

Board of Admissions and Relations with Schools

Minutes of Meeting

May 5, 2023

**I. Chair's Announcements**

*Barbara Knowlton, BOARS Chair*

1. General Updates

- Members are reminded to subject questions/topics for consideration with the admission directors and enrollment management leads in June.
- The Academic Assembly 1) passed the Cal-GETC amendments to the Senate regulations. Discussion noted impacts to non-resident students. 2) received an update on transfer issues from Academic Council Chair Cochran. Discussion included budget-bill trailer language calling on UCLA to recognize TAGs, to which UC has made a counterproposal in the form of a transfer admission guarantee similar to the first-year admission guarantee. Some external critics continue to call for UC to recognize ADTs for transfer admission, but the academic preparation standard in some ADTs would not adequately prepare students for UC. 3) confirmed election of Steve Cheung, UCSF, as incoming Academic Council vice chair.
- The Academic Council 1) received a presentation from the University Committee on Education Policy (UCEP) regarding online courses and accreditation: unless certain content and interaction thresholds are met, courses will be categorized as "correspondence" courses, which are not eligible for certain types of credit and could impact student FTE totals. UCEP continues to assess the changing landscape. 2) heard proposed revisions to Senate by-laws that would grant LSOE and LPSOE faculty full voting rights and adopt the title "Teaching Professor" to standardize practices.

**II. Consultation with the Office of the President – Graduate, Undergraduate, and Equity Affairs**

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

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

*Tongshan Chang, Director, IRAP*

1. Credit By Exam

GUEA summarized key issues and the goal of systematizing and streamlining credit by exam procedures. Formerly, there were only a few exams to assess, but the landscape is rapidly changing. Assessment of international exams should also be examined. Market forces are also changing, and UC actions could have unintended consequences, but clear standards need to be

set so that UC can be a leader in this field. Access and equity concerns regarding exams should also be considered carefully.

BOARS will establish a working group to review and revise, as necessary, credit by exam processes. UCEP and the University Committee on Preparatory Education (UCOPE) will be invited to participate in the working group.

### III. **BOARS Business**

#### 1. Compare Favorably: California Comparable GPA

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

Professors Betts and Cai summarized their project, which seeks to establish California Comparable GPAs for non-resident applicants by interpolating high school equivalent GPAs based on UC GPA attainment. That is, if a sufficient number of applicants from a non-California high school or region enroll, based on performance at UC, it may be possible to draw a conclusion as to what GPA they would have attained if everyone had attended any California high school. Campus and major have now been added to the data set. It was noted that GPA variance within California was greater than variance from without.

It was noted that the socio-economic background of non-resident applicants may influence outcomes. Historical data from standardized tests could be used comparably, but the number of other variables to consider hampers possible inclusion in the study. Potential inclusion in the annual Compare Favorably report was suggested, but any potential use by the campuses should be cautious and the accompanying guidelines clear. The College Board Landscape tool also has useful information regarding non-California schools.

#### 2. Area C Concerns

BOARS has been asked to reconsider what should qualify as advanced math under Area C criteria, especially given the changes made in 2020. Many have raised questions about the efficacy of data science courses, by name and in general, to meet the approved criteria, and others have suggested that the Algebra II-Calculus course sequence provides the best academic preparation for students, regardless of intended or undetermined major. Some have suggested that BOARS acted too hastily in 2020, and that a more deliberative process, including systemwide review, should have occurred; as a result, the previous action may be invalid due to protocol violations. As students continue to grow throughout high school and university, remediating inadequate high school preparation could prove impossible later in the academic cycle, so breadth of preparation during high school should be emphasized; this may be especially true for students from disadvantaged backgrounds.

Some have called for stricter enforcement of the requirement that students demonstrate mastery of the topics covered in advanced algebra as detailed in Senate Regulations. The standards of advanced math could be reviewed and, as necessary, revised, though, through a suitably deliberative process. The question of how data science curricula have been approved as advanced math courses remains. If any changes are to be made, impacts to students already in the pipeline should be considered.

There is currently little data as to student success outcomes once at UC for students who took data science instead of Algebra II in high school. We have had only one class of such students since the August 2021 announcement, and the numbers are in the double digits at most

campuses. How to disentangle the impacts of discontinuing standardized tests for admission, COVID-related learning loss, and course sequence/completion is unclear. UCOP efforts to assess available data are underway, as are efforts to refine articulation standards, however a lack of precision of terms in Senate regulations regarding advanced math and the variation in use of data science in high school courses pose challenges. UC has an opportunity to lead and help define the data science field.

Establishment of a working group of subject-matter experts to comprehensively review Area C requirements was approved (Chair Knowlton had introduced this idea in the February meeting). Discussion of the charge and other factors will continue. The members agreed that BOARS issue an advisory to high schools on math preparation.

