

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS
ANNUAL REPORT 2000-2001**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met nine times during the 2000-2001 academic year, including a supplemental meeting in November specially convened to consider the Dual Admissions Proposal. Four intense two-day working sessions were also convened, which extended into the summer months to conduct thorough and timely deliberation of other proposed changes in admissions policy.

Overview of Admissions Statistics for 1999 & 2000

First-time Freshmen (*Information Digest 2001, Student Academic Services, UCOP*)

	Applicants	Admitted	Enrolled
Fall 1999	65,901	49,747	27,491
Fall 2000	68,209	51,804	28,560

Transfers

	Applicants	Admitted	Enrolled
Fall 1999	20,738	14,090	9,949
Fall 2000	21,071	14,949	10,599

DURING THE 2000-2001 ACADEMIC YEAR, BOARS CONSIDERED AND ACTED ON THE FOLLOWING MAJOR ISSUES:

ELIGIBILITY IN THE LOCAL CONTEXT (ELC). Fall 2001 was the first admission cycle to implement the ELC program. This program, which guarantees UC admission to the top 4 percent of the graduating class in each California high school, intends to recognize academic achievement of all students while expanding the eligibility pool and increasing geographic accessibility. BOARS has monitored ELC's initial implementation and reports that the program has seen a large measure of success, with 96.8% of public schools participating and significant increases in the applicant pools. BOARS passed a motion to amend the calculation of the high school GPA used for ELC. In the future, the GPA will be computed as an average of all a-g courses taken in the 10th and 11th grades, including a maximum of eight AP courses. This recognizes successful college preparatory work that is completed by students who may not be UC eligible according to statewide criteria. BOARS will continue to oversee all aspects of ELC.

DUAL ADMISSIONS. BOARS was asked to consider the Dual Admissions proposal initiated by President Atkinson in October 2000. Dual admissions was designed to

augment ELC and offer an additional pathway of admission to UC. Through this program high school students who place in the top 4 percent to 12.5 percent of their graduating class, and who are otherwise ineligible for admission, are granted admission to UC provided they first complete an agreed upon transfer program at a community college. This option will facilitate community college transfers and has the potential to increase the diversity in UC's applicant pool. BOARS devoted a significant portion of its 2000-2001 session reviewing the proposal and soliciting input from UCEP, Senate Divisions, and UC Admissions Directors. In developing the policy, BOARS recommended that the dual admissions pathway be available only to students who are ineligible to attend UC. The intent of the program is to broaden UC's reach to high achieving students in the group of high schools where UC does not have a strong presence. BOARS formally submitted the proposal to the Academic Assembly and it was approved in May 2001. The Board of Regents approved the proposal in July 2001, but expressed concerns that the 2.4 GPA for transfers could potentially erode the quality of students admitted to UC. BOARS plans to discuss the issue and prepare a rationale for the 2.4 GPA early next year.

BOARS now looks forward to working with the administration to ensure resources for implementation infrastructure. BOARS has submitted a draft implementation plan and will continue its role as the lead Senate committee in the oversight and evaluation of the Dual Admissions Program.

[Note: Implementation of the DAP program has now been delayed until adequate funding can be secured.]

COMPREHENSIVE REVIEW. Because of heightened interest in comprehensive review and a desire to implement a procedure effective for fall 2002 applicants, BOARS met during the summer to expedite deliberations on this new admissions policy. In response to concerns expressed on some campuses and President Atkinson's recommendation to adopt an admissions process that evaluates applicants in a comprehensive way, BOARS recommended that the two-tiered admissions system be eliminated and a new policy be developed that allows campuses to move toward a comprehensive approach to selection for all applicants. The committee approved the following policy statement:

"BOARS endorses a comprehensive review of applications using a broad variety of factors to select an entering class."

BOARS drafted a set of Guiding Principles which was added to the revised *Guidelines for Implementation of University Policy on Undergraduate Admissions*. The new guidelines highlights the University's commitment to maintaining standards of academic excellence while recognizing the diverse talents, backgrounds, and personal experiences of applicants, all of which may be assessed as potential sources of contribution to the university community. It is the guidelines' intent to allow campuses to consider

applicants in a manner consistent with faculty priorities while encouraging use of a broad notion of merit in the evaluation of files. The committee is also developing a strong statement on the faculty's serious commitment to fairness and accountability. BOARS will continue to be in full consultation with faculty and Admissions Directors to address individual campus plans and strategies for implementation. Some campuses are ready to immediately move in the direction of comprehensive review while others will require a more gradual process.

