

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
ANNUAL REPORT 2015-16**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2015–16 to conduct business with respect to its duties as outlined in [Senate Bylaw 145](#), to advise the President and Senate agencies on the admission of undergraduate students and the criteria for undergraduate status. The major activities of BOARS and the issues it addressed this year are outlined briefly, as follows:

ANNUAL REPORT TO THE REGENTS ON UNDERGRADUATE ADMISSIONS REQUIREMENTS AND COMPREHENSIVE REVIEW

BOARS' [Annual Report to the Regents on Undergraduate Admissions Requirements and Comprehensive Review](#) discusses application, admission, and yield outcomes under comprehensive review for the years 2012–2015; the ongoing implementation of the new freshman admissions policy and the Regents' Resolution on Individualized Review and Holistic Evaluation; efforts by BOARS to enhance the transfer path and to ensure that admitted nonresidents compare favorably to California residents; diversity outcomes; and challenges associated with the future of the referral guarantee.

COMPUTER SCIENCE LETTER

In December, the Lieutenant Governor and other policy-makers and business leaders sent a letter to BOARS asking the committee to change admissions standards to recognize “academically rigorous” high school computer science (CS) courses for the core math (“c”) subject area requirement for freshman admission. BOARS sent a [letter](#) in response, noting that a CS course may qualify for area “c” if it includes sufficient math content, and that approved CS courses may also count toward the college-preparatory elective (“g”) requirement. BOARS also described barriers to the development of more computer science courses in high schools, including the lack of approved California K–12 content standards for computer science and too few instructors with the appropriate credentials to teach math-based computer science courses. BOARS also warned that implementing a specific computer science requirement could disadvantage students from less-resourced schools that do not offer CS courses. The Lieutenant Governor sent a follow-up letter to BOARS inviting further dialogue about the issues.

TRANSFER ADMISSION

BOARS helped lead the Senate’s response to a range of issues and concerns about community college transfer.

- ***UC Transfer Pathways***

BOARS supported a Senate-led effort to develop UC Transfer Pathways—lower division courses recommended to California Community College (CCC) students as preparation for transfer admission into a given major at all nine of UC’s undergraduate campuses. In October, the Senate chair and UC Provost convened three meetings of campus faculty delegates to identify Pathways for 11 additional majors, in addition to the 10 Pathways completed in spring 2015. The BOARS chair participated in some of the meetings. BOARS also received regular briefings from Senate

and UCOP leaders on the campus review of the Pathways and efforts to identify articulation gaps between specific CCCs and the nine undergraduate campuses for specific Pathway course expectations. The 21 Pathways are detailed on a [systemwide website](#).

- ***UC Transfer Pathways and Comprehensive Review***

In June, BOARS approved revisions to the [Comprehensive Review Guidelines](#) for the selection of advanced standing (transfer) applicants. The revisions incorporate into existing selection criteria language highlighting completion of a UC Transfer Pathway as one way for applicants to demonstrate transfer readiness.

- ***Course Identification Numbering System(C-ID)***

BOARS led the Senate's response to a state request to consider the Course Identification Numbering System (C-ID) as a supplemental numbering system for lower division UC courses identified as comparable with CCC and CSU courses. At several meetings, BOARS discussed the use of C-ID at CSU and the CCC, the benefits of C-ID for CCC students navigating the transfer path and for colleges and universities wanting to streamline course articulation, and the possibility of endorsing the use of C-ID at UC. In February, BOARS endorsed a plan to maintain the existing systemwide articulation review process to determine the initial UC transferability of CCC courses, and to pilot the use of C-IDs at the second level of review for the course-to-course articulation of a select number of UC Transfer Pathways. The Academic Council supported BOARS' consideration of this pilot approach to C-ID.

NONRESIDENT ADMISSION

- ***Compare Favorably Report***

In June, BOARS issued its annual [“Compare Favorably” report](#) on 2015 nonresident admissions. The report summarizes systemwide and campus outcomes for BOARS' [policy](#) requiring campuses to admit nonresidents who compare favorably to California residents admitted at that campus. It compares high school GPA, SAT score, and first-year UC GPA and persistence for residents, domestic nonresidents, and international nonresidents, and highlights statistically significant differences in group averages for each campus. The report notes that based on those limited measures, the University is meeting the standard on a systemwide basis, although outcomes vary on specific campuses. The report emphasizes that GPA and test scores are narrow, imperfect measures for the assessment, given campuses' use of 14 comprehensive review factors, and suggests that future BOARS analyses might include an assessment of outcomes by admitting unit and a comparison of Holistic Review scores. Finally, the report states that a given campus enrollment target for residents and nonresidents should not influence the quality or outcome of the compare favorably assessment.

- ***UC Audit***

BOARS discussed a state audit that criticized UC's nonresident admission and enrollment practices, responses to the audit from [the President](#) and the [University](#), and other UC efforts to counter assertions made in the audit that UC gives priority in admission to nonresidents and admits many nonresidents who are less qualified than residents. Consultants from the Office of Admissions, Office of State Governmental Relations, Budget Office, and President's Immediate Office updated BOARS on a regular basis about the audit and legislative efforts to address the

audit's recommendation that UC adopt a different nonresident admissions policy. In July, the President asked the Senate to review its compare favorably policy in the fall, to clarify the policy's compliance with the Master Plan and its consistency with UC's comprehensive review policy and holistic review processes.

ADVANCING DIVERSITY

BOARS discussed efforts to expand diversity on campuses, including strategies to increase applications from underrepresented minority (URM) students and the yield of those students after they are admitted.

- ***African American Yield Study***

In March, BOARS member and UCR Professor Comeaux presented findings from a study of African American student yield, commissioned by UCOP in 2015 to help understand why some African American students admitted to UC choose to enroll at other schools. The study—*Investing in California's African American Students: College Choice, Diversity, and Exclusion*—discussed choice factors based on a survey and interviews with student respondents from across California, and made recommendations for several changes to policy and practice.

- ***ELC-Only Admissions Pilot***

BOARS discussed a pilot program proposed by UCOP as a way to increase diversity. The program targets UC applicants eligible for an admissions guarantee through the ELC-only pathway and who graduated from a high school designated as “Local Control Funding Formula Plus (LCFF+).” UC flagged applicants meeting those criteria and encouraged campuses to give them an additional review to achieve a 4% target as a proportion of overall admits. BOARS initially raised concerns about a lack of shared-governance consultation in the decision to launch the pilot and about the extent to which it may be perceived as a mandate to campuses. In June, BOARS reviewed data showing that a higher proportion and more diverse group of ELC-only applicants had been admitted to at least one UC campus for fall 2016, compared to fall 2015, and indicating that UC met the 4% target on a systemwide basis. BOARS also noted that other variables might be influencing the outcomes and that some individual campuses did not achieve the 4% target over concern about the ability of some ELC-only applicants to succeed at UC. BOARS also discussed plans on some campuses to augment academic advising services to support the success of students admitted under the pilot.

- ***Other Discussions About Diversity***

At the joint meeting with the campus Admissions Directors and Associate Vice Chancellors for Enrollment Management in June, BOARS discussed URM recruitment and yield efforts on campuses and the role of outreach and financial aid in a student's decision to enroll at a UC campus. At other points during the year, BOARS considered the extent to which alternative structures for the “9-by-9” policy could help expand access to the University and result in admitted classes that better reflect the state's population. One possibility discussed was an expansion of the 9% Eligibility in the Local Context guarantee to a larger proportion of high school graduates.

REQUESTING PARENTAL ALUMNI STATUS ON THE UC APPLICATION

In April, UCOP consultants discussed a proposal to add a field on the UC application for applicants to designate their parents' UC alumni status. Following the meeting, BOARS sent a letter to President Napolitano expressing concern that collecting the information at the time of application could foster misperceptions about "legacy" admissions and could discourage some students from applying to UC. The President decided to delay implementation of the proposal to allow UCOP time to consider and address the concerns. Senior UCOP leaders returned in June to update BOARS on the status of the proposal. They discussed its benefits for alumni communications and student yield activities in more depth, and assured BOARS that UC can collect the information in a way that avoids pitfalls and enhances alumni engagement. BOARS expects to discuss the proposal again in the fall.

MATHEMATICS PREPARATION

- ***Letter on Geometry Requirement***

BOARS sent a [letter to campus admissions directors](#) clarifying UC's geometry requirement for the mathematics ("c") subject area requirement, the rationale for the requirement, and guidance on validation options. The letter notes that effective for fall 2015 admissions, UC freshman applicants are required to take geometry, or an integrated math sequence that includes sufficient geometry, to meet the area "c" requirement. Students may not validate the omission of geometry with a subsequent higher-level math course or a standardized test score, but may validate a deficient grade in geometry by completing at least the first semester of an advanced-level math course or a "challenge" exam administered at the student's high school. Campuses may also admit students without geometry through "Admissions by Exception." The changes to area "c" demonstrate the faculty's commitment to aligning UC's math preparation expectations with the goals and expectations of the state's K–12 Common Core State Standards.

- ***Statement on the Impact of Calculus on Admission to UC***

In April, BOARS released a [Statement](#) on the Impact of Calculus on Admission to UC. It addresses concerns from some parents of middle and high school students that California's Common Core math curriculum, in which calculus may no longer be the highest level of advanced mathematics that students complete in high school, will disadvantage their child in UC admissions. The Statement notes that UC does not require calculus and, in general, does not give it extra weight in admissions, although high school calculus can help students majoring in disciplines with highly sequential coursework such as engineering. It notes that UC looks favorably on a rigorous course load that may include calculus but that taking calculus too soon and performing poorly may hurt a student's admission prospects. It encourages interested students to consider other advanced math options such as statistics.

HONORS "A-G" POLICY REVISIONS

BOARS approved five revisions to the [guidelines](#) for UC-approved high school-created "a-g" honors courses eligible to receive a one-point GPA "bump." Four revisions relate to specific subject areas, and one relates to the general requirements for school-created honors courses. BOARS also approved revisions to the college-preparatory elective ("g") subject area guidelines to allow rigorous courses explicitly designed for the 9th and/or 10th grade level to be approved for area "g."

IMPLEMENTATION OF REDESIGNED SAT

BOARS approved implementation procedures for the redesigned SAT exam that was administered for the first time in March 2016 and is effective for fall 2017 admissions. The implementation areas include a transition plan requiring UC applicants from the high school class of 2020 onward to submit scores from the new SAT only; plans for converting new SAT scores into the UC Score used in the statewide index and the Admission by Examination pathway; and plans for using scores from the new SAT Writing & Language test to verify satisfaction of the area “b” requirement and the English proficiency of students who have enrolled in fewer than three years of high school in which the primary language of instruction was English.

PROPOSED CHANGES TO THE 2017–18 UC APPLICATION

BOARS endorsed modifications to the UC Application in two areas: (1) a redesign of the application interface to improve its usability and accessibility, and (2) changes to improve the quality of the information gathered in the application focused around personal statement prompts and other areas that provide students opportunities to define themselves.

CLEP AND ALTERNATIVE CREDITS

BOARS discussed a state request to review policies for granting credit for College Level Examination Program (CLEP) tests taken outside of UC prior to matriculation, with the goal of providing credit that will help students graduate from UC sooner. BOARS recommended that faculty content experts review a subset of the 33 CLEP exams to determine whether they meet expectations for a particular course across the UC system. Council later endorsed a plan for the evaluation of seven CLEP exams for possible UC credit by systemwide UC faculty committees. The Senate ended its consideration of CLEP after learning that the College Board was willing to provide faculty review teams full exams only in proctored, in-person sessions.

AP COMPUTER SCIENCE

BOARS approved the recommendations of UC faculty content experts charged with determining whether UC should award elective credit for scores of “3” or higher on the new AP Computer Science Principles exam.

