

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)  
ANNUAL REPORT 2009-10**

**TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2009-10 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. In addition, BOARS has three subcommittees – Admissions Testing, Articulation and Evaluation, and Statistical Analysis – charged with reporting to the parent committee. The major activities of BOARS and its subcommittees, and the issues they addressed this year are outlined briefly, as follows:

**REPORT TO THE BOARD OF REGENTS ON ADMISSIONS TESTING**

Over the last three years, BOARS and its Testing Subcommittee have consulted the College Board, ACT Inc., and various testing experts to assess the degree to which the new SAT Reasoning Test (SAT-R) and ACT with Writing align with BOARS' January 2002 Testing Principles. In December, BOARS sent its final report, [Admissions Tests and UC Principles for Admissions Testing](#), to the Academic Council for review.

The report finds that while no national test currently satisfies all of BOARS' Testing Principles, the ACT with Writing and SAT-R tests comport better with them than the previously required tests. Moreover, the use of high school GPA with the tests increases predictive power of first year grades at UC. The report asks the Regents to remove the provisional status of the SAT-R, and recommends that UC prefer curriculum-based tests like the ACT, which are scored by achievement standards, and that UC signal this preference to applicants to help increase the number of California high school students who take the ACT. The report also articulates the role of UC's testing pattern in the new admissions reform policy and provides further rationale for the elimination of the Subject Test requirement in the policy. It identifies possible new policy paths for BOARS and UC to explore in the future to diminish reliance on standardized tests, including the adoption of a test optional policy; alternate ways of determining the 12.5% Master Plan target; and a possible curriculum-based California state-wide test that could satisfy curriculum standards and college eligibility. It recommends that BOARS continue to study and monitor the use of tests in UC admissions, revise its Testing Principles, and analyze four-year outcomes after the first cohort of students that submitted the new core tests graduates in 2010-11. Council approved the report for transmittal to the Regents.

**REPORT TO THE BOARD OF REGENTS ON COMPREHENSIVE REVIEW**

BOARS worked with the Office of the President and admissions committees at the nine undergraduate campuses to analyze Comprehensive Review (CR) policies, practices, and outcomes between 2003 and 2009 to determine the impact of each campus' application of the criteria on the pool of applicants and admitted students. BOARS completed its final report, entitled [Comprehensive Review in Freshman Admissions at the University of California, 2003-2009](#), in May. The Academic Council endorsed the report and its findings at its May 26 meeting, and BOARS Chair Hurtado presented it to the Board of Regents in July.

The report documents CR outcomes between 2003 and 2009, including academic indicators that show increases in academic quality and a wide range of demographic indicators that show changes in diversity. It details the evolution of CR processes between 2003 and 2009, including advances campuses have made in evaluating students in the context of opportunity; in

ensuring the quality, integrity, and efficiency of the review process; and in the use of readers. It discusses challenges ahead for the CR process, including the need to enhance efficiency but preserve quality in an era of budget reductions; the importance of maintaining access and affordability for residents; and the need to communicate with students about preparing for competitive admissions under the new admissions policy taking effect in 2012. Finally, it offers a number of recommendations to campuses for refining processes to meet the Guidelines for Comprehensive Review and several new principles for the use of criteria. The report asks campuses to collect more contextual information that will help identify academic and leadership promise and to place a higher value on ELC status. It notes that BOARS will work to ensure that no group, including the ELC 9%, is disproportionately represented in the referral pool or at a particular campus.

BOARS also spent a great deal of time internally and in discussions with UCOP on disparate impact in admissions and also took special note of disparate impact in the CR report and its recommendations.

### **RECOMMENDATIONS TO PRESIDENT YUDOF ABOUT COMPREHENSIVE REVIEW AND HOLISTIC ADMISSIONS**

In March, President Yudof wrote to Senate Chair Powell and BOARS Chair Hurtado asking the Senate to consider policy revisions that would require campuses to adopt more consistent admissions processes, including best practices based in “holistic” review on the most selective campuses. President Yudof also joined the April BOARS meeting to ask BOARS to recommend a resolution about comprehensive or holistic review that will help project the new eligibility policy forward and increase the proportion of underrepresented groups on UC campuses.

BOARS sent its response to the President in June. The committee recommended that all selective campuses give serious consideration to using a holistic process, while noting that there are a variety of best practices that have helped campuses improve academic indicators and admit a more diverse student body. BOARS also recommended that as campuses become more selective they implement individualized review of all applicants and a more systematic evaluation of achievement in the context of opportunity with the help of electronic data on students’ schools, personal circumstances, and performance relative to the student’s peers. Finally, beginning in 2011, all campuses should receive the UCB and UCLA holistic review scores and devise a plan to generate a holistic score for the remaining 28% of applicants who do not apply to either UCB or UCLA to use at their discretion. For 2012 and beyond, campuses should explore the use of a common rating system based on a shared read of all files.

