

Board of Admissions and Relations with Schools

Annual Report 1999-2000

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

Under the bylaws of the Academic Senate, the Board of Admissions and Relations with Schools (BOARS) is charged with advising the President and appropriate agencies of the Senate on matters relating to admissions of undergraduate students; regulating the examination and classification of all applicants for admission to undergraduate status, and reporting thereon to the Assembly; determining the basis of acceptance of the examinations used to satisfy admissions requirements; maintaining the standard of preparation required of students who enter the University with advanced standing credit; requiring secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school as fulfilling the subject requirements for admission, and for reviewing those courses annually; requiring secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school as honors level courses in history, English, advanced mathematics, laboratory science, and foreign language, and reviewing those courses annually; compiling information on curricula and scholarship standards in California secondary schools. Further, on authorization by the President, the committee shall confer with representatives of schools and colleges on appropriate scholastic matters. It shall annually report to the Assembly statistical information about applicants admitted to advanced standing, and about the scholastic achievements of students admitted as freshmen; and at appropriate intervals it shall report on its policies and practices regarding admissions, specifying exceptions to Senate Regulations that have been permitted.

The Committee held six formal meetings during the 1999-2000 session, supplemented by e-mail consultations.

Synopsis of Admissions Data

The following is basic summary statistical information. Parties interested in more complex and detailed statistical information are referred to the *Information Digest 2000*, produced by Student Academic Services, UCOP, Feb. 2000.

- **Applications, Admissions, and Enrollments for California First-Time Freshmen** (*Information Digest 2000*, Student Academic Services, UCOP, Feb. 2000, pp. IA 1-2)

Applicants	Admitted	Enrolled
1999 Fall – 65,901	1999 Fall – 49,747	1999 Fall – 27,491
1998 Fall – 61,567	1998 Fall – 47,423	1998 Fall – 26,315

- **Scholastic Achievements of Students Admitted as Freshmen**

SAT I Score	GPA
1999 Fall – 1207	1999 Fall – 3.76 (This figure is not comparable with 1998 Fall GPA of 3.84 as a different computation methodology was used)
1998 Fall – 1205	

Community college transfer issues are of great concern to the Regents. Since President Atkinson has agreed to increase the number of transfer students from about 10,000 to 15,000 a year, BOARS has commenced an in-depth inquiry into transfer issues. This item will be given high priority on the BOARS agenda for 2000-2001. BOARS also recognizes the importance of community college transfers for achieving UC admissions equity of eligible students across ethnic and socio-economic status lines, and will continue to work with IMPAC and other organizations devoted to facilitating transfer.

- **Applications, Admissions, and Enrollments for Students with Advanced Standing “Transfers”** (*Information Digest 2000*, Student Academic Services, UCOP, Feb. 2000, pp. IB16-17)

Applicants	Admitted	Enrolled
1999 Fall – 20,738	1999 Fall – 14,090	1999 Fall – 9,949
1998 Fall – 19,570	1998 Fall – 13,141	1998 Fall – 9,572

DURING THE 1999-2000 ACADEMIC YEAR, BOARS CONSIDERED AND ACTED UPON THE FOLLOWING MAJOR ISSUES:

Eligibility in a Local Context. Under Eligibility in the Local Context (“ELC”) the top 4% of students in each California high school who are on track to graduate and have completed specified academic coursework by the end of the junior year will be designated UC eligible, beginning with students entering UC in fall 2001. These students will be offered admission to one of the UC campuses (although not necessarily the campus of their choice) if they complete the remaining requirements. Undergraduate Admissions and the ELC coordinator are charged with developing the methodology and implementing the selection of the top 4%. BOARS is the Senate agent for policy implementation and program oversight. ELC is a criterion that can be used by campuses to add breadth and diversity to a class. During this academic year, BOARS agreed that ELC be added as a new, separate requirement to the academic criteria, drafted language for the criterion, and forwarded recommendations to the Academic Council for approval by the Regents. ELC preliminary results by August 2000 showed participation rates at that date to be of 75.5% of eligible schools. BOARS will continue to review ELC as it is implemented.

