

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
ANNUAL REPORT 2012-13**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2012-13 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 BOARS chair also charged two subcommittees – Data Analysis, and Articulation and Evaluation – with reporting to the parent committee about specific topics, and set aside one hour of each committee meeting for subcommittee break-out sessions. The major activities of BOARS and its subcommittees, and the issues they addressed this year are outlined briefly, as follows:

ADJUSTMENT TO THE STATEWIDE ADMISSIONS INDEX TO IDENTIFY TOP 9% OF CA PUBLIC HIGH SCHOOL GRADUATES

On the recommendation of BOARS, the Assembly of the Academic Senate [approved](#) a recalibration of the statewide admissions index for freshmen applicants, needed to more closely capture the percentage of California public high school graduates who are identified as being in the top 9% of their class as specified in [Regent's Policy 2103](#). The new index adjusts the minimum UC Score for each weighted GPA range of 3.0 and higher required to earn the statewide guarantee. The new index will take effect for students who apply in fall 2014 to ensure that there is time to inform students and high schools about the change. The recalibration does not alter the “9x9” policy or the target of 9% of public high school graduates who should receive a statewide guarantee.

BOARS first saw the need for the adjustment during the 2011-2012 academic year, after reviewing data indicating that close to 11% of public high school graduates had been identified for a statewide guarantee by the current index. Indeed, that year UC admitted 12.1% of public high school graduates who met one or both of the 9x9 guarantees, which grew to 14.9% after adding those admitted through ETR. BOARS developed the current index in 2009 on the basis of data available from the most recent California Postsecondary Education Commission (CPEC) Eligibility Study for the Class of 2007, which included the best statewide data available at the time, but was an incomplete measure in that CPEC's figures were based on only a sampling of CA high schools. BOARS believes that the new index much more accurately identifies 9% of public high school graduates, and will be monitoring outcomes in the future.

As noted below, however, BOARS is concerned about UC's ability to maintain its historic guarantee of referral admission over the long-term. As the capacity of the UC system to accept more students decreases, more significant adjustments to the index – or the overall admissions policy – may be necessary to maintain this promise to California residents.

TRANSFER ADMISSION

BOARS strongly supports the transfer path and is committed to policies that help clarify the transfer process for California Community College (CCC) students interested in UC and that

improve their preparation for UC-level work. BOARS is also concerned about the small decline in UC transfer applications and enrollments that occurred the past two years following increases the previous five years, and anticipates that UC may face new legislative requests or mandates to improve transfer rates in the next academic year, and will need to respond accordingly. BOARS' efforts in the area of transfer admission from the past year are summarized below.

- ***Implementation of the New Transfer Admissions Policy***

The new transfer admissions policy [approved](#) by the Senate in June 2012 will take effect in fall 2014. UC transfer applicants from CCCs will be entitled to a comprehensive admissions review (though not guaranteed admission) if they complete (1) an “SB 1440” Associate of Arts or Associate of Science Degree for Transfer from a CCC in the relevant major or (2) a UC Transfer Curriculum in the relevant major, with a minimum GPA set by each campus; or (3) the current pathway specified in [Senate Regulation 476 C](#). In January, BOARS requested reports from each campus on the progress they are making to implement the policy—namely, efforts by departments and programs to define lower-division transfer requirements or review existing requirements in light of the systemwide UC Transfer Preparation Paths and the relevant CSU/CCC Transfer Model Curricula, and to develop a UC Transfer Curriculum that identifies the appropriate lower division major preparation for that program.

- ***IGETC for STEM Majors***

Following a systemwide Senate review, the Academic Assembly [approved](#) BOARS' revisions to Senate Regulation 478 governing the Intersegmental General Education Transfer Curriculum (IGETC). The revision introduces a new “IGETC for STEM Majors” option in Section 478.D.2.b, and eliminates the existing “SciGETC” option in the current Section 478.B.2.b (2). The IGETC for STEM sequence is needed to implement the new transfer admissions policy, because IGETC for STEM Majors, unlike “partial IGETC,” will be a variant of IGETC and conform to the provision in SB 1440 mandating that the new Transfer AA/AS degrees from CCCs include IGETC or CSU Breadth. Under IGETC for STEM Majors, transfer student intending to enter STEM majors may complete up to three of the IGETC sequence courses within one year after transfer, but only in the areas of Arts and Humanities, Social and Behavioral Science, or Foreign Language, and at most one course may be completed in each area. The revision also makes clear that “partial IGETC” allows any transfer to complete up to two of the IGETC courses after transfer with the exception of English Composition, Critical Thinking, or Mathematics/ Quantitative Reasoning. In addition to SR 478, the Assembly approved changes to several other Senate regulations that fall into the category of “bookkeeping” primarily associated with the new freshman admissions policy.