### **ADMISSIONS REFORM AND ITS DIVERSITY IMPACT**

In January, the Academic Council endorsed a [memo](#) from BOARS responding to external groups worried about the potential impact of the admissions reform policy on diversity and the ability of their communities and constituencies to obtain a UC education. The memo addressed the specific issues raised by the groups, clarified BOARS’ intentions and goals, and articulated the committee’s perspective about the impact of the policy on fairness, access, and diversity.

The controversy arose after a set of simulations projected small declines in the admission of some underrepresented groups, and small increases in white student admits under the new policy. The simulations in question were one of several conducted the UC Office of Institutional Research (OIR), and BOARS undertook a reanalysis with OIR using more realistic projections of applicants. In developing the policy, BOARS analyzed many indicators projecting potential shifts in the applicant and admit pool using different assumptions and methods. All are highly speculative and the last set of analyses project more race-neutral outcomes. It is difficult to

predict admissions outcomes accurately, because projections are based on hypothetical variables, including applicant and campus behavior that include a high margin of error. Many other factors affect admissions outcomes, including constraints on enrollment and applicant behavior during an economic low.

UC and Senate leaders met with community groups, legislators, legislative staff, school counselors, and students, to discuss the simulations and explain the goals and intent of the policy. On February 2, BOARS Chair Hurtado and Senate Chair Powell testified at a hearing of the Joint Commission on the Master Plan for Higher Education. The next day, former BOARS chairs, current BOARS members, and UC's State Government Relations director met with staff from the education committees and ethnic caucuses of the California legislature to discuss the new policy. In March, BOARS sent responses to questions posed by a California Assembly member regarding the new policy. UC faculty also met with Los Angeles NAACP and Urban League representatives, UCLA Black Alumni leaders, the Asian American Pacific Legal Center, and other community organizations to discuss the admission record of African American students.

BOARS remains confident that the policy will improve the fairness of the admissions process and increase access to a UC education by giving more college-going California students an opportunity to have their accomplishments reviewed in the context of opportunities available to them and by removing discouraging barriers. It will make more of the best students available to UC and allow campuses to select from among them using comprehensive review, extending the opportunity of a UC education to many students who historically have not attended UC.

#### **PREPARING FOR THE NEW ADMISSIONS POLICY**

Subject Test Guidelines for 2012 and Beyond: In 2009, BOARS established guidelines for the use of SAT Subject tests in admission review after the tests become optional in 2012. Campuses may continue to recommend particular subject tests for admission to schools and majors, no student should be penalized in the admissions process for failing to take those tests. Chair Hurtado asked BOARS members to determine, with the assistance of local admissions committees, which subject test, if any, campuses will recommend for specific schools/majors. The information will appear on the *Preparing for Future Admission* website to help students and schools prepare for the policy changes.

Comprehensive Review Policies: BOARS noted that with the passage of the admissions reform policy, all campuses will have to become more selective and expand the use of comprehensive review as part of their selection processes.

Modifications to the Freshman Admissions Guidelines: BOARS reviewed several proposed modifications to the Guidelines for Implementation of University Policy on Undergraduate Admissions

Meetings with Admissions Committees: Chair Hurtado met with several admission committees over the course of the year to discuss their comprehensive review processes (UCSC, UCR) and the potential adoption of a single-score holistic review process (UCI and UCSD).

#### **SYSTEMWIDE REVIEW OF PROPOSAL TO EXPAND THE AREA (D) LABORATORY SCIENCE ADMISSION REQUIREMENT TO INCLUDE EARTH, ENVIRONMENTAL, AND SPACE SCIENCES**

In consultation with the Academic Council, BOARS assembled a packet of background documents to help facilitate the systemwide Senate review of a proposal to expand UC's Laboratory Science ('d') admissions requirement to include earth, environmental and space

sciences (EESS). These included materials sent by EESS lobbying groups, BOARS' recommendations against the change, and a survey of UC Science, Mathematics, and Engineering chairs, conducted by the UCLA Higher Education Research Institute, regarding the importance of key high school courses to preparation for their introductory courses. In June, Council voted unanimously against expanding the Area 'd' language to include EESS, but also voted to direct BOARS to consider expanding language in the Senate regulations to include a description of alternative integrative approaches in meeting the laboratory science requirements. In July, BOARS responded to Council, unanimously opposing any changes to Senate Regulations. BOARS will continue to examine ways of clarifying the eligibility of interdisciplinary science courses as an admission pathway for 'area d'. In addition, BOARS will explore the development of curriculum workshops for high school teachers to improve EESS courses to become acceptable as college-ready courses for UC.