A-G Interactive Project. BOARS provided Senate direction and oversight of this Project which was developed in response to the difficulties being experienced by high schools in understanding the A-G approval process. The need for such a project has arisen as schools have been moving to make their curriculum more rigorous and relevant to students in light of changing workforce demands. Courses being developed integrate academic and cross-disciplinary vocational and career-oriented content, and these new courses need to be evaluated for A-G approval. The A-G

Interactive Project has developed a web-based design for clarifying criteria for course certification and approval. This website will include examples of both conventional and innovative courses approved by UC that are rigorous and that meet the UC standards and criteria. Throughout the year BOARS heard reports on project goals, expected outcomes, and related activities, and provided input to the project coordinator. BOARS is charged with looking closely at how A-G criteria are defined, and BOARS has opened for consideration a clarification of the elective requirement—the G criterion in the revised A-G course guidelines.

Counselor Conferences. The six Counselor Conferences held throughout the State are a major outreach activity of the University as a whole, informing high school counselors of systemwide regulations and common practices. The conferences are important as well for each Campus, as each has an opportunity to describe its specific situation. BOARS representatives attended each of these conferences, adding significantly to the value of these activities by serving as resource persons on technical matters. In attending these meetings, BOARS representatives also gained valuable insights into the problems faced by counselors and those they counsel, and the difficulties in providing clear and timely information to counselors.

- **IGETC ISSUES.** IGETC is an arrangement made with CCC, CSU, and UC to have CCC transfer students take a pattern of lower division general education courses that, when completed and certified by CCC, would meet UC General Education lower division requirements when the students transferred to any campus. An evaluation process is proceeding.

IGETC issues resolved or under consideration are as follows:

- BOARS adopted a policy establishing the flexibility in IGETC for a student to take up to two courses to be completed after transfer if the courses are missing for good reasons beyond a student's control.
- After input by the Honors Subcommittee, BOARS Chair Perry resolved, by agreement with the UCSD Admissions director, the issue of a student who in good faith took IGETC in high school and desired to transfer IGETC-certified. It was agreed that this student should be treated as any other advanced standing freshman, but the larger issue remains of whether to use IGETC for high school students taking college courses while they are still in high school.
- Separately, BOARS took under consideration the issue of the high school's policy of permitting CCC courses to be taken concurrently by their high school students and counting the courses toward both high school and college units). The matter is still under consideration and has been discussed at ICAS.

Interaction with Admissions Directors. BOARS worked closely with Admissions directors throughout the year.

- **Admissions Directors Conferences.** Chair Perry attended the 1999 and 2000 annual Admissions Directors Conferences. Admissions directors requested directions from BOARS on multiple issues.

- **Admission Director's Letter.** The admissions directors wrote to BOARS requesting clarification and guidance on several issues. BOARS has begun working on these and has resolved some of them. The issues and BOARS steps to address them are as follows:

- (1) Applicants who have been home-schooled. An increasing number of applications come from students who have been home-schooled. Admissions directors have been dealing with these cases by individual letters and assessments, and are concerned about using eligibility by

test scores alone for these applicants. This issue is complex and BOARS is gathering information to make an informed recommendation.

(2) Applicants from charter schools. Charter schools provide a similar set of problems for admissions directors. BOARS is gathering information about these schools also.

(3) Unaccredited California high schools with UC-approved course lists. BOARS is looking into the extent of this situation and considering a policy to cover all unaccredited educational programs.

(4) California high schools with no course list on file with the University. At the time of this report, it is thought that 12 high school are in this situation. Staff is working to improve communication with high schools regarding the course approval process, and to make course approval easier to achieve through a web-based project (the A-G Interactive Project). BOARS unanimously agreed to have applicants from schools without approved course lists be made eligible by test scores alone. BOARS hopes that this clarification of policy and improved communication with high schools will resolve the problem.

