



CHAIR, ACADEMIC SENATE
RIVERSIDE DIVISION
UNIVERSITY OFFICE BUILDING, RM 225

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March 20, 2020

Kum-Kum Bhavnani, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

RE: (Systemwide Senate Review) Report of the Standardized Testing Task Force

Dear Kum-Kum:

I'm happy to provide the UCR Division's consultative response to the Report of the Standardized Testing Task Force. The full standing committee responses are attached. UCR's Senate Executive Council discussed the Report at its regular meeting of March 9, 2020. One member suggested that while standardized testing is clearly a flawed method for admissions, any replacement will likely introduce new and possibly unanticipated problems. Executive Council generally agreed that if the use of testing were to be eliminated or significantly changed, UCOP is obligated to support campuses in building a sufficient instructional, tutoring, and mentoring infrastructure to ensure the success of all students. It is worth stressing that the UCR Division deeply appreciates and commends the Task Force for producing such a rigorously detailed, thoughtful, analytically focused, and methodologically sound report. It is an exemplary document with systemwide and national implications.

Standing Committees supported the Report's overall conclusions and stressed various points made throughout the text. Multiple committees strongly endorsed the Task Force's recommendation to further study and strengthen student academic support services throughout the system—this recommendation has particular importance for the UCR campus, where the broadest range of students tend to succeed and thrive when properly supported by the academic services infrastructure. Importantly, the Committee on Educational Policy and School of Medicine Executive Committee affirm that it is crucial to be mindful of any (unintentional) adverse effects that elimination of standardized testing may have on the diversity of the pool of admitted UC students.

We appreciate the work of the Task Force and expect that these supportive review comments will be taken into account as the UC system further considers the place of standardized testing in the admissions process.

Peace
dylan

A handwritten signature in black ink, appearing to read "Dylan Rodríguez".


Dylan Rodríguez
Professor of Media & Cultural Studies and Chair of the Riverside Division

CC: Hilary Baxter, Executive Director of the Academic Senate
Cherysa Cortez, Executive Director of UCR Academic Senate Office



March 2, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Sheldon Tan, Chair 
Committee on Undergraduate Admissions

Re: Systemwide Standardized Testing Taskforce Report

The Committee on Undergraduate admissions reviewed the Standardized Testing Taskforce's Report at their February 21, 2020 meeting and had an intensive discussion on the different aspects of the report. The Committee agreed in principle with the report's conclusions and recommendations based on the comprehensive admission data and correlation analysis from the report. Some members mentioned that the report's conclusion should be considered in the context of holistic review and for UC campuses that use holistic review as part of their admissions process. The Committee found the admission data and analysis included in the report from UCR insightful and valuable for continued discussions to improve UCR's admissions process.



March 2, 2020

To: Dylan Rodriguez, Chair
Riverside Division

From: Louis Santiago, Chair, Executive Committee
College of Natural and Agricultural Science

A handwritten signature in black ink that reads "Louis Santiago".

Re: Report of the Standardized Testing Task Force

The CNAS Executive Committee discussed the Report of the Standardized Testing Task Force. The committee agreed that if these tests were eliminated, it would put more emphasis on the high school grade point average (HSGPA), which is not standardized and more dependent on uncontrollable factors. The committee noted that we do not do the Comprehensive Review at UCR, so the use of standardized tests in admissions is relatively more important here. The committee also noted that the regressions for using SAT scores to predict performance had r-squared values of around 0.2, which is not predictive, and indicates that only around 20% of the variance is accounted for, so we wondered what other factors contribute.

TO: Dylan Rodriguez, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: Report Review: Report of the Standardized Testing Task Force

Date: March 3, 2020

The Executive Committee of the School of Public Policy appreciate the Academic Council Standardized Testing Task Force's efforts in producing their report. Our committee reviewed this report and have no comments to provide at this time.

UNIVERSITY OF CALIFORNIA, RIVERSIDE



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EXECUTIVE COMMITTEE:
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

RIVERSIDE, CALIFORNIA 92521-0132

March 3, 2020

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Lucille Chia, Chair *Lucille Chia*
CHASS Executive Committee

RE: Systemwide Review of the Report of the Academic Council's Standardized Testing Task Force (STTF)

The CHASS Executive Committee discussed the Report Review: Report of the Standardized Testing Task Force at the regular meeting on February 26, 2020. The CHASS Executive Committee has no specific comments on the STTF report itself, but members note that in addition to this report, student success should take into account:

- available resources on an individual campus to support students' academic and their other needs;
- that as the number of transfer students increase in absolute numbers and as a percentage of the student body, we need a similarly detailed examination of their admissions criteria and how these correlate with their success at the UC schools.