### **DIFFERENTIAL FEES AND NON-RESIDENT TUITION**

In December, BOARS discussed a UCOP proposal to implement differential fees for upper-division engineering and business majors, and a suggestion from the University Committee on Planning and Budget (UCPB) that BOARS examine the proposal's specific potential impact on student access. BOARS expressed strong opposition to UCOP's proposal, noting that differential fees are inconsistent with UC's public mission; they would be difficult to implement effectively or provide sufficient funding as proposed; they would not directly benefit business and engineering students or departments; they could distort student choice and academic planning and reduce access for low-income and first-generation college students; and could open the door to the expansion beyond business and engineering. In response to UCPB's request, BOARS looked at the characteristics of engineering and business majors.

BOARS also responded to UCPB's Position Paper on Differential Fees and Non-Resident Tuition. BOARS supported increasing enrollment of non-resident undergraduates insofar as UC can maintain its Master Plan commitment to residents and in the context of appropriate enrollment funding from the state. BOARS opposed differential campus fees and noted that the policy allowing campuses to keep non-resident tuition (NRT) revenues could lead to unfair revenue differentials, as campuses vary in their ability to attract non-residents. BOARS expressed support for a limited amount of NRT revenue pooling to benefit instruction and non-resident recruitment at campuses generating less NRT revenue, as well as support for a specific cap on non-resident enrollment to limit the increase of funding inequalities between campuses.

### **CAREER TECHNICAL EDUCATION**

BOARS discussed the Department of Education's goal that UC advance Career Technical Education (CTE) in California high schools by approving 10,000 academically rigorous CTE courses in fulfillment of the 'a-g' subject requirements for undergraduate admissions by the end of 2011-12. BOARS Vice Chair Bill Jacob drafted a document outlining BOARS' perspective on CTE and expressing support for *Multiple Pathways* movement, which offers college and career pathways simultaneously. Vice Chair Jacob also worked with the UC Office of Admissions on a CTE task force, which was formed at the request of President Yudof after he met with CA Senate President pro Tem Darrell Steinberg, who asked UC to develop ten new CTE courses in math and science within one year. The Task force recommended approaches to be fleshed out at UC Curriculum Integration Institutes (funded by a grant from the California Department of Education) the first of which met at UCLA in May to develop rigorous CTE courses integrating mathematics curricula with the finance, business, and media arts industries. Four new CTE and math courses were developed at the institute and are moving toward area (c) approval. Two

more institutes are planned for 2010-11, the first on English Language Arts and CTE, and the second with a likely science focus.

A second outgrowth of the CTE work was a recommended a-g policy change that allows for approval of blended courses. For example, a two-year course might provide a student one year area (c) and one year area (g) for CTE when both years are completed. BOARS approved this policy change at its June meeting and some of the new Curriculum Institute math courses will take advantage of this change.

#### **UNDERSTANDING AND IMPROVING THE TRANSFER ADMISSION PATH**

BOARS discussed the California legislature's request for UC and CSU to accept more Community College transfer students and to make the transfer and course articulation process more efficient and effective. Chair Hurtado represented BOARS on the Intersegmental Committee of Academic Senates, which discussed the development of an intersegmental common course numbering system for lower division major preparation courses, challenges related to increasing the alignment of general education and lower division transfer preparation requirements, and related legislation.

The Academic Council endorsed a BOARS suggestion that a working group of BOARS, UCEP, and UCOPE members explore the possibility that UC recognize the CSU "General Education Breadth" pattern, which would benefit prospective Community College transfers who could choose between IGETC and CSU's Breadth knowing they would be prepared for either institution. The working group will convene in 2010-11.

#### **BOARS ARTICULATION AND EVALUATION (A&E) SUBCOMMITTEE**

The A&E Subcommittee, chaired by BOARS Vice Chair William Jacob, and joined by Juan Poblete (UCSC) and George Johnson (UCB), was charged with reviewing issues dealing with high school preparation and the 'a-g' requirements. The Subcommittee met in December and in February (conference calls) to consider applications from on-line providers for a-g courses as well as selected courses submitted for a-g approval where faculty input is required. The subcommittee also discussed a variety of issues, among them changes in the Community College algebra course, online Community College courses, a common CSU-UC Lower Division General Education Pattern, transfer credit for military service, implementation of the 'c' and 'd' requirement, the ICAS Science Competency Statement, UC's Honors Grade Point Policy, and the English ('b') requirement. The Academic Council endorsed the subcommittee's request that an Area 'b' Task Force be convened to examine the English criteria descriptions in the UC Freshman admissions requirements. The Task Force will meet during the 2010-2011 year.

#### **UC COMMISSION ON THE FUTURE**

BOARS submitted responses to the first and second set of UC Commission on the Future recommendations. Chair Hurtado was a member of the Commission's Access and Affordability Working Group.