AREA “C” REQUIREMENTS AND COMPONENTS

BOARS discussed the CSU Senate’s resolution *in Support of Requiring a Fourth Year of Mathematics/Quantitative Reasoning for Admission to CSU* and potential changes to UC’s mathematics (“c”) subject area requirement for freshman admission that would better support student preparation in math and alignment with the Common Core. BOARS reviewed admissions and demographic data on the UC applicants who do not take advanced math in high school indicating that while more than 95% of UC applicants took at least one advanced math course in high school, applicants with none or only one advanced math course were more likely to be Chicano/Latino or female. BOARS will monitor the progress of the CSU resolution next year.

AREA “D” AND THE NEXT GENERATION SCIENCE STANDARDS

UCOP identified representatives for a systemwide faculty advisory group, chaired by Vice Chair Sanchez, to review and propose revisions to BOARS, as needed, to UC’s laboratory science (“d”) subject area requirement to align with the state’s K–12 Next Generation Science Standards (NGSS). The revision will help signal UC’s expectations for how the NGSS will be implemented within the K–12 curriculum. The advisory group will begin meeting in summer 2016 via teleconference.

BERKELEY LETTERS OF RECOMMENDATION PILOT PROGRAM

BOARS discussed UC Berkeley’s Letters of Recommendation Pilot Program and the role of the Pilot in admissions outcomes. BOARS met by conference call in July to review an analysis of the Pilot from the Berkeley Office of Admissions, an independent analysis by a UCB professor, and a UCOP analysis of individual Berkeley and UCLA applicants who went through the admissions process at both campuses. BOARS was concerned about a finding that students from underrepresented backgrounds were less likely to request letters and submit letters to Berkeley, that applicants who submitted letters were admitted at a higher rate than students who did not, and that the diversity of Berkeley admits declined in 2016. BOARS asked to review additional data to help clarify the extent to which the Pilot may or may not have contributed to the decline in diversity. BOARS passed a recommendation that Berkeley continue the Pilot in its current form for a second year, and continue to limit the group of applicants from whom letters of recommendation are solicited and considered to those ranked as ‘Possible’ admits. Chair Aldredge asked Council to endorse the recommendation. However, Council voted to oppose both the continuation of the pilot project and the expansion of the pilot project to all applicants.

ADMISSION BY EXAMINATION

BOARS discussed the continued role and relevance of the Admission by Examination option for undergraduate admission described in [Senate Regulation 440](#) and on the [UC Admissions website](#). BOARS noted that the 2012 eligibility reform policy changed the Admission by Exam from a guaranteed admission pathway to an “entitled to review” pathway, guaranteeing a comprehensive review to applicants with a minimum qualifying UC Score. BOARS decided that although most campuses already give a comprehensive review to every application, and students eligible for the Examination pathway may ultimately be tagged Admission by Exception, the pathway has value to certain populations and should not be eliminated.

JOINT MEETING WITH THE UC ADMISSIONS DIRECTORS

BOARS hosted its annual half-day joint meeting with the campus Admissions Directors on June 24. BOARS and the directors discussed outcomes from the 2016–17 admissions cycle and the ELC-Only Pilot, the Compare Favorably policy, Admission by Examination, the geometry requirement for area “c,” strategies for expanding student diversity, and ways to increase communication between the Senate and Admissions.

BOARS SUBCOMMITTEES

The BOARS Chair charged two subcommittees with reporting to the parent committee about specific topics. The subcommittees met separately during a portion of several meetings in the fall and winter. One subcommittee, chaired by BOARS Vice Chair Sanchez, focused on the state’s

request to review policies for granting credit for courses and exams taken outside of UC prior to matriculation, including CLEP exams, and other Credit by Examination vehicles. Another subcommittee led by BOARS Chair Aldredge, considered BOARS' endorsement of the use of the Course Identification Numbering System at UC, as well as online courses that could potentially have C-ID numbers, as well as general standards for college-level online courses.

