

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
ANNUAL REPORT 2023-2024**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2023-24 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 2015–2023; first-year UC performance outcomes for students who entered UC in fall 2022; 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) 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.

NONRESIDENT ADMISSION

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

BOARS issued its [annual "Compare Favorably" report](#) on 2023 nonresident admissions. The annual report summarizes systemwide and campus outcomes for the policy, focusing on comparisons of high school grade point average (GPA), 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 is a narrow, imperfect measure for the assessment, given campuses' use of 13 comprehensive review factors in admission.

ETHNIC STUDIES REQUIREMENT

In January, the committee transmitted the revised criteria for a proposed revision to Senate Regulation (SR) 424 to establish the new Area H requirement for admission to Academic Council, and the proposal underwent systemwide Senate review from February to May. Based on the concerns raised by the review, Council decided that the questions and concerns identified in the review should be resolved before the proposal is advanced to Academic

Assembly. Faculty disciplinary experts who developed the criteria and the admissions and high school articulation staff at the Office of the President (UCOP) joined Council in June to bring clarity to the proposal and in July Council voted to transmit the proposal to Assembly for action in the fall. Additionally, in the fall the Intersegmental Committee of the Academic Senates (ICAS) will be consulted about the proposed Ethnic Studies requirement.

MATH PREPARATION

The [two-stage charge](#) for the Area C Workgroup was finalized in late August, and the workgroup began meeting once the membership was established in October. The [stage one report](#) was submitted to BOARS in late December and endorsed by the committee in January. This report established that courses that validate a lower-level course (per SR 428) must rely on the overwhelming majority of the content of the lower-level course. For stage two, the Workgroup roster expanded to include three California State University (CSU) faculty members of the ICAS Mathematics Competencies Subcommittee. The [stage two report](#), submitted to and endorsed by BOARS in June, focuses on the required math coursework that will best prepare students for success at UC and offers guidance on the fourth year of math that UC strongly recommends. Throughout this effort, the Workgroup received support from the Undergraduate Admissions and Institutional Research units at UCOP. The Regents Academic and Student Affairs Committee received presentations on the Area C Workgroup's deliberations in November 2023 and July 2024. In addition, during its July meeting BOARS unanimously approved a recommendation that unless a course substantially covers geometry it cannot validate the omission of or a deficient grade in geometry.

CREDIT BY EXAMINATION

Undergraduate Admissions notified the committee that many exams that have primarily been international are now being offered in the U.S. and have been increasingly taken by students who apply to UC. New exams are reviewed by UC as requested by the testing agencies but there is no uniform process for reviewing them. Preference seems to be given to programs with larger enrollments and/or an existing relationship with UC, such as the College Board's Advanced Placement (AP) exams and the International Baccalaureate. Two members of BOARS volunteered to craft a systemwide policy on using credit by examination to fulfill A to G requirements, including in cases where a student may not have taken an associated course. The subcommittee reviewed information about how external exams have been assessed by BOARS in the past, identified implementation issues and considerations, and delineated a set of initial recommendations on how policies and procedures could be formalized. This work will resume in the fall and will include development of a rubric. In July, the committee voted to allow a score of four or five on the AP Pre-Calculus exam to substitute for or validate Algebra II/Math III and/or Precalculus. Additionally, a score of three or higher on the AP African American Studies can meet one year of U.S. History for the area A (history/social science) requirement..

HIGH SCHOOL ACCREDITATION

Several year ago, BOARS identified the need for criteria to evaluate high school accreditors. A small subcommittee devised a set of recommendations which included affirming that the WASC Senior College and University Commission continues to be the preferred accrediting agency for public and private high schools in California intending to establish an A to G course list with UC and that schools choosing another accreditor should explain their decision. In March, the [recommendations](#) were endorsed by the committee and shared with Undergraduate Admissions. In December, BOARS also endorsed a recommendation from the University Committee on Educational Policy that UC should continue to accept courses only from institutions accredited by the formerly labeled "regional accreditors."