ASSESSING NONRESIDENT ADMISSIONS

- ***“Compare Favorably” Reports***

In June 2011, BOARS adopted a [policy](#) that non-residents admitted to a campus must “compare favorably” to California residents admitted to that campus. BOARS later issued [evaluation procedures](#) for campuses to follow during the admission process. These procedures are meant to ensure that campuses meet the compare favorably standard. The “compare favorably” policy also asked each campus to report annually to BOARS on the extent to which they are meeting the standard. Campuses submitted their first reports to BOARS this year, for the 2012 admissions cycle. Campuses used a variety of approaches in their assessments, and all indicated that they are

meeting the standard. BOARS reviewed data indicating that no single factor determines admission for either residents or nonresidents, but on average admitted nonresidents score higher on the academic index than admitted residents. BOARS recognizes the difficulty and complexity of making a true comparison between residents and nonresidents, as campuses do not have the same local context and achievement information for both applicant groups. As such, BOARS will not prescribe measures for how campuses must perform the assessment, but has suggested that in the future campuses may want to consider traditional academic indicators, to describe how they use comprehensive review to meet the standard, or to look for evidence of success after admission to UC. In any case, BOARS expects campuses to meet resident targets that sum to UC's Master Plan obligation, and to enroll non-residents on top of those targets according to the availability of space and the "compare favorably" rule.

- ***Campus Requirements and Procedures for Assessing Non-native English Speakers***

As campuses make plans to increase international student enrollments, they want to ensure that the students they admit have sufficient English skills to succeed academically and adjust to life on campus. BOARS reviewed individual campus requirements and procedures for the admission of non-native English speakers, including how campuses use scores from standardized tests such as the Test of English as a Foreign Language (TOEFL) to assess English proficiency. BOARS also reviewed data about the effect of the TOEFL score in the admission decision, its relative power in predicting 1st/ 2nd year persistence and UC GPA, and the extent to which the TOEFL exam and/or the minimum TOEFL score of 80 currently used by campuses are effectively assessing English language skills. In general, the analysis found that higher TOEFL scores correlate with higher UC GPAs, and students with TOEFL scores of 85 or above are more likely to earn a cumulative UC GPA of 3.0 or higher after their first or second year than are students who did not need to submit TOEFL scores. BOARS did not arrive at a definitive conclusion about the TOEFL, but expressed interest in studying the issue further toward a possible policy recommendation.

MATHEMATICS PREPARATION

- ***Transferable Quantitative Courses***

BOARS discussed several options for revising the Transferrable Course Agreement (TCA) Guidelines to clarify the faculty's expectations for the math competency of UC transfer students and the content of courses that fulfill the quantitative requirement for transfer admission. Community College faculty had asked UC to take a more explicit stance on UC policy requiring transfers to complete a one-semester quantitative reasoning (mathematics or statistics) course with Intermediate Algebra "or its equivalent" as a pre-requisite, in the context of alternative pathways to and through transferable math and statistics courses designed to help non-STEM majors who struggle with Intermediate Algebra to successfully complete a transferable course that fulfills the quantitative reasoning requirement. After extensive discussion at several meetings, BOARS voted unanimously in favor of maintaining the requirement for an intermediate algebra pre-requisite, but replaced the qualifier "or its equivalent" with a statement defining the prerequisite in terms of the Common Core State Standards for Mathematics. In July, BOARS approved a [Statement on Basic Math for All Admitted UC Students](#), which discusses the rationale for the decision in greater depth.

- ***Statement on High School Mathematics Curriculum Development under the Common Core State Standards***

BOARS recognized that the new Common Core State Standards for Mathematics (CCSSM) will require high schools to change their math curriculum substantially. In April, the committee approved a [statement](#) declaring its support for schools during the transition and reinforcing BOARS' support for both the traditional math sequence (Algebra, Geometry, Intermediate Algebra) and an integrated sequence as pathways to fulfill area "c." Both pathways are described in a [curricular framework](#) that accompanies the Standards themselves.

