

Board of Admissions and Relations with Schools

Minutes of Meeting

June 3, 2022

I. Chair's Announcements

Madeleine Sorapure, BOARS Chair

1. Academic Council of May 25, 2022

- Vice Chair Knowlton will serve as chair next year, and UCR Representative Cleaves will serve as vice chair.
- The Council heard the second part of the report prepared by the University Committee on Preparatory Education (UCOPE) task force investigating the Entry Level Writing Requirement (ELWR). The second part focused on writing placement practices and principles, as well as assessment processes. It is likely that a successor task force will be empaneled to draft revisions to relevant Senate Regulations.
- The Council continued its discussion of fully online undergraduate degree programs. Different protocols for courses, minors, majors, and degrees may be necessary. How the residency requirement would apply to online degree programs is unclear.

2. Other Committees

- The Intersegmental Committee of Academic Senates (ICAS) met earlier this week. The new Intersegmental General Education Transfer Curriculum (IGETC) will be called the California General Education Transfer Curriculum (CalGETC). CalGETC will be sent for Senate reviews at each of the segments. Next year, ICAS will consider major preparation in the context of UC's Transfer Pathways and the Associate Degree for Transfer (ADT) program.
- The Transfer Task Force is finalizing its reports. Enrollment growth plans and the 2:1 requirement may be difficult to resolve. This task force is ending, and the Academic Council Special Committee on Transfer Issues (ACSOTI) will take lead on Senate transfer issues.
- ACSOTI met for the first time. Participation in TAGs and Pathways is under scrutiny.

II. **BOARS Business**

1. Ethnic Studies Considerations

a. "The Causal Effects of Cultural Relevance"

With Emily Penner, UCI Assistant Professor, School of Education

UCI Alternate Penner presented her research as reported in the jointly authored article "The Causal Effects of Cultural Relevance", which assessed a pilot program in some San Francisco high schools that encouraged enrollment in an ethnic studies course for students struggling

academically. BOARS members familiar with the statistical methods employed found the analysis to be sound. The small size of the pilot is one caveat. That the pilot did not assess students who would be UC-eligible is another caveat. The pilot showed improvement in key areas for most students, even compared to other social science classes taught by the same teachers. AB 101 will allow for different types of ethnic studies classes, so more comparative data will become available in time. BOARS seeks evidence of analytical skill improvement. More broadly, some BOARS members seek evidence of the impact of Ethnic Studies courses on attitudes about race and how the courses impact differences between racial groups in beliefs and attitudes regarding racism.

b. Proposed Area H

Members continued to discuss the proposed course standards and their alignment with the goals of AB 101. Academic engagement should be the focus. AB 101 leaves flexibility in how schools fulfill the graduation requirement, and a more narrowly defined UC entrance requirement could disadvantage under-resourced schools and lead to confusion. UC eligibility already requires more English and math than high school graduation. A UC ethnic studies requirement would not be redundant for private school graduates or home-schooled students. Previous efforts to expand A-G requirements did not advance because of concerns regarding under-resourced schools. A lack of data on the broad efficacy of ethnic studies courses hampers deliberations. AB 101 will not take effect until 2030, so BOARS has time to consider all angles in an unhurried fashion.

2. General Campus Updates

B: Most members of the local committee wanted to end further consideration of Area H for now and see what high schools develop. Two were in favor of continued discussion.

D: (absent during this item)

I: The local committee is generally in favor of more discussion, but notes that events during the last eighteen months have changed expectations.

LA: Student representatives on the local committee wanted more alignment with AB 101.

Faculty members raised concerns about demands on under-resourced schools. Members reported experiencing interference bordering on harassment, and most wanted to end further consideration of the topic.

M: Members support Area H as before. It matches how ethnic studies is taught on campus.

R: The local committee continues to support Area H and further discussion. Questions about the research of opponents have been raised. Balancing respect for colleagues while addressing flashpoints has been challenging.

SD: The local committee was unanimously opposed to the current Area H proposal, viewing it as needlessly divisive, and yet redundant given AB 101. Demands on under-resourced schools, and concerns about implications for access to the UC, were noted. Many raised concerns about how UC would handle non-residents, noting that teaching ethnic studies could soon be illegal in some states. Some harshly worded lobbying by other stakeholder groups was reported.

SF: The local committee supports more discussion, but not the current draft.

SB: The local committee has ethnic studies faculty on it. Consensus was to continue discussions, but some members did not speak on the issue. Formal endorsement of a letter by local ethnic studies faculty was not forthcoming.

SC: Most of the local committee think the state model curriculum is not rigorous enough and so support Area H. Communications will continue to be difficult.

3. Area C (Math) Considerations

Note: Item deferred.

