

# UNIVERSITY OF CALIFORNIA

# ACADEMIC SENATE

## BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS

### Minutes of Meeting

February 3, 2017

#### I. Consent Calendar

- Approval of BOARS February 3, 2017 agenda
- Approval of BOARS January 6, 2017 draft minutes

**ACTION: BOARS approved the consent calendar.**

#### II. Announcements

- *Henry Sanchez, BOARS Chair*

CA Board of Education Meeting: Chair Sanchez watched the live feed of the January State Board of Education meeting about the new [K-12 Computer Science Framework](#). The Framework was written by a coalition of educators from 14 states as a guide to the core educational concepts and practices that should inform the development of computer science curriculum, educational standards, and professional teacher development across a variety of disciplines through 12<sup>th</sup> grade. The Board of Education is also assembling an Advisory Committee to develop computer science content standards based on the Framework.

Meeting with SBE President: There is interest in organizing a meeting between BOARS and the State Board of Education President Michael Kirst to discuss his interest in the potential role of the Smarter Balanced assessments in UC admissions.

Area D Faculty Work Group Meeting: A Faculty Work Group is meeting to review UC's laboratory science ("d") requirement in the context of the state's adoption of the Next Generation Science Standards (NGSS) for K-12. The Work Group will consider potential revisions to subject area "d" that reflect the integrated approaches to science under the NGSS, and its new science categories: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology & Applications of Science.

Joint Meeting with CSU Admission Advisory Committee: BOARS normally holds a half-day joint meeting with the CSU Admission Advisory Council every two years. Topics for a possible May or June 2017 meeting include the quantitative reasoning requirement, area "d," and the Smarter Balanced assessments.

#### III. Consultation with Academic Senate Leadership

- *Jim Chalfant, Academic Senate Chair*
- *Shane White, Academic Senate Vice Chair*

January Regents Meeting: The Regents are expected to discuss policy options for limiting nonresident enrollment in March. One favored option would establish a 20% systemwide cap on nonresident enrollment that allows the three campuses above 20% to freeze their current

proportions and other campuses to grow to 20%. Chair Chalfant's [remarks](#) to the Regents focused on how such a policy could harm the University. He proposed an alternative in which individual campuses decide about limiting nonresident enrollment limits based on a budgetary analysis of whether resident undergraduates would be disadvantaged by an expansion of nonresident enrollments on that campus.

Academic Council: At its January 18 meeting, Council discussed topics related to the UC Health enterprise to help inform Council's discussion about a proposed Senate Clinical Affairs Task Force. Council also approved revisions to APMs 015 and 016 that implement policy revisions recommended by the Administration-Senate Joint Committee on investigation and adjudication processes for sexual violence and harassment cases involving faculty. The Assembly of the Academic Senate will meet on February 8 to discuss and approve the revisions to APM 015 and 016. On January 30, Council sent a [letter](#) to the President expressing support for a January 29 [statement](#) from President Napolitano and the ten UC Chancellors opposing President Trump's January 27 Executive Order barring citizens of seven Muslim-majority countries entry into the United States. Council also endorsed a [longer statement](#) originating with the University Committee on Faculty Welfare condemning the Executive Order and the harm it does to UC's values and mission.

#### **IV. Campus Reports/Issues**

A new policy approved by the UCSB admissions committee strongly encourages international applicants to take the Duolingo exam as a test of English language proficiency. The committee will study data to determine if new selection criteria can be derived from Duolingo scores. The committee is also investigating why its applicants' SAT scores are much higher than average this year.

The UCI committee ran yield projections for international applicants based on different federal immigration policy contingencies. The committee also met with the undocumented student coordinator about campus resources for undocumented students.

The UCM committee, with formal membership and duties charged by UCM's Divisional Council last year, continues to establish procedures, timelines and archived documentation related to the role of faculty in setting admissions policy, consistent with systemwide practice.

The UCR committee is analyzing barriers to transfer student recruitment, discussing strategies for meeting transfer enrollment targets, and considering a new weighting system for transfer applicants with increased emphasis on low-income and first generation status.