UNDERGRADUATE FINANCIAL AID FUNDING OPTIONS

BOARS reviewed a set of options from UCOP for modifying UC's student financial aid funding and allocation methodology. Although BOARS did not vote to endorse any one option, the committee expressed strong support for a policy-driven approach to financial aid that will allow UC to continue meeting its goal of providing financial accessibility to all admitted students regardless of income and its commitment to educating a high percentage of low-income and first generation students. BOARS also supported the development of an alternative needs analysis formula that will provide a more accurate view of parental resources than the current federal formula, and a new systemwide corporate fundraising effort to supplement UC's grant commitment. BOARS expressed reservations about the cost of implementing a so-called "Blue and Gold Light" program that would extend a version of the Blue and Gold Opportunity Plan further into the middle class.

REBENCHING AND ENROLLMENT MANAGEMENT

BOARS submitted views to the Academic Council in November about the [budget rebenching project](#). BOARS noted the financial incentive campuses have under the new Funding Streams budget model to enroll non-residents, and, potentially, to under-enroll residents. BOARS felt it would be critical for UC to establish an enrollment management process that sets enforceable resident enrollment targets to ensure UC meets its Master Plan obligations to California residents. In May, UCOP briefed BOARS on the campuses' fall 2013 enrollment targets for freshmen, transfers, and nonresidents; UCOP's efforts to work with the campuses to set long-range enrollment plans; and its efforts to negotiate an overall enrollment target with the state that is consistent with state funding, capital and human resources, and UC's Master Plan obligation. BOARS will continue to monitor the development of the long-range enrollment plan to ensure these goals are met.

FUTURE OF THE REFERRAL GUARANTEE

BOARS grew increasingly concerned about the future of the referral process after UC Merced, currently the only campus accepting students from the referral pool, indicated that it will no longer be able to accommodate all referral students as soon as next year. BOARS is concerned that in the near future, UC may get to the point where there is no campus with available spaces in order to meet the Regent's policy that students who are eligible statewide or through ELC and "who are not admitted to any campus where they apply will be offered admission at a UC campus with available space." BOARS is aware that referral, which has been treated as an implicit guarantee since until now space has always been available at least at one campus, has symbolic importance to many Californians and practical importance to those who enroll at UC through this route, and considers its potential abandonment to be a serious matter. BOARS believes it will be important for all stakeholders, including the new UC president, to consider the meaning and importance of the referral option, the effect of its elimination, and possible solutions for preserving it. A short-term fix will not be sufficient to solve the problem. BOARS

notes that the issues are complex and politically sensitive. Although the state is not funding enrollment and capital facilities growth at a level needed to sustain resident access in proportion to population growth and demand, and UC policy is clear that the “9x9” guarantee is valid only to the extent that space is available, not everyone agrees that we are at the point that all campuses are at capacity.

ONLINE EDUCATION

BOARS discussed how UC admissions may be affected by new online education initiatives, including UC’s Innovative Learning Technology Initiative (ILTI) and the emergence of Massive Open Online Courses (MOOCs). Chair Johnson and Vice Chair Aldredge attended a systemwide working meeting hosted by the UC Provost in April to discuss UC’s goals for online education and the use of funding set aside in the Governor’s budget for the development of online educational technologies for matriculated undergraduates. UCOE Interim Director Keith Williams attended one BOARS meeting to brief the committee on the development of the ILTI and the UC Online Education program. BOARS felt the online format could make sense for large enrollment introductory gateway courses and could give more students access to less commonly taught subjects, but also expressed concern about the quality and integrity of online courses, the level of instructor contact a student enjoys in an online course compared to a traditional course, and the relevance of the online model to disciplines such as the health sciences.

ASSESSING FRESHMAN ADMISSIONS OUTCOMES FOR REPORT TO THE REGENTS

To complete the thorough analysis required for a scheduled report to the Regents about the new freshman eligibility reform policy, BOARS worked with the Office of Admissions and Office of Institutional Research to evaluate data about student cohorts who applied to UC, were admitted, and who submitted Statements of Intent to Register (SIRs) for fall 2013, in an attempt to capture any changes resulting from the new policy and to ensure that it is working as the Senate intended and expected.

BOARS reviewed systemwide and campus-specific admissions data for various student cohorts, and compared fall 2012 and 2013 outcomes to the past for such indicators as GPA and SAT score, residency status, ethnicity, First Generation College status, and high school API ranking. BOARS paid particularly close attention to data on applicants and admitted students from the expanded Eligibility in the Local Context (ELC) pool and the new Entitled to Review (ETR) pool. Late in the year, to complement the admissions data, the BOARS chair requested an analysis of the success of students admitted under the policy in 2012 as measured by first-term UC GPA, persistence, and probation status (GPA < 2.00) by admissions path (ELC-eligible, statewide-eligible, and ETR).

