May 31, 2013

I. Consent Calendar

- Draft BOARS Minutes of May 3, 2013

Action: BOARS approved the May 3 minutes.

II. Announcements

- *George Johnson, BOARS Chair*
- *Robert Powell, Academic Senate Chair*

May Academic Council Meeting: UC's Chief Financial Officer briefed Council on a study of excess liquidity, which determined that a partial reallocation of funds from campus Short Term Investment Pool (STIP) accounts to the Total Return Investment Pool (TRIP), could generate additional unrestricted revenues for the campuses at low risk. Council is also discussing concerns the Academic Council Special Committee on Lab Issues (ACSCOLI) has regarding a proposal to convert the National Ignition Facility at the Lawrence Livermore National Laboratory into a pay-per-use facility.

May Regents Meeting: Provost Dorr's agenda item on academic performance indicators and faculty instructional workload described UC's progress, over time, to improve graduation rates and time to degree; the increase over time in faculty workload as measured by student credit hours; and projections indicating that faculty workload and the student-faculty ratio will both increase an additional 10% over the next five years. The Governor has asked UC to increase four-year graduation rates, and after the Provost's presentation, he requested more information about what factors might correlate with the improved graduation and time-to-degree outcomes.

Senate Bill 520: Senator Steinberg's latest amendments to SB 520 maintain a provision that would require CA public colleges and universities to collaborate with private, third-party providers to develop online courses that are accepted for credit at all three segments. SB 520 passed out of the Senate on May 30. It must now go to the Assembly and, if passed there, to the Governor. UC will continue to oppose the bill.

Meeting with the College Board: Chair Johnson attended a meeting at UCOP requested by the vice president of the College Board who is on a "listening tour" to discuss the Board's plans to redesign the SAT.

III. Recalibration of the Statewide Admissions Index

BOARS met by teleconference on May 21 to discuss a recalibration of the statewide admissions index for freshmen applicants needed to more closely capture the percentage of CA public high

school graduates who receive a referral guarantee of admission, to the 9% level identified in Regent's Policy 2103. The new index adjusts the minimum UC Score for each weighted GPA range of 3.0 and higher required to earn the statewide guarantee. The recalibration will not alter the "9x9" policy or the target of 9% of public high school graduates who should receive a statewide guarantee.

BOARS developed the current index in 2009 on the basis of data available from the most recent California Postsecondary Education Commission (CPEC) Eligibility Study for the Class of 2007. That study included the best statewide data available at the time, but was an incomplete measure in that figures were based on only a sampling of CA high schools.

BOARS has learned that would be too late to implement the new index for the current admissions cycle, and it was suggested that implementation begin for students who apply in fall 2014 to ensure that there is time to inform students and high schools about the change.

Members noted that the change is small compared to policy changes that may be needed to address the eventuality that Merced will lose the capacity to accept all referral pool students.

Motion: A motion was made and seconded that BOARS support recalibration of the index and recommend implementation for the class entering UC in fall 2014.

Action: BOARS approved the motion unanimously and will send its recommendations to the Academic Assembly for approval on June 12.

IV. Consultation with UCOP

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

Statements of Intent to Register (SIRs): 44,000 students accepted an offer of admission from a UC campus or a referral offer from UC Merced for fall 2013. The preliminary systemwide SIR rate was 45.6%, and the SIR rate from the referral pool was 1.8%. Nonresidents comprise 18.3% of total SIRs compared to 15.5% last year, and SIRs from underrepresented minority groups represent a larger proportion of the total SIR pool compared to last year. CA residents accepted admission offers at a slightly lower rate compared to last year, while nonresidents accepted at a higher rate. The final enrollment numbers will change between now and the fall as circumstances and options change for students. It was noted that while students are not permitted to submit an SIR to more than one UC campus, some may be submitting SIRs to UC and to another university. Some campus admissions directors have suggested increasing the minimum SIR deposit to encourage greater predictability of who will actually enroll.