March 3, 2020

To: Senate

From: School of Business Executive Committee


Re: [Systemwide Review] Report Review: Report of the Standardized Testing Task Force (STTF): Distributed for Review: 2/5/20

Please let this memo serve as an official notification that the School of Business Executive Committee has no opinion regarding this topic.



March 6, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Stefano Vidussi, Chair 
Committee on Educational Policy

Re: Systemwide Standardized Testing Taskforce Report

The Committee on Educational Policy reviewed the Standardized Testing Taskforce's Report at their March 6, 2020 meeting and are supportive of the report's conclusions that changing the admissions structure would harm students as the report noted that inclusion of the results of ACT/SAT in a holistic admission process appears to overall mitigate adverse effects to the inclusiveness of the admission system due to other factors. The Committee is aware of the bias of standardized testing but believe that moving to other measures may decrease diversity. The Committee is supportive of the UC's continued evaluation of possible alternatives to the ACT/SAT admissions requirement.



March 5, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Jingsong Zhang, Chair
Committee on Preparatory Education

A handwritten signature in black ink, enclosed in a thin black rectangular box. The signature appears to read "Jingsong Zhang" in a cursive script.

Re: Standardized Testing Taskforce Report

The Committee on Preparatory Education reviewed the Standardized Testing Taskforce Report at their February 26, 2020 meeting on behalf of their charge of preparatory education and conclude that in the current form or if continued to be available, the use of the SAT and ACT exam is one of several useful tools for students to satisfy the Entry Level Writing Requirement.

March 4, 2020

To: Dylan Rodriquez, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: SOM FEC Comments on STTF Report and Recommendations

Dear Dylan,

Please find below the comments from the members of the SOM FEC regarding the Standardized Testing Task Force Report & Recommendations:

- The School of Medicine Faculty Executive Committee commends the extremely thorough report produced at great effort by the STTF Committee. We applaud the emphasis on identifying: “those points in the process and the factors at work at each point that contribute to disproportionate declines in representation of students who belong to populations that have historically been excluded from higher education opportunity”. This is of high importance to a campus such as UCR which is located in an economically deprived part of California with high numbers of underrepresented minorities (URM) in its catchment area. This goal also aligns closely with the mission of UCR School of Medicine to improve access to healthcare for the underserved. A major focus of achieving that goal is to increase the proportion of practicing physicians who represent those communities and who come from the Inland Empire. Therefore, a comprehensive assessment of the factors that restrict access of URM and socioeconomically deprived populations to third level education – and identification of solutions to these barriers – is enthusiastically welcomed by UCR School of Medicine.
- Comment regarding Executive Summary point 4:
The SOM FEC also strongly endorses the recommendation to “Study and expand student academic support services”. This is absolutely essential in order to equip disadvantaged students with the emotional and academic skills to be able to navigate the rigors of higher education. One of the biggest challenges to URM success is “imposter syndrome”. Developing resources to help combat this reaction in students and enhance their sense of self-worth is likely to have a transformative impact on graduation rates and future career outcomes.
- Comment regarding Executive Summary point 5:
“Obtain the necessary item-level data to perform an updated analysis of potential bias in current standardized tests.” The SAT is a differentiator and we need to understand how this will affect our medical students. Committee discusses that exams are a benchmark to determine if a

student is retaining the information taught or read, tests also measure the level of competence reached by each individual learner.

- There was also some strong discussion on the merits of the SAT. Several members of the committee echoed Chancellor Wilcox's recent Op-Ed in the LA Times regarding SAT scores and emphasized the concern that eliminating the SAT/ ACT will harm students in the middle of the scoring range as some students are in positions to have their grades inflated (a practice in many prestigious schools) while there are also students of challenged economic backgrounds who are given a break in their scores due to their circumstances. However, there is a middle range of students that depends on the score tests to demonstrate their potential. These are students who are not economically challenged enough to be afforded a scoring benefit, and are not wealthy enough to get into high-end schools. The final comments on this topic were that there is research showing a strong correlation to a strong test score to the longevity and completion of their study.
- Several members of the committee expressed a need for some clarity on how the test scores are weighed, diversity is weighted, and that a fair opportunity for all socio-economic levels is provided.
- Concern was expressed that the UC model has been instituted to be one college with multiple campuses, however not all campuses have focused on serving the taxpayers. Concerns were raised in regards to campuses, most specifically UCLA, accepting out of country (in addition to out of state) students when taxpayers expect their children to be able to attend UC schools.

Yours sincerely,



Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine