

Board of Admissions and Relations with Schools

Minutes of Meeting

February 3, 2023

I. Ethnic Studies Implementation Work Group Update

Wallace Cleaves, BOARS Vice Chair and ESIWG Co-Chair

christine hong, ESIWG Co-Chair

Vice Chair Cleaves reminded members that this has already been a lengthy process, and the work group is being as responsive as possible while maintaining academic integrity. Co-chair hong noted that the current version of the course standards is not a mere revision of previous drafts, but a thorough overhaul, one not based on the voluminous state model curriculum. Both the standards/skills (what the students will learn) and the methods (what teachers will need) are different from those posed in the state model curriculum. The work group is aware of college preparation course access concerns for students in certain California school districts.

Members were reminded that AB101 is a legislative mandate adding an Ethnic Studies course as a graduation requirement for students in California public and charter high schools. The legislation allows for four methods of compliance: (A) a course based on the model curriculum in ethnic studies developed by the commission, (B) an existing ethnic studies course, (C) an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University, or (D) a locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school.

Ethnic Studies is different from critical race theory (CRT). CRT began in the study of law, and it has been used to critique educational institutions. However, Ethnic Studies focuses on the efforts of historically marginalized peoples and their struggles against racism, while CRT focuses on institutional structures. Ethnic Studies allows for the consideration of multiple epistemologies.

The work group is also developing a research synopsis and FAQs.

Members asked how non-resident applicants could fulfill the requirement, and noted that not all incumbent California high school Ethnic Studies courses will meet UC's college prep criteria. Members also noted that A-G completion is already a barrier for many potential applicants. Members wondered about the cross-listing of courses.

Content surveys of current courses are being conducted to approximate how much adjustment to existing courses might be needed to articulate with a new Area H as proposed. Additionally, California high schools have been surveyed regarding their plans for AB 101 implementation. Concerns about local high school resources suggest that this project should move as quickly as possible, in order to allow for

maximum time for high schools to adjust status quo courses as needed, create new courses where needed, and access professional development or dedicated funding where helpful.

Work group leadership is available to consult with local committees. Interested parties should coordinate through Analyst Feer.

II. Chair's Announcements

Barbara Knowlton, BOARS Chair

1. Consent Calendar: DRAFT Minutes of January 6, 2023

- The minutes were approved as amended.

2. General Updates

- Academic Council of January 24, 2023: 1) Aftermath of the graduate strike was again discussed. Many departments are struggling to find adequate funding under the new paradigm, and controversial options have been proposed. The administration response is unsatisfactory to many in rest of the UC community. 2) Despite shortfalls being projected in the state budget, the governor continued to fund the 5-year compact with UC. Despite this, many capital projects will be deferred. 3) Most respondents agreed that the president's climate policy was not daring enough. 4) The Academic Council Special Committee on Transfer Issues (ACSCOTI) provided an update on the Transfer Pathway approval process change. 5) The Council met the new provost, who also lists access as a top priority.

3. Other Committees

- The Intersegmental Committee of Academic Senates (ICAS) met in-person in Emeryville recently. The major topic was transfer and the newly adopted Cal-GETC. The California Community Colleges (CCCs) pushed back on the change to the California State University (CSU) life-long learning requirement, especially amid decreasing enrollments. At least one campus is concerned about unintended consequences from the change to the language other than English (LOTE) requirement for UC admission. Although most students complete their LOTE requirement in high school, some worry that on-campus placement services and the funding/staffing of additional LOTE sections will prove burdensome. Advising and time-to-degree could also be negatively impacted. Greater deliberation and data gathering would have been useful.

Nonetheless, external deadlines had to be met. The discrepancy between external priorities and internal realities is unfortunate and continues to pose challenges.

III. Systemwide Review Item

- Assign lead reviewer

Proposed Presidential Policy – Anti-Discrimination

- UCSD Representative Rona-Tas will serve as lead reviewer.

IV. Consultation with the Office of the President – Graduate, Undergraduate, and Equity Affairs and Institutional Research and Academic Planning

Han Mi Yoon-Wu, GUEA Executive Director, Undergraduate Admissions

Chase Fischerhall, GUEA Associate Director, A-G and Transfer Articulation Policy

Tongshan Chang, IRAP Director

1. Persistence Data

Director Chang presented an overview of longitudinal data through graduation, focusing on the impacts of test-free admissions on STEM fields and the impacts of pass/no pass grades issued during high school. Although there are time-lag considerations, data suggest that persistence is down slightly on average. Pass/No Pass grades do not seem to have impacted first-year persistence significantly. A more detailed summary is forthcoming. Trend data is available on the UC Information Center. It was also noted that some schools gave everyone an A instead of using Pass/No Pass.