(5) Alternative methods some high schools are using to grant honors credit. This is a complex issue that is being addressed by a BOARS subcommittee. BOARS is working to clarify its position on honors courses, and improve communication with high schools. Chair Perry has also communicated with the California Community Colleges through ICAS to determine the situation regarding credit given for community college courses taught on high school campuses. This issue will continue to be on BOARS agenda for the upcoming year.

(6) The Personal Statement on the application. How much help is acceptable? BOARS is concerned that the personal statement be the work of the applicant, but is also cognizant of coaching courses, teachers, and parents who might act as more than editors. Therefore BOARS wished to add an unambiguous statement to the application and unanimously approved the following statement to be included in the instructions for the application: "While the University recognizes the usefulness of editorial advice when writing the personal statement, it should be absolutely clear that in the final analysis the conception and writing of the personal statement must be that of the applicant alone."

- **Annual Joint BOARS-Admissions Directors Meeting.** BOARS met with Admissions directors in November of 1999. The Admissions Directors provided information on ethnic and gender distributions as well as average SAT scores, high school GPA, and other characteristics of incoming classes. They also described the manner in which selection of students was performed so that BOARS could determine that the academic and supplemental criteria used during this process were appropriate. BOARS agenda issues arising from discussions with Directors at this meeting included the following: Community college transfer issues, admits and admit offers of underrepresented minority students, eligibility in a local context and the technical innovations required to adequately develop the ELC eligibility pool, the success of holistic vs. formulaic admissions methods in broadening the pool of admits and admit offers. It will be necessary for BOARS to continue to work closely with Admissions Directors given the projected demands of Tidal Wave II, the MOU to increase community college transfers, and the need to assist in creating a framework for preparation of K-12 students for UC eligibility. A joint BOARS and directors meeting will be held in November of 2000.

- **Planning and Approval for Admissions Conference Requested by Outreach.** BOARS is supportive of Vice President Alex Saragoza's request for an admissions conference to bring together admissions directors, BOARS members, administration, faculty, interested committees, administrative people, and various members of the interested faculty. BOARS requested this

conference be undertaken as a whole Senate issue, chaired by Academic Council Chair Michael Cowan and Vice President of Outreach, Alex Saragoza. BOARS Chair Perry has agreed to participate in the Agenda-setting process. This admissions meeting is to address the problems arising between two institutional policies, that of admissions and outreach. Topics at the conference will include what works well and less well to achieve the goals of increasing the number of UC eligible students and assuring that those students are competitively eligible. Subjects under discussion will include: The range of existing criteria; the need to increase underrepresented minority admits; ways to take make resources no longer an impediment for campuses should they wish to move to a more holistic review in their admissions process; ways to bring equity to the situation where schools with more resources, better teachers, and AP offerings gain an advantage over poorer schools, and addressing the high level of frustration of admissions directors and high school counselors, who are stretched for resources.

Memorandum of Understanding between UC and CCC. BOARS appointed a representative to the MOU Task Force which considers issues regarding the implementation of policy designed to increase UC transfers from community colleges. Boars received periodic reports on progress in increasing enrollments from community colleges.

Universitywide Undergraduate Experience Survey. **BOARS appointed a representative to the Universitywide Undergraduate Experience Survey Team and has requested continuing updates on the progress of this program.** This project will undertake a broad longitudinal study of students at each campus, and is designed to better understand the undergraduate experience. Issues include activities students are involved in, student disengagement, the results of outreach, and factors that influence graduation rates and time to degree. The project will use multiple methodologies including surveys, interviews and perhaps ethnographic studies. A wide range of subgroups will be designated. BOARS has asked to be informed of what questions will be included in this survey so that information relevant to BOARS issues will be sought.

BOARS Subcommittee Reports: BOARS re-established the research committee and three additional subcommittees on eligibility, testing, and honors. Subcommittee mandates and recommendations as well as BOARS actions thereon are as follows:

(1) **Subcommittee for Evaluation/Assessment of Eligibility Requirements.** This subcommittee will plan the evaluation of eligibility changes that have been implemented.