Although BOARS found evidence that the new policy is meeting the faculty’s original goals of removing unnecessary admissions barriers, broadening access to California students, and maintaining academic quality, BOARS also found reason for concern in the poorer overall probation and persistence outcomes for students admitted to UC through the ELC and ETR paths. BOARS intends to study in more depth the extent to which these outcomes are unusual or statistically significant in the context of differences normally observed from year to year among various categories of students. The report BOARS plans to submit to the Regents in fall 2013 will discuss these outcomes and observations in detail.

JOINT MEETINGS

- ***February 1 Meeting with Legislative Staff in Sacramento***

In February, BOARS hosted a half-day joint meeting with staff members from the legislature and Governor's office at the UC Center in Sacramento to discuss current topics in freshman and transfer admissions; the effect of holistic review and the new eligibility criteria on admissions outcomes; nonresident admission; UC's commitment to the transfer path; the Master Plan for Higher Education; UC's continuing capacity and ability to maintain the referral guarantee; and the prospects for a new bill to develop accountability measures for the State's higher education segments. The joint meeting generated positive feedback. BOARS members and their legislative guests appreciated the opportunity to engage on issues that are so visible and important to the California public.

- ***May 3 Meeting with the CSU Admission Advisory Council***

BOARS and the California State University Admission Advisory Council held their bi-annual half-day joint meeting in Oakland on May 3. BOARS and the AAC discussed recent freshman and transfer application and admission outcomes for UC and CSU, efforts to improve the transfer path, including Senate Bill 1440 (Associate Degrees for Transfer) and UC's new transfer admission policy; how the segments might collaborate to encourage Career Technical Education teachers to integrate appropriate academic content into their courses to meet 'a-g'; the impact of the Common Core and Smarter Balanced Assessment on the higher education segments; and strategies for enhancing the advising information provided to prospective and continuing students

- ***June 28 Meeting with the UC Admissions Directors***

BOARS and the UC campus admissions directors held their annual half-day joint meeting at UCOP in Oakland in June. BOARS and the directors discussed the ongoing transition to the new admissions policy, outcomes from the new policy, views and concerns about the implementation plan for the new transfer admissions policy, non-resident enrollment, score sharing, financial challenges, and recruitment and outreach efforts of residents and non-residents, and future options for meeting the referral guarantee.

BOARS ARTICULATION AND EVALUATION (A&E) SUBCOMMITTEE

The A&E Subcommittee (*Ralph Aldredge (chair), Monica Lin, Henry Sanchez, John Park, June Gordon, Daniel Widener, and Angela Arunarsirakul*) was charged with reviewing issues around high school preparation, the "a-g" requirements, and selected courses submitted for "a-g" approval where faculty input is required. The Subcommittee met monthly during regular BOARS meetings and held additional conference calls to conduct business. It provided valuable input into a UCOP project to convene working groups of faculty from across the system to review and clarify the evaluation criteria for high school courses that satisfy the 'a-f' subject requirements for freshman admission.

BOARS DATA ANALYSIS SUBCOMMITTEE

The Data Analysis Subcommittee (*George Johnson (chair), Michael Treviño, Lynn Huntsinger, Patrick Farrell, Dorothy Wiley, Michael Beman, Mindy Marks, Lee Bardwell, and Lilia Meltzer*) met monthly during regular BOARS meetings. It led the effort to review options for adjusting the statewide admissions index to align UC admissions outcomes and the guarantee pool with

Master Plan expectations, and related projected outcomes and effects on different populations of students.

RESPONDING TO LEGISLATION

On behalf of BOARS, Chair Johnson sent the Academic Senate legislative analyst views on several proposed state bills, including [AB 1025](#), requiring the higher education segments to accept College Level Examination Program (CLEP) tests for unit credit; [AB 181](#), instituting a pilot program to allow high school graduates to earn a three-year baccalaureate degree at UC for no more than \$20,000; [SB 524](#), establishing a Pathways Curriculum Task Force to develop a voluntary curriculum that K-12 could use to inform students about higher education opportunities in CA; [SB 520](#), establishing a process through which UC students who are unable to enroll in classes they need to graduate could gain credit for courses taken through for-profit third-party providers of MOOCs and [SB 547](#), requiring the segments to develop or identify high demand lower division online courses that are transferable under IGETC.

