

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS) ANNUAL REPORT 2017-18

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met eleven times in Academic Year 2017-18 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*](#), submitted in late March, discusses freshman and transfer application, admission, and enrollee outcomes under comprehensive review for the years 2012–2017; first-year UC performance outcomes for students who entered UC in fall 2016; efforts by BOARS to enhance the transfer admission path and to ensure that admitted nonresidents compare favorably to California residents; diversity outcomes; a summary of each UC campus's comprehensive review process; and challenges associated with the future of the referral guarantee. The report notes BOARS' concern that annually increasing enrollment expectations from the state, absent funding for additional academic facilities, could have deleterious educational outcomes in the long run.

AUGMENTED REVIEW AND LETTERS OF RECOMMENDATION

- ***Policy on Augmented Review in Undergraduate Admissions***

Last year, a BOARS subcommittee led by Vice Chair Comeaux crafted a policy on Augmented Review in Undergraduate Admissions that allows letters on a limited basis and other supplemental information. Following Academic Council and Assembly approvals, the UC Regents voted unanimously in July 2017 to adopt the policy, now codified as [Regents Policy 2110](#). The policy outlines guidelines and criteria for an additional review of select applicants who fall in the margins for admission, but whose initial application yields an incomplete picture of their qualifications or presents extraordinary circumstances that invite further comment. It outlines three types of supplemental information a campus may request from up to 15% of applicants in a given admissions review cycle: 1) a questionnaire inviting the candidate to elaborate on special talents, accomplishments, extraordinary circumstances, and their school/home environment; 2) 7th semester grades; and 3) up to two letters of recommendation. The policy states that campuses may solicit letters only from applicants selected for augmented review, applicants considered for admission by exception, or applicants given a special review in other specific situations.

BOARS received reports from the four campuses that utilized augmented review, and encouraged those campuses to look closely at the information requested and perhaps find other ways of deriving that information, such as an additional or revised Personal Insight questions or another dimension of comprehensive review.

NONRESIDENT ADMISSION

- ***Annual Systemwide Compare Favorably Report***

BOARS issued its [annual “Compare Favorably” report](#) on 2017 nonresident admissions. The annual report summarizes systemwide and campus outcomes for the policy, focusing on comparisons of high school GPA, SAT score, and first-year UC GPA and persistence for residents, domestic nonresidents, and international nonresidents for each campus. The report notes that based on those limited measures, the University is largely 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.

AREA “D” WORK GROUP AND PROPOSED REVISIONS TO SENATE REGULATION 424

In January 2017, BOARS charged a UC faculty work group with proposing revisions to the area “d” (laboratory science) requirement for freshman admission ([Senate Regulation 424.A.3.d](#)), to better align UC’s expectations for high school science preparation with the expectations for high school science curricula based on California’s adoption of the Next Generation Science Standards (NGSS) for K-12, which include four science categories: Physical Sciences; Life Sciences; Earth and Space Sciences; and Engineering, Technology and Applications of Science.

The work group included faculty from all ten campuses who represented a broad range of science and science education disciplines. It met four times in spring 2017, and ultimately recommended revisions to policy that require approval by the greater Senate. The revisions to Senate Regulation 424 include: 1) increasing the minimum area “d” requirement from 2 units (3 recommended) to 3 units, while continuing to require 2 units of coursework that “provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and physics”; and 2) changing the name of the area “d” subject requirement from “Laboratory Science” to “Science.” BOARS also approved the working group’s recommendation to broaden options for science disciplines that can fulfill the third year area “d” requirement. Under the new policy, high school students would be able take a third course from the three fundamental disciplines listed in the regulation, or select a third course from other disciplines reflected in the NGSS, including earth and space sciences, interdisciplinary sciences, computer science, engineering, and applied sciences. The options would be reflected in the [A-G Guide](#). The Academic Council approved BOARS’ request for a systemwide review of the proposal.

The systemwide review revealed some areas of concern relating to access and under-represented minorities. Additional analysis, however, illustrated that only a handful of schools would not be able to meet the increased standards, but given UC’s multiple routes of admission, BOARS asserted that these obstacles should not impede the revision. Nonetheless, increased external and Regental scrutiny of diversity concerns, as well as personnel changes at the Office of President, combined to delay advancing the change to Regents. BOARS will continue to advocate to improved science requirements through the area ‘d’ revisions next year.

TRANSFER ADMISSION

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

- ***Increasing Transfer Enrollment to the 2:1 Ratio***

BOARS discussed UC's progress meeting the 2:1 freshman-to-transfer enrollment ratio target included in the Budget Framework Agreement with the state, individual campus strategies for increasing the number of qualified applicants and SIRs to meet the target, and barriers to achieving that goal, including a lack of qualified transfer applicants, strong regional competition for transfers, and higher demand at the freshman level. BOARS expressed its commitment to the transfer admission path and support for the Master Plan mandate to reserve a sizable portion of enrollments for transfers, as well as its support for positive measures such as increasing transfer outreach and recruitment, strengthening student support services to ensure the success of admitted transfers, and expanding programs like UC Transfer Pathways that provide clear preparation roadmaps for transfers. BOARS also believes the University must balance the mandate for transfer enrollment growth with the higher demand for access at the freshman level.