III. Consultation with the Office of the President – Graduate, Undergraduate, and Equity Affairs & Consultation with Campus Admission Directors

1. Consultation with Academic Senate Leadership

Robert Horwitz, Academic Council Chair

Susan Cochran, Academic Council Vice Chair

- The state budget reflects the 5-year compact of 5% base budget increases. Much of the state surplus will go to reserves.
- Faculty salary increases have been out-paced by inflation, but additional remediation may be available next year.
- The Regents met in May. 1) Regent Leib is acting chair of the Board, and Regent Elliott is acting vice chair. 2) The UCOP budget was endorsed. 3) A presentation on the hidden curriculum faced by first-generation students was well-received. 4) A presentation on the Advancing Faculty Diversity program was also well-received. 5) Cybersecurity concerns remain at the fore. 6) Clinician morale concerns have been entwined with Senate membership.
- A revised IGETC will be sent for Senate review at each of the segments. AB 928 also calls for examining certain aspects of the ADT program.
- Approval of new Masters programs will remain at the systemwide level.
- Council endorsed a statement by the University Committee on Academic Freedom regarding caveats and protocols for posting political statements to department websites.
- Discussion of fully online undergraduate degree programs has recently focused on the residency requirement.
- Recent procurement problems show a need for greater Shared Governance.
- Online student tutoring services continue to jeopardize academic integrity. Faculty could work with students to lobby the legislature to amend and extend existing protections. Individual faculty should add copyrights, watermarks, and the like to course materials, and define academic integrity on each syllabus.
- UC Health affiliations are under renewed scrutiny given national news about the future of Roe v Wade.

2. Verification and PIQs

With Laura Hardy, Associate Director of Admissions

Two-thousand applications were randomly selected for verification of one item each. Applicants were not considered for admission if the response was false or insufficient, or if there was no response to email, text, and postcard outreach.

All applications were audited for PIQ plagiarism, looking for a 70% similarity threshold. Less than one percent were identified as potentially plagiarized, and only 38 out of 546 were not falsified. BOARS supports renewing the annual contract.

3. Exam Use in Admissions

With Angelica Moore, Associate Director, Undergraduate Admissions

a. SAT Writing

BOARS is asked if use of the SAT to fulfill certain areas of eligibility should be retained given that standardized tests are no longer used for admissions and scholarships. Members noted that the test has been useful for placement, even though submissions are decreasing. Some admission directors noted that this data can be used appropriately in making eligibility determinations while not being shared with application readers. Public communications could be challenging, but BOARS supports retaining the option.

b. AP Scores in Comprehensive Review

Equity concerns have arisen as AP courses are not available at the same frequency in all high schools. Directors noted that these scores are another option to demonstrate academic strength, but that not having AP scores is not viewed negatively in application evaluation. Others noted that Comprehensive Review is intended to assess applicants in context of what courses were available to them. Tools such as the College Board's Landscape and AP Ledger help illustrate course availability and help inform equity considerations. Again, public communications could be challenging, but BOARS supports retaining the option.

4. Compare Favorably Data

a. Fall 2021 Outcomes

With Matt Reed, Analyst, Institutional Research and Academic Planning (IRAP)

Five campuses missed one or both categories of the Compare Favorably standard for GPA evaluation. Longitudinal trends at some campuses could cause concern. Distribution versus average shows a slightly different picture, however. More refined data, perhaps by major, could also be useful.

b. "California Comparable" GPA

With Julian Betts, UCSD Representative and Li Cai, UCLA Representative

Professors Betts and Cai summarized the effort to derive California Comparable GPAs for non-resident applicants. Additional work over the summer will assess 10 years' worth of data. Preliminary analyses that modeled Year 2 UC GPA showed similar results to the main analyses that modeled Year 1 UC GPA. Models will control for campus attended and major. Directors noted that variation across California high schools is probably greater than out-of-state schools that send adequate numbers of students for calculation of a Comparable GPA. Some suggested that California high schools could be usefully divided since "all of California" is not much of a "local" context. Further, nonresident applicants are seldom low-income, first generation, and/or ill-prepared. Grading practices by major should also be considered when weighing variables. Most campuses are making successful decisions regarding nonresidents, but as a reporting metric that readers would not need to consider, further development is worthwhile.

5. Admission Director Reports

At least half the campuses reported on-going staffing shortages in admissions offices that will soon lead to losses in efficiency. Staff shortages and high turnover exacerbate audit impacts and workload concerns, especially with ever-increasing applications.

IV. Further Discussion and New Business

None.

Adjournment 4 pm

Minutes prepared by Kenneth Feer, Principal Analyst

Attest: Madeleine Sorapure, BOARS Chair

Attendance:

Madeleine Sorapure, BOARS Chair

Barbara Knowlton, BOARS Vice Chair

Hector Rodriguez, UCB

Anne Britt, UCI

Emily Penner, UCI Alternate

Li Cai, UCLA

Abbas Ghassemi, UCM

Wallace Cleaves, UCR

Julian Betts, UCSD

Michael Stryker, UCSF

Greg Mitchell, UCSB

David Smith, UCSC Alternate