2. Math Preparation

With Liz Terry, Policy and Program Analyst, and James Hershey, Research and Policy Analyst, GUEA

An analysis of the academic history section of California applicants, from the COVID, newly test-free era, indicates that the proportion of Calculus completion of first year applicants and admits is down 7-10 percentage points systemwide, while statistics completion is up around 3 percentage points. Note that applications increased significantly and the demographics of the applicant pool also changed over this time period. Time-lag impacts from the 2021 change to Area C complicate analysis at this time.

Members wondered whether the course completion changes were consistently less Calculus for more statistics and data science, or were other substitutions occurring, too. Members also observed the difference between preparation and persistence, noting that decision-making in high school can be ill-timed and ill-informed. Some have suggested that this change was made too hastily.

V. BOARS Business

1. General Campus Updates

UCSB: 1) Application reading is underway, but greater compliance onuses, staff turnover, and an increase in applications, are all challenges. 2) Pre-review of applications to eliminate repeated courses and validate geometry completion, for example, are causing delays. 3) International applications are time sensitive, but move slowly because of the specialization required. 4) Discussion of artificial intelligence "bots" and PIQ completion has begun.

UCSC: 1) Impaction in the Computer Science major is a challenge. 2) Compare Favorably is a perennial concern.

UCLA: 1) A slight decline in applications is expected. 2) Much discussion of TAGs occurred. 3) The campus continues to pursue Hispanic Serving Institution status.

UCB: 1) Data science and math preparation concerns continue. 2) Test-free admission impact tracking is needed. 3) Some suggest the PIQs should be adjusted to probe for more depth of intellectual inquiry. 4) Artificial Intelligence gains are a concern to many. 5) Enrollment growth strategies are needed.

UCSD: 1) Admission data suggest no gains or losses. 2) Math preparation concerns are widespread. Many felt they were not part of the deliberative process and now feel overwhelmed by remediation. 3) Computer science impact was noted against the current cuts in the technology industry.

UCSF: The campus continues not to admit undergraduates.

UCI: 1) Applications and admits seem on trend so far. 2) Computer Science impact is a concern. Some wonder if there is a correlation with the expansion of data science courses. Strategies to better employ Comprehensive Review in this area are sought. 3) The committee received an update from the admissions office on efforts to improve diversity outcomes. 4) Whether and how students should change majors after enrollment is a new topic. 5) Math preparation is a concern here, as well.

UCD: In addition to the above topics, 1) achieving the transfer 2:1 ratio is a concern this year.

UCR: 1) Some are concerned that the proposed changes to the Senate Regulations regarding admission are too technical and legalistic for external audiences.

2. TAG Considerations

With Gary Clark, Interim Vice Provost, Enrollment Management, UCLA

A trailer bill was introduced in the state legislature tying \$20 million of state general funds to UCLA with that campus's adoption of Transfer Admission Guarantees (TAGs). Widely variable rates of transfer from across the CCC system are one area the bill seeks to address. However, TAGs are already not universal by campus or major, the TAG pool is generally less diverse than the general admit pool, and not all TAG applicants enroll at their TAG campus. UCLA already meets its 2:1 enrollment requirement, so imposed TAGs could negatively impact local enrollment planning and have cascade impacts at other campuses. Mandatory TAGs could also impede Comprehensive Review. Workload and communications impacts are unknown at present.

How the trailer bill will fare during the negotiation process is also unknown, but UC is wise to take seriously the underlying issues.

Members cautioned against setting precedents regarding legislative micro-management. Others suggested the number of TAGs could be capped. Many find "guarantees" problematic from a logistical perspective. Geographic-related considerations are genuine, but guarantees do not address those challenges. A transfer referral pool is unlikely to be better utilized than the first-year referral pool; students apply where they want to attend. The CSU Associate Degree for Transfer (ADT) program created what is essentially a transfer referral pool for that system, which is politically acceptable. The pattern of general education course taking under ADTs often disadvantages applicants to STEM fields at UC by de-emphasizing major preparation in lieu of breadth requirements. Further, one-size-fits-all models do not work at UC as each campus has specific foci in each discipline.

Greater insight into the workings of the legislature could help BOARS and local committees assess the situation. A coordinated response between public and private efforts is needed.

VI. Further Discussion and New Business

None.

Adjournment: 2:50 pm

Minutes prepared by Kenneth Feer, Principal Analyst

Attest: Barbara Knowlton, BOARS Chair

Attendance:

Barbara Knowlton, BOARS Chair

Wallace Cleaves, BOARS Vice Chair

Sophie Volpp, UCB

Jay Stachowicz, UCD

Sergio Gago-Masague, UCI

Robert Watson, UCLA

Sapana Doshi, UCM Alternate

Peter Sadler, UCR

Akos Rona-Tas, UCSD

Josh Berke, UCSF

Greg Mitchell, UCSB

Laura Giuliano, UCSC