UCB recently fired its football coach. His tenure included implementation of AEPE's new student-athlete admissions policy that was intended to improve the academic progress of students in the football program. AEPE will meet with the new coach and staff to apprise them of the policy, and answer questions. AEPE also met with Professor Rothstein to review the design of his 2017 study of Letters of Recommendation in UC Berkeley admissions. The study will employ readers who participated in the regular process to re-review 10,000 sample applications, to compare admission decisions outcomes from the sample with the actual admissions recommendation in an attempt to isolate the effect of the LORs. The readers will have access to the first reader's scores and know that a letter was requested, but will not have access to the letter.

One recommendation of the 2013 UCSF Task Force on Students Experiencing Academic Difficulty report was a [Student Success Center](#) that brings together in one place all student

services and resources supporting students' academic, practical, and personal needs. The new Center will include the Learning Service, Disability Service, First Generation to College, Veteran's support, LGBT, and other resources. It will provide a centralized, recognizable student service center on campus, more ease of access, and an increase in normalization and decrease in stigma that may be associated with use of some services.

The graduate student representative noted that some students remained concerned that maintaining separate sexual harassment/sexual violence policies for faculty, students, and staff, does not contribute to a shared sense of safety and security.

## **V. Annual Report on Undergraduate Admissions Requirements and Comprehensive Review**

BOARS reviewed the final draft of its annual Report to the Regents. The report notes that the push to enroll 5,000 new California resident undergraduates had a noticeable effect across the admission cycle last year, as campuses admitted more students from deeper into their applicant pools. One striking outcome of the enrollment push was a 40% increase in the number of admitted Entitled to Review (ETR) students. The increase in ETR admits benefited California residents of all races/ethnicities, including URMs, but it also fueled a much higher rate of admission than is expected of UC under the Master Plan. 15.9% of CA high school graduates received one of the 9x9 guarantees or were ETR, well beyond UC's Master Plan target of 12.5%.

Associate Vice President Handel noted that UC expects the state to issue a new study of UC eligibility in June. The study may indicate that UC is both 1) accommodating too many students and 2) not accommodating a high enough proportion of URM students. UC could face the difficult prospect of having to increase admissions requirements to reduce the total number of eligible students to 12.5%, while maintaining or increasing diversity. He added that campuses have an obligation to admit students with a 9x9 guarantee before going into the ETR pool.

*Discussion:* It was noted that the eligibility study may require BOARS to adjust the statewide index to more closely capture the percentage of CA public high school graduates identified as being in the top 9% of their class. It may also be an opportunity for BOARS to consider a more significant adjustment to the 9x9 guarantee. It was noted that the 9x9 policy balances different needs, and ETR gives campuses the flexibility to admit promising students and increase diversity.

It was noted that yield rates for African-Americans and Native Americans remain below the systemwide average. BOARS might consider collecting campus best practices for increasing the number of URM students who decide to enroll at UC.

**ACTION: A motion to approve the report was made and seconded. The motion passed unanimously.**

## **VI. Consultation with UCOP**

- *Stephen Handel, Associate Vice President, Undergraduate Admissions*
- *Han Mi Yoon-Wu, Director of Undergraduate Admissions*
- *Monica Lin, Director, Academic Preparation and Relations with Schools & Colleges*

Fall 2017 Application, Admission, and Enrollment Update: Most campuses will begin notifying freshman applicants about admission decisions in early to mid-March, and transfer applicants shortly thereafter. Campuses will release all freshman admission decisions by March 31, and all transfer admission decisions by April 30.

UCOP ran a frequency report on the UC application's eight new short-answer "personal insight questions." All UC applicants are required to respond to four of the eight questions. The report revealed a roughly equal distribution of popularity across the questions. A work group of admissions directors is working on small refinements to the questions and the instructions.

UC Articulation Conferences: UCOP Undergraduate Admissions will host the third annual UC Articulation Conferences at UC Riverside and UC Irvine on February 15 and 16; at three sites in the Central Valley (Bakersfield, Modesto, Fresno) on February 22, 23, and 24; and at UC Davis on March 20. The conferences bring together representatives from K-12 and/or the higher education segments to discuss a theme or issue related to high school and/or transfer articulation. This year's conferences will feature "A-G Learning Labs"—workshops on the "a-g" course submission process, using UC's A-G Course Management Portal, and the elements of a successful "a-g" course submission. UC expects to attract approximately 1,200 educators and administrators to the conferences.

