

## **BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS) ANNUAL REPORT 2020-21**

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

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2020-21 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 freshman and transfer application, admission, and enrollee outcomes under comprehensive review for the years 2014–2020; first-year UC performance outcomes for students who entered UC in fall 2019; 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.

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

[Regents Policy 2110](#) 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) 7<sup>th</sup> 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 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 question or another dimension of comprehensive review.

### **NONRESIDENT ADMISSION**

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

BOARS issued its [annual "Compare Favorably" report](#) on 2020 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. Further, in light of the Regents' decision to phase out standardized tests pending development of a new one, how to demonstrate that non-residents Compare Favorably is the subject of new scrutiny.

### **COVID-19 RESPONSES**

In response to the COVID-19 pandemic, BOARS extended several interim actions designed to promote flexibility in admissions procedures this fall. Guidance included how to assess Pass/No Pass or "Credit" grades in GPA evaluations, deadline flexibility, recognition that some documents may not be available, and similar recommendations for transfer applicants.

### **ETHNIC STUDIES REQUIREMENTS**

In response to changing state and intersegmental curricular changes to establish ethnic studies requirements for high school graduation and for graduation from the California State University, BOARS approved the formation of working groups to develop curricular and academic standards for each level of requirement. Both groups will report to BOARS their recommendations.

### **TRANSFER ADMISSIONS**

BOARS helped lead the University's response to create pathways that better prepare CCC transfers for success at UC.

- ***Transfer Guarantee***

In spring of 2018, 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 evaluated their recommendations in the fall. After extensive discussion focusing on academic preparation and student success, enrollment management, admissions staff workloads, and impacts to specific majors, BOARS recommended an expansion of the Transfer Admission Guarantee (TAG) program. The Academic Council endorsed the recommendation, which then received systemwide support through normal review procedures. The University will have the guarantee structure—named Pathways+ (Pathways Plus)—in place by Fall 2020 to accommodate entering CCC students who plan to transfer in Fall 2021.

- ***Pathways+***

Under the Pathways+ program, prospective CCC transfers who complete the specified courses in one of the UC Transfer Pathway majors with a satisfactory GPA, and who submit a Transfer Admission Guarantee (TAG) agreement to one of the six TAG-participating campuses (Davis, Irvine, Merced, Riverside, Santa Barbara, Santa Cruz) will be guaranteed admission in the Transfer Pathway major at the TAG campus. CCC transfer students may also apply for non-guaranteed admissions to any other UC campus offering their intended Transfer Pathways major. BOARS continues to monitor the outcomes of the Pathways+ program.

## **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 2020 and June 2021 to discuss the “Compare Favorably” policy implementation, augmented review implementation, transfer issues, reader training innovations, and recruitment efforts designed to increase enrollment of students from disadvantaged and underrepresented backgrounds. BOARS and the campus Admissions Directors also discussed outcomes from the 2020 admissions cycle; issues and challenges associated with nonresident admission; continuing 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; COVID-19 planning; and the future of admissions absent standardized tests.

## **STANDARDIZED TESTING**

In May of 2020, the Regents unanimously adopted the President Napolitano’s recommendations calling for elimination of the standardized testing requirement in admission decisions in 4 years unless UC could develop and deploy a better assessment during that time. The Provost convened a group to study the feasibility of creating new assessments that can be implemented beginning with fall 2025 admissions. BOARS, meanwhile, continued to develop and share with the campuses additional guidance for implementing a test-optional or test-free approach to admissions for the short-term.

## **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; over-enrollment in STEM fields; the on-going impacts of COVID-19 on admissions practices; and changes to local bylaws.

**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 Academic 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 planning for campus reopening as the COVID-10 pandemic continues.

**Graduate, Undergraduate, and Equity Affairs:** The Office of Graduate, Undergraduate, and Equity Affairs 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 online A-G course accreditation issues; recruitment programs targeting the ELC cohort and other specific populations; California high school accreditation, including for online schools; analysis of PIQ responses; and other topics.

**OTHER REPORTS AND RECOMMENDATIONS**

In addition to the above, BOARS issued recommendations and opinions on other topics of interest, such as the report of the undergraduate degree task force.

**BOARS REPRESENTATION**

BOARS Chair Comeaux represented the committee at meetings of the Academic Council, the Assembly of the Academic Senate and the Intersegmental Committee of Academic Senates (ICAS), and UCLA Representative Knowlton served on the ICAS IGETC Standards Subcommittee. BOARS Vice Chair Sorapure served as liaison to the University Committee on Preparatory Education.

**ACKNOWLEDGEMENTS**

BOARS collaborated closely with UCOP and benefited from regular consultations with Executive Director of Undergraduate Admissions Han Mi Yoon-Wu, and Director of A-G and Transfer Policy Analysis & Coordination Monica Lin. BOARS also received valuable support and advice from Institutional Research and Academic Planning Director 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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