Policy for approval of online courses for 'a-g': Last year BOARS approved a new policy for the review and approval of high school online courses that satisfy the "a-g" pattern required of freshman applicants. The policy outlines a process in which the California Learning Resource Network (CLRN) conducts an initial evaluation of online courses and assesses them against

national quality standards for online courses before those courses can then be eligible for submission to UC for "a-g" review. UCOP recently learned, however, that the Governor's budget removes funding for CLRN, and its existence beyond fiscal year 2013-14 will depend on the passage of SB 505. Although UC has other options for evaluating online courses, the partnership with CLRN has been productive and it will be difficult to match CLRN's comprehensive expertise in evaluating the quality of online delivery. To date, CLRN has certified 92 of the 245 online courses it has reviewed. UC has approved 574 of the 660 online course submissions it has received for the 2012-13 "a-g" course update cycle, including CLRN-certified courses and homegrown online courses.

V. June 28 Joint Meeting with Admissions Directors

BOARS members suggested possible agenda topics for the June 28 half-day joint meeting.

1) **The Referral Guarantee**: Future options for meeting UC's Master Plan obligation;
2) **Transfer Pathways**: Implementation of the new transfer admission policy, development of Transfer Model Curricula, and clarification about how UC campuses will view completion of an AA Degree for Transfer with CSU Breadth instead of IGETC;
3) **Shared Review**: the possibility of centralizing or sharing reads of international applications and/or other applications;
4) **Implementation of Holistic Review**;
5) **Compare Favorably Reports**

VI. Geometry Validation Options

The revisions to the area "c" (mathematics) description recommended by the area "c" task force and approved by BOARS in 2009 added a specific condition that high school students must take a year-long Geometry course as part of the three-course pattern to fulfill the mathematics ("c") subject requirement for admissions consideration. BOARS later clarified that a subsequent advanced math course or examination score cannot validate the omission of Geometry, but that a subsequent math course can validate a deficient grade (D/F) in Geometry. UCOP has asked BOARS to consider whether a standardized test score might also validate a deficient grade in Geometry.

It was noted that no good test option exists specific to Geometry, as the major standardized math tests only have 25-45% Geometry content. There was also concern that in some cases UC's exam validation options set a low bar and are inconsistent with the new policy requiring a year of Geometry. For example, UC allows a score of 480 on the Math Level 2 SAT Subject Test to validate the entire math requirement; however, 480 is only in the 7th percentile of test-takers according to the College Board website. Moreover, entering freshmen must still take Geometry for UC eligibility regardless of their score on an exam.

Members felt that BOARS would not by itself have the necessary expertise to decide a deficient grade validation policy for Geometry. They recommended that the validation options for all "a-g" areas be revisited and/or clarified in the near future.

VII. Enrollment Planning

- *Todd Greenspan, Interim Chief of Staff, Office of the Provost*

Campuses have submitted their initial fall 2013 enrollment targets for freshmen, transfers, and nonresidents, and are updating long-range enrollment plans (LREPs) for the first time since 2008. UCOP has been working with the campuses to set enrollment targets and is negotiating an overall target with the state that ensures enrollment levels are consistent with state funding, capital and human resources, and UC's Master Plan obligation. The LREP is also informed by the Department of Finance's annual long-range projections for public high school graduates; however, the projections made in 2008 for 2012-13 fell short by more than 35,000 graduates.

The systemwide fall 2013 resident freshman target is slightly larger compared to 2012; the nonresident target is also projected to increase; and the number of transfers is projected to fall slightly below the 2012 target. Campuses say they are not meeting their transfer targets due to fewer applications and weaker major preparation in the applicant pool. UC has total nonresident enrollment of about 8.8% this year.

BOARS members suggested that campuses provide data on the extent to which nonresident tuition has allowed them to admit additional residents and hire new faculty. It was also noted that UC does not offer the same experience as elite private institutions, and nonresident tuition is not limitless relative to the perceived value of a UC education.