ELC and LCFF+ Program Update: The program encourages campuses to admit more applicants who are eligible for an admissions guarantee through the ELC-only pathway and who graduated from a high school designated as LCFF+. The state is funding additional academic support services and outreach to the students. UCOP encouraged BOARS to reaffirm to campuses the value of guaranteed students and the need for all UC campuses, including the most selective, to take their share of ELC-only students.

## **VII. Policy and Guidelines for Visual & Performing Arts (VPA) subject requirement ("F")**

BOARS discussed its policy prohibiting high school students from fulfilling the [Visual and Performing Arts \(VPA\)](#) ("F") requirement for freshman admission with courses taken in an online format. In 2012, when BOARS approved a revised [policy](#) for online courses that satisfy the UC "a-g" requirements, it did not address the [2006](#) policy that VPA courses must combine any online delivery with face-to-face interaction, regardless of the specific discipline. As a result, online high school courses in dance, music, theater, visual arts, and interdisciplinary arts have not been eligible for area "F" approval.

BOARS reviewed a proposed change in policy to allow CA high schools, programs, online publishers, and online schools to submit online VPA course to UC for review and potential approval in area "F", with no restrictions tied to the proportion of online delivery vs. face-to-face interaction between student and teacher.

*Discussion*: In general, BOARS members expressed support for the policy change, although one member noted that it is not immediately clear how a dance performance course, for example, with a "practicum" component could be taught online. It was noted that there are a growing number of high schools offering online courses and online high schools with "a-g" course lists,

and that educators teaching in an online format in 2017 have access to more advanced technological tools than were possible in 2006. It was noted that UC Scout receives calls from schools asking why UC prohibits high school online VPA courses when UC undergraduates are able to earn credit for online dance courses offered at UC campuses. It was noted that UCOP's articulation analysts evaluate high school course descriptions based on the educational criteria established by UC faculty, without regard to the course format or delivery mode. Reviewers would not lower expectations for an online course.

**ACTION: A motion to approve the proposed policy change was made and seconded. The motion passed unanimously with one abstention.**

### **VIII. The Common Core, the Smarter Balanced Assessments, and UC**

- *Monica Lin, Director, Academic Preparation and Relations with Schools & Colleges*

Director Lin noted that the Smarter Balanced assessments are computer-adaptive tests offered to K-12 students each year between grades 3 and 8, and again in grade 11. California participated in the multi-state consortium that developed the assessments, which align specifically with the Common Core State Standards for English Language Arts & Literacy, and for Mathematics, adopted by California and implemented in 2014-15. 2016-17 will be the third administration of the assessments.

The Common Core seeks to elevate all students to “college ready” status. It has more rigorous content and learning expectations that capture students’ subject knowledge, and their critical thinking, analytical writing, and problem-solving skills. The Common Core learning standards align more closely with UC’s English (“b”) and math (“c”) freshman admissions requirements.

The Smarter Balanced assessments measure college readiness on an ongoing basis between 3<sup>rd</sup> grade and 11<sup>th</sup> grade, which allows schools to track both learning and teaching progress. The assessments were not designed for traditional college admissions, but some colleges use them in limited ways. For example, the CSU campuses use the tests to determine if a student needs remedial coursework in math and English, replacing the Early Assessment Program (EAP). UC has not determined whether or how it will use Smarter Balanced. The State Board of Education hopes UC will consider a role for the assessments in the admissions process.

Discussion: BOARS members noted that Smarter Balanced is unlikely to replace the SAT and ACT, but could play a role in predicting college success or flagging students likely to struggle with the Entry Level Writing Requirement.

### **IX. Transfer Evaluation Guidelines**

A member of UCEP from the UCSC campus has asked BOARS to clarify the admissions policies outlined in the [Transfer Evaluation Guidelines](#) concerning the limits on lower division credit that can be transferred from another institution, and to consider moving those policies to the Senate regulations.

Associate Vice President Handel noted that UCOP is working with the Office of the Regents to evaluate Regents Standing Orders and Policies related to admissions and other areas to ensure

they are appropriately placed in the University governance architecture. He agreed to research the issues raised by the UCSC faculty member, and to consider adding the Evaluation Guidelines to the governance review.

