

Board of Admissions and Relations with Schools

Minutes of Meeting

November 5, 2021

I. Chair's Announcements

Madeleine Sorapure, BOARS Chair

1. Academic Council of October 27, 2021

- Enrollment: The Council was visited by President Drake, Provost Brown, and Regent Chair Estolano. Each mentioned the University's new commitment to increase California resident enrollment by 20,000 (including 4,000 graduate students) by 2030. The current plan is for "organic growth" to occur. Growth in the faculty and staff ranks will also be needed, but already lag.
- Transfer: Provost Brown also addressed transfer issues and AB 928, which calls for a singular general education pathway from the California Community Colleges (CCCs) to both the California State University (CSU) and the University of California (UC). UC is concerned about major preparation, not just ease-of-use.
- Standardized Testing: The report of the Smarter Balanced Study Group is being reviewed by senior leaders.
- Teaching Modalities: A lengthy discussion on teaching modalities focused on balancing legitimate accommodation requests, as opposed to mere preferences, with faculty needs.

2. Other Committees

- Intersegmental Council of Academic Senates (ICAS): ICAS is currently focused on AB 928 and the addition and core competency alignment of ethnic studies to the Intersegmental General Education Transfer Curriculum (IGETC).
- University Committee on Preparatory Education (UCOPE): 1) The Analytical Writing Placement Examination (AWPE) is being "sunsetting" for a variety of reasons. The campuses are developing their own assessment tools, instead. 2) A task force to assess skill mastery outcomes under the Entry Level Writing Requirement (ELWR) continues its work.
- UC-CCC Transfer Task Force (TTF): Vice Chair Knowlton represents BOARS on this group. TTF continues to discuss the governor's Recovery with Equity roadmap for higher education. Universal course identification and a universal application have some advocates. Universal admissions are complicated by different institutional goals and academic preparation requirements. Capacity concerns have shifted the focus of transfer recruitment efforts to traditionally underrepresented groups, students from low socio-economic backgrounds, and first-generation students.

II. BOARS Updates

B: 1) Preparation for application season has begun. Applications are up another 10-15% over last year's record-setting number. Reader training has begun, and overlay reviews for impacted majors will occur. 2) Formalizing roles with athletic admissions continues. 3) Confusion about admissions directly to majors, especially for transfer admissions into impacted majors, has negatively impacted diversity outcomes. Inconsistent practices across the campus worsen the situation.

D: 1) A new admission director has just been hired. 2) Some small questions about the IGETC Ethnic Studies (ES) proposal will be returned in the campus feedback. 3) Fall term grades are lower than usual.

I: 1) Discussions about the limits of UC autonomy after recent legislative actions continue. 2) The entire local admission committee underwent reader training. The opportunities to build rapport with the admission office staff and gain confidence in the materials were valuable. 3) Local meetings will be extended to cover more business. More subgroups will be formed to help administrators working on enrollment modeling and Admission by Exception guidelines, for example.

LA: 1) The local committee was generally supportive of the IGETC ES proposal. 2) A task force to assess athletics and talent-based schools admissions will issue its report soon. 3) The campus is meeting its diversity goals. The test-free application is changing the applicant pool. 4) Data on the impact of COVID to local admissions is forthcoming.

M: 1) The campus' medical education joint degree with UCSF-Fresno will launch in 2023, so admissions preparation and planning is underway. 2) Reader training and scoring will have to adapt to rapid growth in enrollment targets. Greater Shared Governance is needed when determining enrollment targets. 3) How to adjust the financial system to provide greater support to students from underrepresented groups, low socio-economic backgrounds, and first-generation students is under discussion. Legacy systems do not match the needs of such students. 4) Monitoring of Admission by Exception processes and outcomes is strict.

R: 1) Planning for the transition to holistic scoring continues. How to train and evaluate data remain complicated. Limited on-campus student support services require careful assessment of applicant academic preparation. 2) Shared Governance regarding enrollment planning is slowly improving.

SD: 1) The IGETC ES proposal was well received, though some questions about overlaps with current campus courses is unclear. 2) Housing concerns are impacting enrollment plans. A wait-list for dormitory space is over 3,000 students. The affordability of the local rental market is questionable for many. 3) Best practices for capping and uncapping majors are needed. Current practices suggest reactions, not planned actions. Greater Shared Governance is needed to ensure all factors are considered.

SF: The campus still does not admit undergraduate students.