The committee plans to submit a final proposal for approval to the Academic Assembly in October and to the Regents by November 2001.

SAT. In response to President Atkinson's February 2002 proposal to eliminate the SAT I from UC admissions requirements, BOARS has been asked to review this the complex issue and its related considerations.

BOARS members reviewed sample SAT I tests as well as government policy on high stakes testing and developed a work plan for SAT-related research. By the end of the academic year, BOARS formulated a set of guiding principles including the purposes for which admissions tests should be used and the properties that such tests should possess in order to be useful to UC. These principles were developed as a foundation for continued BOARS deliberations and a future white paper on the use of admissions tests at UC.

TESTING SUBCOMMITTEE REPORT. The subcommittee continued its review of eligibility tests – also referred to as “high stakes tests” – and their role in admissions policy and process. Prior to the president's proposal to eliminate the SAT I, the subcommittee met with the College Board to discuss concerns about the structure of the SAT, including verbal analogies, the need for more content-referenced testing questions, and the speededness of the test. The subcommittee also participated in the state's discussion of test alignment to determine if tests, such as the California Standards Test (CST) and the Golden State Exams (GSE), could be used for multiple purposes, including some testing for higher education. Data is also being collected to evaluate the GSE as a possible alternative to the SAT. The subcommittee will continue to monitor the work.

HONORS SUBCOMMITTEE REPORT. The subcommittee on Honors and AP courses considered these issues: expanding the elective requirement; granting additional credit to students earning an IB diploma, and improving and standardizing descriptions of honors courses. Members reviewed the current policy on acceptable college preparatory elective courses, and drafted a recommendation and rationale in support of expanding the range of acceptable courses. This recommendation is aimed at including subject areas, such as medical and business-related courses that are increasingly a part of the curriculum in many high schools and are relevant to university majors. Credit would be

given if the courses meet pre-established UC academic criteria. The committee also reviewed credit awarded to the International Baccalaureate, and recommended offering an additional 6 units of credit for this degree in view of its high academic level. BOARS unanimously accepted the recommendation. Subcommittee members also drafted preliminary detailed descriptions of honors level courses for English, Math, and Science, and will continue to develop descriptions for other honors level subjects, which will greatly aid high schools' ability to design UC acceptable courses.

ANNUAL JOINT BOARS/ADMISSIONS DIRECTORS MEETING. BOARS held their annual meeting with Admissions Directors in November 2002. Directors shared information on their respective campus admissions. Common issues concerning all the directors included their heavy workload, the need for increased resources, and the impact by multiple filing of applications. Other topics that were reported included: large increases in freshman applications on all campuses; achieving enrollment targets; continuing challenges for diversity; trends in transfers; the effect of increased enrollment on impacted majors; and the referral pool.

ADMISSIONS CONFERENCE. BOARS representatives participated in the Freshman Admissions Policy Conference held on December 7, 2000. The meeting focused on several issues related to undergraduate admissions, with a particular concern for increasing the diversity among first-year students. The conference was co-chaired by Vice President Saragoza and Academic Senate Chair Cowan and was attended by 126 participants including President Atkinson, several Regents, students, and faculty. Recommendations and suggestions were generated on a number of topics including:

- Synchronization of Admission Selection with Outreach
- Use of high states testing
- Use and definition of Admission by Exception
- Use of Tier 1 and Tier 2
- Viability of the Eligibility Construct
- Undergraduate Student Services
- Selecting form the Full Breadth of Eligible Students
- Holistic and Quantitative Approaches to Admission Selection
- Utilization of ELC

BOARS continues to study and work with UCOP administration on these issues.

A-F/G COURSES. BOARS reviewed the instructions for a-g requirements, and modified section "g" instructions to require that introductory courses be specified. BOARS helped obtain funding and monitored the progress of the a-g Interactive Guide, a web-based tool for clarifying criteria for course approval, and was updated on the statewide informational workshops on UC course requirements that were conducted by the Student Academic Affairs office.

REVIEW OF OTHER ISSUES. During the course of the year, the committee also reviewed the following proposal and policies:

- BOARS approved a revision in UC's out-of-state freshman eligibility policy by inserting an index criterion.
- Members recommended several wording modifications to the BOARS by-laws.

Respectfully submitted,

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