OTHER BUSINESS AND BRIEFINGS

Campus Reports: BOARS set aside a portion of each meeting for updates from faculty representatives on issues being discussed on their admissions committees and campuses. These briefings touched on a wide range of topics, including strategies for addressing the mandate to enroll 5,000 new resident undergraduates; how admissions policies can make finer distinctions between highly qualified applicants and increase diversity in a competitive admission environment; how to better identify and prevent fraud in international applications; local holistic review processes; and best practices for increasing diversity, including strategies for enhancing outreach to African American, American Indian, and undocumented students.

Admissions Cycle Outcomes: The Office of Admissions provided regular briefings on application, admissions, and SIR outcomes for freshman and transfer students from different demographic groups and residency categories.

Senate Leadership Briefings: The Academic Council Chair and Vice Chair attended a portion of each BOARS meeting to brief the committee on business from the Council and Board of Regents, the status of budget negotiations, proposed legislation affecting UC, and systemwide issues of particular interest to BOARS and of general interest to the faculty.

ICAS Statement of Competencies in the Natural Sciences: BOARS approved a *Statement of Competencies in the Natural Sciences Expected of Entering Freshmen*, drafted by the Intersegmental Committee of Academic Senates (ICAS) to update a 1988 ICAS statement to reflect the state's adoption of the Next Generation Science Standards for K–12.

Statement on Consultation: BOARS approved a statement affirming the value of systemwide discussions and consultations about changes being considered for admissions practices and policies at the individual campuses.

Student Policy Proposal: BOARS discussed a proposal from a UCD student arguing for a reduced focus by admissions committees on AP courses, tests, and scores to help address a lack of student diversity.

Budget and Enrollment Briefing: UCOP's Associate Vice President for Budget and Capital Resources briefed BOARS about the development of UC's 2015–16 budget and long-range enrollment plan, and its possible impacts on nonresident enrollment and tuition.

BOARS REPRESENTATION

BOARS Chair Ralph Aldredge represented the committee at meetings of the Academic Council, the Assembly of the Academic Senate, and the Intersegmental Committee of Academic Senates. Vice Chair Henry Sanchez represented BOARS on the Systemwide Strategic Admissions

Taskforce (SSAT), on a Task Force to review CSU’s mathematics/quantitative reasoning (Area B4) requirement, and at an all-campus meeting hosted by the UC Provost on the Innovative Learning Technology Initiative. Chair Aldredge and Vice Chair Sanchez represented BOARS at meetings of the transfer streamlining discipline groups for the UC Transfer Pathways initiative, and both attended the UC Articulation Conference focused on math education on March 2 at UC Davis.

ACKNOWLEDGEMENTS

BOARS collaborated closely with UCOP and benefited from regular consultations with Associate Vice President for Undergraduate Admissions Stephen Handel, Director of Undergraduate Admissions Michael Treviño, and Associate Director of Undergraduate Admissions Monica Lin, who updated BOARS about application, admissions, and SIR outcomes; transfer policies, initiatives, and legislation; community outreach; admissions messaging; feedback from counselor conferences; campus-based concerns; high school and “a-g” course certification issues; the UC Articulation Conferences; the Next Generation Science Standards; and other topics. Associate President Nina Robinson discussed the ELC pilot, budget audit, and legislative issues with BOARS. Senior Vice President for Public Affairs Julie Henderson and Assistant Vice President for Institutional Advancement Geoff O’Neill briefed BOARS on the UC application proposal. UC Deputy to the Chief Financial Officer for State Budget Relations Kiernan Flaherty and Associate Vice President for Budget and Capital Resources Debora Obley briefed BOARS on budget issues. BOARS also received valuable support and advice from Institutional Research Coordinator Tongshan Chang, who provided the committee with critical analyses and data related to the Report to the Regents, and the compare favorably analysis. BOARS also thanks Special Assistant for Systemwide Admissions Initiatives Lisa Garcia, Admissions Evaluation Coordinator Evera Spears, and Associate Director Han Mi Yoon-Wu for their contributions. Finally, BOARS appreciates the contributions of the faculty who attended meetings as alternates for regular committee members: Adrienne Lavine (LA), Richard Rhodes (B), Jingsong Zhang (R), and Ann Sakai (I).

Respectfully submitted,

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