SB: 1) Reader training starts today. Readers will be encouraged to award more exceptional and poor rankings. 2) Impacts from the admission audit of athletics continue to reverberate. The appeals process and right-sizing the athletics allotment from the Admission by Exception pool are next to be clarified. Alumni and development considerations must also be weighed. 3) Significant staff turnover in the

admissions office is a concern. Low pay has led to failed recruitments. Applications have tripled, but staffing levels have remained flat. A new software system adds further complications. 4) Recruitment is still online, but “Zoom fatigue” has lowered attendance. Campus tour guides have graduated and not been replaced. 5) Transfer Admission Guarantee (TAG) numbers are down this year. 6) The geometry requirement in Area C is confusing to many high school counselors.

SC: 1) A subcommittee to assess the admission process for fully online degree programs has been formed. 2) An admissions oversight subcommittee may recommend staffing changes. 3) The IGETC ES proposal was received favorably. 4) Better guidance for applicants who already have a bachelor’s degree is needed. 5) Transfer students who need to repeat courses in impacted majors should be handled differently than “native” undergraduates who need to repeat courses in impacted majors. Best practices are sought. 6) Growth and capacity concerns shadow nearly every conversation.

III. A-G Ethnic Studies Proposal

Faculty Working Group Writing Team:

Veronica Castillo-Munoz, Associate Professor History, UCSB

Tricia Gallagher-Guertsen, Lecturer in Education Studies, UCSD

Christine Hong, Associate Professor and Chair of Critical Race and Ethnic Studies, UCSC

Andrew Jolivette, Professor and Chair of Ethnic Studies, UCSD

Darlene Lee, Teacher Education Program Faculty Advisor, UCLA

Kimberly Woo, Undergraduate Student, UCB

Members were reminded that development of this new requirement is in response to a state mandate and represents an opportunity for UC to lead in this area. Some members were concerned that the revised proposal still had an activist tone, and suggested reference to the state model curriculum.

Writing team members noted that ethnic studies is an established academic discipline with its own accepted vocabulary, like any other discipline reflected in the A-G subjects. High school teachers who would be teaching ethnic studies courses would likely be familiar with this vocabulary, based on their professional learning experiences and/or involvement in ethnic studies curriculum development. Further, the proposal outlines what courses should strive to achieve, not how to achieve those goals. Intellectual engagement with the political and institutional systems that impact the subjects taught in ethnic studies courses should not be controversial.

BOARS members noted that impacts to Compare Favorably outcomes could result since non-resident applicants may not be able to meet this requirement. Chair Sorapure noted that BOARS approval today would advance the item to the Academic Council, who will decide whether to send it for systemwide review or return it to BOARS for further iteration. Systemwide review is an iterative process, in itself.

- BOARS advanced the measure by a vote of 10-1-1.

IV. Consultation with the Office of the President – Graduate, Undergraduate, and Equity Affairs & Campus Admission Directors and Enrollment Management Leads

Yvette Gullatt, Vice President and Vice Provost

Han Mi Yoon-Wu, Executive Director, Undergraduate Admissions

Monica Lin, Director, A-G and Transfer Policy Analysis & Coordination

Tongshan Chang, Director, IRAP

1. Updates on Recent Legislation

- **AB 132: Dual Admission:**

Higher Education Budget Act Trailer Bill AB 132, passed by the California Legislature in July 2021, requests that the University of California “establish a dual admissions program as a separate transfer pathway for first-time freshman applicants.” This new pathway is intended to increase access to the university “for prospective underrepresented students experiencing limitations in high school curriculum offered, geographical constraints, or financial challenges.” Students in a UC dual admission program would receive a conditional offer of admission, a provisional financial aid offer, access to UC advisers, and access to resources. Members noted that other students not admitted to UC might also expect additional services.

- **AB 928: Student Transfer Achievement Reform (STAR) Act of 2021:**

This legislation requires UC and the California State University to agree upon a singular general education course pattern for transfer requirements. The Intersegmental Committee of the Academic Senates (ICAS) is charged to develop the pathway, and a working group to compare the segments’ shared general education requirements is being formed.

Members noted that preparation for the intended college major is often recommended for transfer students, especially in STEM disciplines. Any changes to current academic requirements will have to be carefully vetted and communicated.

2. Use of Pass/No Pass Grades Going Forward

Use of Pass/No Pass grades in academic year 2020-21 was less than expected. Some counselors and parents have proposed converting B grades to Pass as a means of protecting GPAs. AB 104 allowed students to retroactively change grades received during the COVID-19 pandemic but the window to request the changes has closed. Cohort success data should be prove informative, but is time-lagged.

3. Second Choice Majors

Some campuses require applicants to capped or audition-based majors to indicate a second choice major. The efficacy of this practice is unclear as many students attempt to change majors once enrolled. Second-choice majors have a low yield rate, especially among engineering applicants. Significant staff time can be spent on processing second-choice applications. Some colleges do not require any major indication from applicants or list all enrollees as Undeclared. More information is needed to fully assess the practice.