#### **THE AMERICAN DIPLOMA PROJECT AND THE EARLY ASSESSMENT PROGRAM**

Five UC representatives, including BOARS Vice Chair Bill Jacob and Admissions Director Susan Wilbur, attended the October meeting of Achieve Inc.'s [American Diploma Project](#), which is trying to bring states together to define standards for college and career readiness. In October, Provost Pitts joined BOARS to discuss concerns about a push to make CSU's Early Assessment Program the statewide standard of college readiness in California, require it of all high school 11<sup>th</sup> graders, and incorporate it into the state accountability model. Academic Council supported

BOARS' memo of concern about Achieve's proposal to use the CSU Early Assessment Program (EAP) test as a universal indicator of "college readiness" in California in the absence of consideration of issues of curriculum and instruction in earlier grades. The memo also noted that BOARS could not support the description of the EAP as a "college readiness exam" until it sees additional information and analysis of EAP in relation to current placement and student outcomes at UC.

#### **APPLICATION FEE REVENUE DISTRIBUTION**

BOARS expressed concern about one detail of a plan to change the way UCOP is funded, specifically a proposal to return all application fee revenue generated by a campus to that campus, with a tag to identify it as fee revenue. There was concern that because some UC campuses are more likely to receive applications from students who qualify for an application fee waiver, the new funding model could create an inequitable allocation of fee revenue across campuses. As a result of these concerns, UC leaders agreed that fee revenue would be distributed to campuses based on number of applications received, regardless of the number of fee waivers granted to students applying to a particular campus.

#### **JOINT MEETING WITH THE UC ADMISSIONS DIRECTORS**

In July, BOARS hosted its annual half-day meeting with the UC admissions directors. BOARS and the admissions directors discussed topics of shared interest, including the transition to the 2012 admissions policy, the need to strengthen Comprehensive Review policies and procedures on all campuses, the letter to the President on holistic review; the status of the Shared Review project, the impact of proposed changes to application fee distribution policy; best practices for faculty involvement in admissions policy and the selection process; and opportunities for score sharing and other commonalities across campuses.

#### **OTHER PRESENTATIONS**

Regent Eddie Island joined BOARS in July. He challenged BOARS to reaffirm its commitment to diversity and inclusion and to think creatively about new solutions. First, Regent Island asserted that the referral system is unfair to students of color and that UC should end the referral system or develop a mechanism to distribute referral students more broadly across the campuses. Second, he argued that UC should establish clearer metrics, benchmarks, and timetables to define success for diversity and inclusion. Finally, he stated that there is a perception that UC's definition of merit allows some communities to have greater access than others. UC should think about a new definition of merit that weighs traditional academic measures and achievement in context more equally. He said diversity is important not only because it is fair, but also because it enables UC to attract the best and brightest. UC cannot fully achieve quality without diversity.

#### **OTHER REPORTS AND RECOMMENDATIONS**

BOARS also issued formal views or letters on the following:

- *UCEP's Request to Rescind [SR 764](#) (November 2009)*
- *Adoption of the ICAS Statement on Competencies in Mathematics Expected of Entering College Students (November 2009)*
- *Opposition to the decision to defund the UC [StatFinder](#) website (January 2010)*
- *Proposed Addition to CTE Discussion in the a-g Guide (June 2010)*
- *Response to AB 2047 (March 2010, Submitted by Chair Hurtado and Vice Chair Jacob)*

## **BOARS REPRESENTATION**

BOARS Chair Hurtado represented the committee at meetings of the Academic Council, Academic Assembly, Admissions Processing Task Force, the Intersegmental Committee of Academic Senates, and the Commission on the Future Access and Affordability Working Group.

## **CONSULTATION WITH UCOP AND ACKNOWLEDGEMENTS**

BOARS benefited from regular consultation with Admissions Director Susan Wilbur and Vice President for Student Affairs Judy Sakaki, who provided regular updates about application, admission, and SIR outcomes, efforts to help schools develop rigorous CTE courses, transfer initiatives and legislation, and the ‘a-g’ certification process. Deputy Director of Institutional Research Samuel Agronow and Institutional Research Coordinator Tongshan Chang provided BOARS with ETR simulations and statistics related to applicant, admit, enrollment, persistence, graduation, and time to degree for the Comprehensive Review report. External Affairs Director Nina Robinson helped with the Comprehensive Review report and was consulted on many issues, and Associate Admissions Director Don Daves-Rougeaux provided insight into the high school course articulation process and the UC Curriculum Integration Institute.

Thanks also to the faculty who served as alternates for regular committee members: Darnell Hunt and Meredith Philips (UCLA); John Whiteley (UCI); Vivian-Lee Nyitray (UCR); and Patricia Robertson (UCSF).

Respectfully submitted,

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