OTHER BUSINESS AND BRIEFINGS

- **Proposal to Adopt an Earlier Application Opening Date:** BOARS supported a recommendation made by the Systemwide Strategic Admissions Taskforce (SSAT) to move up the opening of the UC application from October 1 to August 1, beginning in fall 2014 for the fall 2015 application cycle. The Academic Council distributed the proposal to Senate divisions for feedback.
- **SWANA Campaign:** Vice President Sakaki briefed BOARS on a student-led initiative to add a “Southwest Asian and North African” (SWANA) checkbox with 34 ethnic subcategories to the UC application. BOARS supported the effort as a way to enhance students’ right to self-identify and sense of social belonging, and also allow UC to gather more diversity data.
- **Treatment of Magnet Schools in the ELC Program:** BOARS discussed the characteristics of “magnet” high schools and programs in the context of UCOP’s practice of calculating separate 9% benchmark GPAs and ELC cutoffs for individual magnet programs that operate within high schools.
- **Universitylink:** BOARS discussed Universitylink, a proposed UCSD program that would give admission preference to low-income transfer students at nine San Diego area community colleges who fulfill specific academic requirements. BOARS discussed the proposal in the context of its [2004 decision](#) that campuses should not interpret “selection criterion #14” as allowing a preference for freshmen applicants based on their geographic proximity to a campus. That decision did not specifically address such preferences for transfers. Some campuses were opposed to some elements of the proposal and BOARS was unable to arrive at a consensus view about Universitylink before the end of the year.
- **Smarter Balanced Assessment Consortium (SBAC):** Associate Director Monica Lin briefed BOARS on the Smarter Balanced Consortium, a multi-state effort to develop an assessment system for testing college and career readiness in English language arts and math that is aligned with the Common Core State Standards.
- **Course Validation Options:** BOARS discussed validation options for a deficient grade in high school Geometry required for the area ‘c’ pattern, and whether a deficient grade might be validated with a standardized examination score in addition to a subsequent advanced

math course. BOARS recommended that the validation options for all “a-g” areas be revisited and/or clarified in the near future.

BOARS REPRESENTATION

BOARS Chair George Johnson represented the committee at meetings of the Academic Council, the Academic Assembly, and the Admissions Strategic Operations Steering Committee. He also attended meetings of the Intersegmental Committee of Academic Senates (ICAS) to discuss issues of shared concern to the UC, CSU, and California Community College faculty. Chair Johnson attended a meeting at UCOP with the vice president of the College Board to discuss the Board’s plans to redesign the SAT. He and other UC faculty and administrators represented UC at an intersegmental meeting in Sacramento that discussed implementation of the new Smarter Balanced Assessment system.

ACKNOWLEDGEMENTS

BOARS collaborated closely with the systemwide Office of Admissions and benefited from regular consultations with Director of Undergraduate Admissions Michael Treviño, who updated BOARS about application, admission, SIR, and enrollment data for freshmen, transfers, and non-residents; UC’s admissions messaging; campus-based concerns; and other issues. Director Treviño also worked closely with the Data Analysis Subcommittee. Associate Director Monica Lin attended each meeting to brief BOARS on high school ‘a-g’ course certification issues, the UC Curriculum Integration Institutes, Smarter Balanced Assessment Consortium, and other topics. She also worked closely with the A&E Subcommittee. Associate Director Shawn Brick attended each meeting to discuss transfer policies, initiatives, and legislation; feedback from counselor conferences; and efforts to update the ASSIST website. BOARS also received valuable support and advice from Vice President for Student Affairs Judy Sakaki; Tongshan Chang from the Department of Institutional Research, who provided the committee with critical analyses; High School Articulation Coordinator Nina Costales, who worked with the Articulation & Evaluation Subcommittee; and Special Assistant to the Executive Vice President Kate Jeffery and Director of Student Financial Support David Alcocer, who briefed the committee about the financial aid options. Thanks also to the faculty who attended meetings as alternates for regular committee members: Belinda Campos (UCI), Robert Gurval (UCLA), Richard Rhodes (UCB), and Rena Zieve (D).

Respectfully submitted,

George Johnson, Chair (B)	June Gordon (SC)
Ralph Aldredge, Vice Chair (D)	Patrick Farrell (D)
John Park (SB)	Daniel Widener (SD)
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Michael Beman (M)	Angela Arunarsirakul, Undergraduate (LA)
Henry Sanchez (SF)	Robert Powell, <i>ex officio</i>
Steven Clark (R)	William Jacob, <i>ex officio</i>
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