The UCSC representative to BOARS noted that he would seek further clarification from his colleague about the issue, and if a specific problem or situation is prompting the request.

## **X. Compare Favorably Assessment and Policy**

BOARS member Professor Lavine proposed a new measure of international students' high school GPA based on their predicted average performance at UC. She noted that high school GPA is an imperfect metric for compare favorably because educational standards and grading practices vary greatly across California and the world. Currently, UC converts international high school GPAs with an internationally recognized tool called AACRAO EDGE. However, this tool appears to be underestimating the academic qualifications and potential of international nonresidents, who have slightly lower GPAs on average than CA residents but perform better at UC. The "UC GPA" would convert international GPAs based on a regression analysis of the UC performance of recent international students. It would serve as an additional metric to give campuses and BOARS confidence that nonresident admits compare favorably.

*Discussion:* BOARS members agreed that the proposal may have merit. The committee requested data from UCOP on the correlation of UC performance as a function of GPA and SAT for different cohorts and countries. The committee also requested data comparing holistic review scores for different residency groups, and data on GPA and SAT outcomes by campus admitting unit—perhaps focusing on several large units such as Engineering and Letters and Sciences.

It was noted that a prior UCOP study found that for international students, SAT score is a better predictor of success than high school GPA, but for California residents, GPA is a better predictor than SAT.

It was noted that the compare favorably policy is a clear statement that the University holds nonresidents to a higher admission standard. However, compare favorably is also an approximation; in some cases, the State Auditor flagged minuscule differences in HS GPA as evidence that campuses are not meeting the policy. Campuses employ heterogeneous approaches and should be allowed flexibility to evolve policies and processes that meet the goals. A BOARS member suggested that BOARS focus the compare favorably assessment entirely on a comparison of SAT scores; however, there was also concern that doing so would suggest a stronger confidence in the SAT than warranted, particularly when UC comprehensive review is based on multiple measure of merit.

**ACTION: UCOP agreed to perform the additional requested analyses for the March meeting.**

## **XI. Letters of Recommendations Pilot and Policy**

BOARS discussed the President's request to the Senate to develop a systemwide policy on the use of letters of recommendation (LORs) in freshman admission for approval by the Regents.

Chair Sanchez noted that the results of Berkeley Professor Rothstein's 2017 study of LORs in UC Berkeley Admissions will be available in June. He asked BOARS to consider whether LORs should be added to the [Comprehensive Review Guidelines](#) as an additional, 15<sup>th</sup> criterion campuses may use to select freshman applicants. He noted that a January straw vote of BOARS members revealed no support for a systemwide policy requiring all UC applicants to submit LORs.

UCAADE Chair Nuru-Jeter noted that UCAADE discussed the President's request at its February 2 meeting. UCAADE is concerned that a requirement for LORs could exacerbate racial disparities, due to a lower quality of letters will differ across high schools, particularly lower resourced schools with high proportions of low-income and underrepresented minority students. The committee is concerned that the 2017 Berkeley study will not answer all of its questions about the possible differential effect of LORs on these groups, considering that all individuals in the study sample were invited to submit letters, but many racial disparities occur at the level of the original request. The study will not address the group of students who have difficulty securing LORs and who will be more affected by a new requirement.

A BOARS member noted that LORs are a means of obtaining information about the 14 comprehensive review criteria, and should not be a separate criterion. It was noted that most of UC's selective public university peers do not require LORs, and that UC already outperforms its peers on diversity without LORs. Another member urged BOARS not to rule out the possibility of allowing individual campuses the freedom to experiment to further the common goals of quality, access, and diversity. A member noted that a systemwide policy on letters need not limit the ability of campuses to request additional information (such as LORs) for specific applicants as part of a supplemental/ augmented review protocol.

**ACTION: It was agreed that BOARS Vice Chair Comeaux would lead a subcommittee tasked with responding to the President's questions and drafting a policy on Letters of Recommendation. In addition to Professor Comeaux, the subcommittee will include the Davis representative; the Berkeley representative or designated alternate; the Riverside representative, and the UCAADE Chair.**

## **XII. Executive Session**

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Meeting adjourned at 4:00 pm  
Minutes Prepared by Michael LaBriola, Principal Committee Analyst  
Attest: Henry Sanchez