VIII. UCSD's Proposed Universitylink

UCSD is proposing to update and expand its Universitylink program, which gives admission preference to low-income transfer students at nine San Diego area community colleges who fulfill specific academic eligibility requirements. In 2004, BOARS decided that campuses should not interpret Comprehensive Review selection criterion #14 to prefer freshmen applicants in admissions based on their geographic proximity to a campus, but did not specifically address geographical preferences for transfers in that decision.

BOARS also reviewed data about the cumulative distance between high school or CCC and UCSD for first time students showing that transfer students have a much greater likelihood of attending a campus close to home compared to freshmen.

Discussion: BOARS members speaking in favor of the proposal noted that transfers are more likely than freshmen to have responsibilities tying them to a region or community. Universitylink could make it easier for UCSD to recruit transfers and for transfers to successfully transfer there, and could help enhance UCSD's image in the community. Other members noted that the program could disadvantage students who are willing to move from another part of the state for a particular major; that 50% of UCSD's transfers already come from the nine CCCs; and that UCSD could achieve the same diversity and low-income access objectives by looking at a broader set of CCCs statewide. It was suggested that UCSD maintain all components of the proposed program except the restriction to the nine community colleges. It was noted that Comprehensive Review selection criteria 11-14, plus an additional 1-4, apply to transfers. Chair

Johnson will communicate a sense of the BOARS discussion to UCSD, and BOARS will discuss the proposal again on June 28.

XI. Transferrable Mathematics Articulation

BOARS reviewed a draft proposal for revising the language of the Transferrable Course Agreement (TCA) Guidelines to clarify the faculty's expectations for the math competency of UC transfer students and the content of courses that fulfill the quantitative requirement for transfer admission. The proposal is to eliminate specific references to "intermediate algebra or its equivalent" from the TCA guidelines and insert language indicating UC's expectation that all freshmen or transfers should have succeeded in the college-ready elements of the Common Core State Standards for math. The statement also notes that the community colleges would be responsible for ensuring that transferrable math course pre-requisites include those elements.

Prior to the meeting, BOARS received letters from advocates of an alternative math pathway to statistics, emphasizing the rigor of its curriculum, and from the UCLA Department of Statistics urging BOARS to focus on the content of transferrable courses, not on pre-requisites. It was noted that some CCCs have removed the alternative pathway course from the list of prerequisites for transferrable statistics courses over uncertainty around UC's stance.

Discussion: Some members spoke in favor of the statement and proposed revision, noting that it supports the Common Core, which reflects a national consensus about college readiness, provides clarification and guidance about the meaning of "equivalency," and allows for flexibility in the course content of pre-requisites without diluting rigor. Other members argued that the focus should indeed be on the transferable courses themselves, not on the prerequisites. These members argued that a transfer applicant has the right to transfer to UC without having satisfied the "a-g" subject requirements expected of high school students.

Some members felt it would be unwise to remove references to a specific pre-requisite that faculty believe UC students need to ensure they have a minimum level of mathematical maturity that will allow them not only to succeed in college but also to use math more broadly. There was concern that basic statistics courses do not cover material that ensures this level of preparation. There was also concern that it would be difficult to verify that the community colleges were in fact including sufficient rigor in the pre-requisites. In addition, it could be argued that the Common Core includes a lower level of math content than the current state content standards.

There was concern about the amount of attention being paid to the mathematics and quantitative reasoning requirements relative to the requirements for other areas of study.

Action: BOARS will discuss the issue again at the June meeting.

XII. The Power of High School GPA in Admissions Decision

- *Tongshan Chang, Content Manager, Institutional Research*

BOARS reviewed a logistic regression model that considers the relative power of the high school GPA and test scores in predicting admissions decisions between 2006 and 2012. The model

suggests that on a systemwide basis, the GPA is a more significant factor in the admissions decision than standardized test score and that its value has been increasing, although the effect differs from campus to campus. It was also noted that other factors, such as changes to the applicant pool, could be contributing to the outcomes, and that the average GPA of both the admitted and rejected pools of students has been increasing. Chair Johnson encouraged BOARS members to consider the extent to which changes in local admission policies and practices may have had an impact on the outcomes.

XIII. The Future of the Referral Guarantee

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