4. Equity Issues

- **Equity and Access Working Group Update**

This working group needs to be relaunched due to member turn-over. Regional considerations should be added to the conversation as local growth is a significant concern at many campuses.

- Targeted Recruitment
Regionally-dedicated recruiters can build better relationships with counselors and use regional knowledge to better contextualize applications.
- “Landscape” for UC
Since the California Department of Education’s Academic Performance Index was discontinued, many campuses have relied on census data to help set the context for different schools’ populations. The College Board “Landscape” tool is another alternative which is currently available at no charge, but long-term fees are unknown. Data on out-of-state schools is otherwise difficult to acquire. Some have proposed that UC develop its own tool.
- AP Courses
Absent standardized tests, some have suggested greater reliance on AP courses and exams, but they may fall victim to the same critiques as standardized tests when evaluated closely. Usage of tests for placement and as optional submissions could be useful in many instances.
- Reader Training
Returning readers are more comfortable with the no-test score application evaluation process. Application volume continues to increase, so more readers are needed despite flat budgets. Assessment of non-cognitive factors and of achievement and persistence in context are being emphasized.
- PIQs
Communicating to applicants the purpose of the Personal Insight Questions vis-à-vis the general application essay is still necessary. Attendance to online PIQ workshops is still high, but dropping, possibly due to video-chat fatigue. Some worry that personally identifying or biasing information can be conveyed by too much context or reflection.

V. Systemwide Review Items

- Proposed Revisions to APM 759 (Leaves of Absence/Other Leaves without Pay)
 - The committee elected not to opine on this item.
- Proposed Presidential Policy on Abusive Conduct and Bullying in the Workplace
 - The committee elected not to opine on this item.
- Proposed Revisions to APM 025 and APM 671 (Conflict of Commitment and Outside Activities of Faculty Members)
 - UCSF Representative Stryker will serve as lead reviewer.

VI. Consultation with Academic Senate Leadership

Robert Horwitz, Academic Council Chair

Susan Cochran, Academic Council Vice Chair

- The Mitigating the Impacts of COVID-19 on Faculty Advancement working group preliminary report should be circulated soon. It uses the “achievement relative to opportunity” (ARO) framework. The report also includes suggestions for additional teaching release and additional sabbatical credit.
- The Senate is considering sending another memorial to the Regents calling for greater divestment from fossil fuels across the campuses.
- The Regent’s Innovation and Entrepreneurship committee has suggested adding patent and start-up work to academic and merit reviews. The University Committee on Academic Personnel (UCAP) will lead the Senate’s response.
- The Provost has suggested moving approval authority for master’s programs, especially self-supporting graduate and professional degree programs (SSGPDPs), from systemwide to the campuses. A joint Senate-administration working group will be formed to assess the situation and possible options.
- The President will soon decide on faculty salary increases. The current proposal includes funding for faculty merits and 3-4% increases to the scales and for equity redress.
- The Regents will entertain a proposal to reduce the employer contribution to the University of California Retirement Plan (UCRP) and use funds from the Short-Term Investment Pool (STIP) to maintain current plan funding levels. The math is neutral, but some are concerned this step would set a bad precedent in response to short-term market gains. Long-term impacts on the employee contribution level could also be seen.
- The Senate has asked UC Legal for guidance in response to wide-spread cheating concerns regarding online tutorial companies such as Chegg and Course Hero. Leveraging public opinion may also be an effective strategy.
- The state has asked UC, CSU, and CCC to develop a singular general education transfer pathway. The legislation does not address the “feeder school” issue or increase funding for counseling or teaching at any of the segments. Outreach and transfer system improvements (e.g., enhancements to ASSIST) will be needed. Additional online courses offered by UC could help fill curricular gaps at the CCCs. Whether these changes will be effective in addressing the diverse enrollment goals sought by the state is unclear.

VII. New Business

None.

Adjournment 4 p.m.

Minutes prepared by Kenneth Feer, Principal Analyst

Attest: Madeleine Sorapure, BOARS Chair

Attendance:

Madeleine Sorapure, Chair

Barbara Knowlton, Vice Chair

Hector Rodriguez, UCB

Deborah Swenson, UCD Alternate

Sergio Gago Masague, UCI

Li Cai, UCLA

Abbas Ghassemi, UCM

Wallace Cleaves, UCR

Julian Betts, UCSD

Michael Stryker, UCSF

Greg Mitchell, UCSB

George Bulman, UCSC Alternate