TRANSFER ADMISSIONS

Throughout the year, BOARS received updates on the implementation of the associate degrees for transfer (ADTs) pilot program at UCLA. The committee discussed challenges related to adoption of ADTs which were designed for the CSU system and are not the optimal way for students to prepare for UC, especially for science, technology, engineering and mathematics majors. BOARS endorsed the Academic Council Special Committee on Transfer Issue's (ACSCOTI) proposal to allow students to fulfill the California General Education Transfer Curriculum (Cal-GETC) across four years if this would enable them to complete essential major preparation. In addition, members conferred with campus admissions directors about standardizing certain administrative requirements for transfer admission guarantees (TAGs). The directors at the six campuses offering TAGs began making straightforward changes to the criteria that should simplify the process of transferring to UC.

JOINT MEETINGS WITH THE UC ADMISSIONS DIRECTORS

The campus admissions directors and associate vice chancellors for admissions and enrollment management joined BOARS in person in November and June to discuss the proposed Ethnic Studies requirement; adoption of ADTs and streamlining TAG requirements; credit by examination; and issues related to geometry. In May, the committee was joined by two campus admissions directors for an in-depth conversation about the efficacy of the Personal Insight Questions, and a few divisional committees may study this issue in the next academic year. Finally, the committee and admissions directors contemplated the decisions some U.S. universities have made to again require standardized tests for admissions. Questions include whether UC will consider using them again, the impact of not having test scores, and if recruitment efforts have changed since going test-free. BOARS will continue to monitor what is happening with holistic review in the absence of standardized test scores.

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 problems with the updated Free Application for Federal Student Aid form; local holistic review processes; strategies for addressing impaction in majors, boosting enrollment in under-enrolled majors, and creating new majors; and the proposed statement on UC quality.

Senate Leadership Briefings: The Academic Senate chair and vice chair attended a portion of each BOARS meeting to report on Academic Council and Regents meetings, and other systemwide issues of particular interest to the committee or of general interest to the faculty. These briefings included updates on the state budget, the compact with the governor and the implications on enrollment; the status of labor negotiations; proposed legislation affecting the University; the Regents' policy on public discretionary statements by departments; and the protest encampments and administrations' handling of them.

Graduate, Undergraduate, and Equity Affairs: The Office of Graduate, Undergraduate, and Equity Affairs provided regular briefings throughout the admissions cycle on application, admission, and statement of intent to register outcomes for freshman and transfer students from different demographic groups and residency categories. The consultants also provided valuable information about transfer policies, initiatives, and legislation; admissions messaging; feedback from counselor conferences; and high school and online A to G course accreditation issues. During the June and July meetings, the committee was informed about issues related to the alignment of UC Eligibility Areas with Cal-GETC and presented with three proposals from the Transfer Articulation team. Members agreed to establish a workgroup in the fall to study this issue.

BOARS REPRESENTATION

BOARS Chair Knowlton represented the committee at meetings of the Academic Council, the Assembly of the Academic Senate, ICAS, and ACSCOTI.

ACKNOWLEDGEMENTS

BOARS collaborated closely with UCOP and benefited from regular consultations with Han Mi Yoon-Wu, Associate Vice Provost and Executive Director, Undergraduate Admissions, Graduate, Undergraduate and Equity Affairs, (GUEA); Chase Fischerhall, Director, Undergraduate Admissions, A to G and Transfer Articulation Policy, GUEA; Angelica Moore, Director, Undergraduate Admissions, Policy and Communications, GUEA; and Liz Terry, Manager of Admissions Analytics, Undergraduate Admissions, GUEA. 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 on Undergraduate Admissions Requirements and Comprehensive Review* as well as the *Compare Favorably* analyses.

Respectfully submitted,

Barbara Knowlton, Chair (LA)	Sundararajan Venkatadriagaram (R) (winter)
Deborah Swenson, Vice Chair (D)	Akos Rona-Tas (SD)
Nicholas Mathew (B)	Josh Berke (SF)
Anthony Albano (D)	Paul Spickard (SB)
Yuri Shirman (I)	George Bulman (SC)
Lynn Vavreck (LA)	Bethany Padron (Graduate Student Representative)
Charlie Eaton (M)	Jeremy Vargas (Undergraduate Student Representative)
Frank Vahid (R) (fall)	Brenda Abrams, Principal Policy Analyst