### 3. Ethnic Studies Implementation Work Group Update

*With Christine Hong, ESIWG Co-Chair*

Co-Chair Hong presented an overview of changes made to the draft summary and criteria in response to BOARS' latest feedback. Some members reiterated concerns that the lists of examples in the criteria would prove overwhelming to high school course developers; Vice Chair Cleaves noted the intent was to provide an inclusive list of topics that may be considered under the ethnic studies umbrella, not a mandated checklist. Some members again called for reconsideration of the UC admission requirement decision in lieu of guidance for high schools for development of high-quality courses to meet state-mandated graduation requirements. A lack of information regarding the steps and resources needed for school districts to meet possible UC standards was cited often as a reason to delay action in favor of further assessment. UCOP hopes to inform the articulation gap discussion, but absent criteria against which to evaluate syllabi, efforts are stymied.

BOARS will continue discussion of this topic.

### 4. Other Campus Updates

UCLA: 1) Consultation with campus ethnic studies faculty regarding the proposed Area H occurred. 2) An update on undergraduate admissions was received. Preliminary data suggest room for improvement regarding students from underrepresented groups. 3) TAG-related discussions continued.

UCSC: Undergraduate admission updates were received, as were reports on the impacts of new reader training efforts.

UCR: Local discussion focused on Area C.

UCSF: The campus continues not to admit undergraduates.

UCI: 1) Local discussions focused on ethnic studies, math, and TAG enrollment. 2) Impacts of changes to Comprehensive Review scoring are being closely monitored. 3) The evaluation of applications in the age of AI-enhanced writing has been raised. Emphasizing that content is the primary focus is important when communicating to applicants. How to train readers to distinguish content from style could be a challenge.

UCSB: 1) A sudden increase in student FTE has caused concern in some corners of campus. 2) Admission by Exception reviews are nearly complete. 3) To meet the 2:1 admission ratio, lower transfer GPAs have been considered. 4) The committee discussed Area C concerns. 5) An overall review of admission policy is planned given recent, significant changes.

UCB: 1) Direct admission to the Haas School of Business is still being developed. Transferring into the school by a change of majors is being phased out. 2) Area C concerns were discussed,

particularly communications from the CSU regarding concern as to UC's unilateral move to allow any course in the "advanced mathematics" category to substitute for Algebra ii, no matter how distant the subject matter. The problem of. how to indicate completion of geometry on the common application was also raised.

UCM: 1) Campus finance concerns, especially in light of the strike outcomes, are widespread. Workload shifts to faculty are also of concern, as is the general status of shared governance. 2) Negative impacts of financial accounting software continue to be felt three years in, especially given the new graduate student contracts. 3) Recruitment of a new CFO continues as the applicant pool did not meet UC standards.

UCD: Pressures to increase enrollment are a significant concern. State funding is just one issue. Negative unintended consequences of legislative efforts at improvement are being noted.

UCSD: 1) The committee discussed Area C concerns and ethnic studies concerns. 2) Preservation of the humanities at UC is essential lest the university become only a professional school.

#### **IV. Consultation with Academic Senate Leadership**

*James Steintrager, Academic Council Vice Chair*

- The Regents considered 2050 aspirational recommendations regarding how and where UC happens. Structure and infrastructure were noted as growth areas, but not the faculty ranks. Diversity at all levels is a priority, as is student success, particularly the role and level of experiential learning. Applied research was also stressed.
- The AB 928 implementation committee met and continues to consider issues regarding ADT unit caps, re-engaging students who may have dropped out, and how enrollment growth can be accomplished. The lack of alignment between many ADTs and UC academic preparation expectations was noted.
- The Academic Assembly confirmed Steve Cheung, UCSF, as incoming Council Vice Chair.
- The Academic Council 1) conferred mid-career leadership awards to Kadee Russ, UCD, and Danny Widener, UCSD. 2) UCEP reported that discussions with the WASC Senior College and University Commission (WSCUC, formerly WASC) regarding online degrees had begun.
- The Academic Planning Council has established a work group to evaluate the future of UC doctoral programs (including terminal programs) in the new environment. The distinction between academic work and paid labor can easily be blurred.

#### **V. Further Discussion and New Business**

None.

Adjournment 3:30pm

Minutes prepared by Kenneth Feer, Principal Analyst

Attest: Barbara Knowlton, BOARS Chair

Attendance:

Barbara Knowlton, Chair

Wallace Cleaves, Vice Chair

Sophie Volpp, UCB

Jay Stachowicz, UCD

Sergio Gago-Masague, UCI

Rob Watson, UCLA

Charlie Eaton, UCM

Pete Sadler, UCR

Akos Rona-Tas, UCSD

Josh Berke UCSF

Greg Mitchell, UCSB

Laura Giuliano, UCSC