

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS

Minutes of Meeting

March 6, 2020

I. Consent Calendar

- Approval of BOARS March 6, 2020 agenda
Action: The agenda was approved as amended.

II. Chair's Announcements

Eddie Comeaux, BOARS Chair

- The report and recommendations of the Standardized Testing Task Force are still out for systemwide review. Some have raised concerns about the impact to the Analytical Writing Placement Examination (AWPE) in light of the STTF recommendations and the BOARS recommendation to end requiring the SAT and/or ACT writing test. Also, see Item VII below.

III. Consultation with Academic Senate Leadership

Note: Item not addressed.

IV. Consultation with the Western Association of Schools and Colleges (WASC)

Barry Groves, President

Marilyn George, Executive Vice President

BOARS is asked to consider endorsing WASC as the official accreditor for California high schools and to encourage other accreditors to submit to WASC evaluative rationales in pursuance of open communications and transparency. WASC accreditation entails a dynamic process of student-focused, continual improvement measured on a 6-year cycle between full self-studies. Some schools do not choose WASC accreditation already, and the apparent reasons vary from expediency, an opposition to financial transparency, governance structures, or a lack of interest in continual improvement in favor of "box checking". Alternate accreditors were provided in separate written materials. High schools would pay \$1000/year for membership, plus site visit costs. Site visits include direct observation of courses by subject matter experts and verification

of claims made in the self-study, in addition to data verification with the state when possible. Schools are rated top (<10% of schools), middle, probation, and fail. WASC is governed by a board of 35 commissioners.

Action: BOARS will return to this topic at a future meeting.

V. Consultation with the Office of the President – Office of Student Affairs

Han Mi Yoon-Wu, Director, Undergraduate Admissions

Monica Lin, Director, Academic Preparation and Relations with Schools and Colleges

Tongshan Chang, Manager, Institutional Research and Academic Planning

1. Admission by Exception (AbyE) Final Revisions

The guidelines should make clear that the exception being granted is to the state eligibility index, and therefore that AbyE applies only California high school graduate residents. The 6% cap and 2% reservation for special talent admits should be retained. The definition of a special talent is a process question, and Student Affairs will soon issue clarifying guidelines. The minimum enrollment requirement – for a full term or for a full year – must still be decided. Compliance requires consistency across the system.

Action: A final draft will be circulated for electronic approval.

2. Personal Insight Questions (PIQs) and Plagiarism Pilot

Determinations of how to follow-up with students found to have rates of similarity scores must occur quickly to inform decisions of whether to cancel an application. Some wait-listed students may be pending verification. The pilot used a rate of 80% similarity as the red-flag level, based on anticipated volume and workload. A more complete cost-benefit analysis is needed, and clear communications must accompany any long-term usage. More information when be reported when it is available.

VI. Consultation with Admission Directors

1. Non-resident application reviews

The comparability of weighted GPA caps across the nation, and the lack of A-G requirements make the evaluation of non-resident applicants difficult. Because the University has a Compare Favorably requirement, methods of direct comparison at the application stage are largely limited to standardized tests and national evaluations, such as AP exams. In the past, some non-residents were admitted via AbyE due to curricular/A-G deficiencies or under the special talent auspices.

2. Reader selection and training

At UCLA, having returning readers eases the recruitment process. Many readers are retired high school counselors, and a few qualified alumni read, too. Training is in-person and day-long. Readers are asked to disclose potential conflicts of interest. UCB follows a similar training process, and may add case studies. Readers can consult with a territory manager for additional context.

UCSB follows a similar process, but geographic isolation makes recruitment of new readers difficult.

UCD also follows a similar process. Anti-bias training is included.

UCSD also follows a similar process.

UCI uses a similar process and has stringent Conflict of Interest and Conflict of Commitment disclosure requirements.

UCM readers are mostly admission staff due to geographic limitations.

The efficacy of on-line anti-bias training modules is unclear, and many think norming sessions help to underscore lessons.

If UC went to a rolling/open admission cycle, what changes would reader training and recruitment face? Admission offices would also face new challenges. Diversity impacts would also need to be monitored closely as students with certain demographic profiles may be more likely to submit applications early.

3. Regional recruiters/specialists

Some assert that having regional specialists better enable targeted recruitments with underrepresented groups and students from low socio-economic backgrounds as familiarity with community context and nuance can be invaluable. Publicly available data from the California Department of Education has limited information; additional curricular detail would be useful. The utility of “Landscape” should be assessed after this admission cycle.

Regional specialists might ease “summer melt” through direct follow-up by a familiar face in addition to outreach by student affairs and financial aid offices.

4. STTF responses

The report usefully shed light on the holistic review process. A thoughtful, data-informed report, rather than a political statement, was welcomed by many. Capacity concerns surround expanding the ELC pool, as do workload concerns. ELC student outcomes will be informative. It is unclear whether ELC expansion would yield greater enrollment from underrepresented groups, though.

VII. Standardized Testing Task Force (STTF) Report and Recommendations

Some members suggested that “scores must be viewed in the local context” should be a best practice. For high school GPAs, though, instructor bias and variation between schools must be considered. GPAs and test scores are currently available in raw score, high school rank, high

school to campus rank, and high school to UC pool rank. Some academic departments may prefer a raw score for certain reasons.

Some wondered if expanding the ELC pool would only lead to a larger referral pool. ELC was launched in 2012, and data on student outcomes are not yet available. UCOP has neighborhood data only for those who apply to UC; "Landscape" provides access all SAT test-takers.

Members agreed that on-campus support for matriculated students is essential to student success, and that such efforts should be expanded and targeted resources for underrepresented groups, first generation students, and transfer students be mandated. Academic support programs must also be explicitly included.

Members agreed that additional state support to high schools so that every California high school can offer a full suite of A-G classes is essential to student academic preparation and success.

If standardized tests are retained as an admission requirement, test administration should be free, and during the school day, on-site. Some assert that tests should not be retained because they require so much manipulation for minimal gain. Others asserted that tests do not show improvement, and self-reporting of test scores only worsens this problem.

Action: Analyst Feer will draft a response for electronic approval.

VIII. Executive Session

Note: item not addressed.

Adjournment at 4 pm.

Minutes prepared by Kenneth Feer, Principal Analyst

Attest: Eddie Comeaux, Chair

Attendance:

Eddie Comeaux, Chair

Madeleine Sorapure, Vice Chair

Jabari Mahiri, UCB

Deborah Swenson, UCD

Susana Cohen-Cory, UCI

Barbara Knowlton, UCLA

Matt Hibbing, UCM

Sheldon Tan, UCR

Carrie Wastal, UCSD Alternate

Andrea Hasenstaub, UCSF

Mike Gordon, UCSB

Juan Poblete, UCSC

Carlos Galan, Graduate Student Representative