- ***Associate Degrees for Transfer***

BOARS discussed a meeting UCOP hosted in May 2017 for UC and CCC faculty from physics and chemistry departments to consider possible Associate Degrees for Transfer based on the UC Transfer Pathways. This pilot program is being launched, and BOARS will monitor its efficacy.

This year, President Napolitano and CCC Chancellor Ortiz Oakley signed an MOU obligating UC to expand its transfer pathways and accept more CCC transfer students. Many in the Academic Senate raised significant objections to the lack of shared governance in the process that led to the MOU. Nevertheless, BOARS and the Senate agreed to work to realize the goals of the MOU. A joint administration-Senate task force was formed, and BOARS will assess their recommendations next year.

JOINT MEETINGS WITH THE UC ADMISSIONS DIRECTORS

The Admissions Directors and Associate Vice Chancellors for Admissions and Enrollment Management joined BOARS by videoconference in November 2017 to discuss the "Compare Favorably" policy implementation, augmented review implementation, and achieving the transfer ratio. BOARS and the campus Admissions Directors also held their annual half-day joint meeting in July to discuss outcomes from the 2017 admissions cycle; issues and challenges associated with nonresident admission; transfer admissions issues, including achieving the 2:1 freshman-to-transfer enrollment ratio, transfer access to impacted majors, and the role of the UC Transfer Pathways in comprehensive review; implementation of the Augmented Review policy; strategies for expanding student diversity in the context of increasing selectivity; new tools for transfer students, such as UC ASSIST; and the future of standardized testing in admission decisions.

JOINT MEETING WITH THE CSU ADMISSION ADVISORY COUNCIL

BOARS held its biannual meeting with the CSU Admission Advisory Council in May at the CSU headquarters in Long Beach. The groups discussed issues of mutual concern, including the new CSU requirement for a 4th year of math; the proposed UC area 'd' revision; Smarter Balanced assessments; the statewide eligibility study; the transfer MOU between CCC and UC; referral pools; and academic advising for transfer students.

OTHER BUSINESS AND BRIEFINGS

Campus Reports: BOARS set aside a portion of each meeting for updates from faculty representatives about issues being discussed on their admissions committees and campuses. These

briefings touched on a wide range of topics, including local holistic review processes; best practices for increasing diversity and enhancing outreach to underrepresented populations; individual campus strategies for meeting the 2:1 freshman:transfer enrollment ratio; strategies for addressing impaction in majors and boosting enrollment in under-enrolled majors; the effects of the ongoing enrollment surge on campus infrastructure and faculty workload; local analyses of student success factors; the effect of potential new federal immigration policies on undocumented students; strategies to ensure strong English language skills in international admits; the role of athletics admissions committees and admission-by-exception; application fee usage policies; admissions staff turnover; and over enrollment in STEM fields.

Senate Leadership Briefings: The Academic Council chair and vice chair attended a portion of each BOARS meeting to brief the committee on business from Council and Regents meetings, and other systemwide issues of particular interest to BOARS or of general interest to the faculty. These briefings included the status of negotiations with the state around the budget and enrollment funding; proposed legislation affecting the University; the Regents' nonresident enrollment policy; and the impacts of the State and internal audits of UCOP.

Office of Admissions: The Office of Admissions provided regular briefings throughout the admissions cycle on application, admissions, and SIR outcomes for freshman and transfer students from different demographic groups and residency categories. They also provided valuable information to BOARS about transfer policies, initiatives, and legislation; admissions messaging; feedback from counselor conferences; high school and "a-g" course certification issues; the Next Generation Science Standards; recruitment programs targeting the ELC cohort and other specific populations; the status of UC campus implementation of the UC Transfer Pathways; and other topics.

OTHER REPORTS AND RECOMMENDATIONS

In addition to the above, BOARS issued recommendations and opinions on other topics of interest, including Open Access for Dissertations and Theses; changes to AP credit approvals; SBL 128 (Conflict of Interest); CCC Advanced Notice of Major Prerequisite Changes; and the Pearson Test of English – Academics.

BOARS REPRESENTATION

BOARS Chair Sánchez represented the committee at meetings of the Academic Council, the Assembly of the Academic Senate, the Intersegmental Committee of Academic Senates (ICAS), the ICAS IGETC Standards Subcommittee, and participated on the Transfer Advising Innovations & Communications subcommittee of the Transfer Task Force. Vice Chair Comeaux represented BOARS on the Systemwide Strategic Admissions Task Force (SSATF), Transfer Task Force, and its UC/CCC Associate of Science Degrees & Transfer Guarantees Subcommittee.

ACKNOWLEDGEMENTS

BOARS collaborated closely with UCOP and benefited from regular consultations with Vice President for Student Affairs Robin Holmes-Sullivan, Associate Vice President for Undergraduate Admissions Stephen Handel, Director of Undergraduate Admissions Han Mi Yoon-Wu, and Director of Academic Preparation and Relations with Schools and Colleges Monica Lin. BOARS also received valuable support and advice from Institutional Research Coordinator Tongshan

Chang and Institutional Research and Planning Analyst Matt Reed, who provided the committee with critical analyses and data related to the Report to the Regents and the Compare Favorably analyses.

Respectfully submitted,

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