(2) **Testing Subcommittee.** This subcommittee is responsible for investigating BOARS issues concerning SAT I and SAT II (including the rationale for the new index); the Golden State Exam, high school, high school exit exam, Educational Testing Service, data regarding discrimination, and updates on the review of the Subject A exam.

- The subcommittee considered test alignment of the state exams (the Golden State exam, the STAR exam and the high school exit exam), and the CSU exams (English Language Placement and Math Placement exams), with the UC exams (SAT I, SAT II, Subject A, and Math Diagnostics). Exams are in the process of being evaluated to see if some can be used for more than one purpose. Meetings were held with the State Department of Education, the State Superintendent of Instruction and the College Board. A research agenda was laid out, and the subcommittee is proceeding with statistical studies which include validity and concordance studies.

- The Subcommittee's evaluation of the criticisms of the verbal analogies portion of SAT I led to a recommendation that statistical studies be done. The College Board will evaluate different kinds of test items, e.g., sentence completion, critical reading. This may lead to development of a modified SAT I verbal and could be piloted in California. This matter will continue in the forthcoming academic year

(3) **Honors Subcommittee.** This subcommittee is responsible for examining admissions credit given for honors level and advanced placement courses; a block-unit credit for completion of the International Baccalaureate program; honors-level course approval; weighting on GPA, availability and unequal access to honors-level courses; validity, and the AP Exam for AP credit. The Subcommittee worked together via two conference calls and met three times.

- The Subcommittee re-visited whether the grade point differential should be dropped from one point to 1/2 point. The subcommittee met with high school counselors who felt strongly that any move to reduce the bonus point would have a negative effect on high school academic programs. The issue is tabled, since more information is forthcoming.

- After considering the confusion surrounding UC Honors courses, including student over-reporting and misidentification of 10th grade Honors courses, the Honors subcommittee suggested a BOARS letter to High School Principals reminding the recipients of UC honors policies. After BOARS approval, a joint BOARS-Admissions clarification letter was developed and sent to all High School Principals. The Subcommittee agreed to examine each of the A-G areas in terms of certifying courses at the UC honors level and providing a statement to help define the subject area.

- The Subcommittee recommended the drafting of a white paper to the high schools and the State Department of Education urging the latter to encourage all students who take an AP course to also take the AP exam. It is not feasible to require the AP exam for each AP course considered for eligibility.

(3) **Research Committee.** This subcommittee has not met. Vice President Dennis Galligani has requested that Chair Perry and he co-chair a task force of high school representatives, admissions representatives and BOARS members to determine evaluation strategies for the changes in eligibility that are now taking place.

Revision of California Master Plan for Education. The Committee held discussions on all questions posed in the letter from Senator Dede Alpert to the university and to all segments regarding revisions to the Master Plan for Education. Responses were referred to Academic Council Chair Coleman for inclusion in his formal response from Council. The committee was kept informed of the work of the Master Plan Advisory Group whose aim is to keep abreast of the legislature's deliberations on the Master Plan and recommend to the University what its position should be. Chair Perry is a member of the Advisory Group

Eligibility Index Issues.

- **Revision of the Eligibility Index.** The Committee took under consideration a proposal to revise the out-of-state student eligibility index to achieve parity with the resident eligibility index for the 2001 eligibility year. This revision will be completed in the forthcoming academic year.

- **"Derivation of the Fall 2001 University of California Statewide Eligibility Index."** BOARS reviewed drafts and suggested changes to this document developed to explain and present the rationale for the revisions of the eligibility index that were approved in academic year

1999-2000. With inclusion of Committee-suggested changes, this document was approved unanimously and is available for informational purposes.

Referral Pool Task Force. BOARS examined issues surrounding the Referral Pool. The Referral Pool is defined as "those who have not been admitted to any UC campus to which they have applied and are eligible." The pool includes approximately 2900 applicants, with a yield of about 8 percent for freshmen and 6 percent for transfers (39 of 649). There is concern about the small pool driving Admissions activities, and about the timing of the Referral Pool cycle. Chair Perry proposed that the policy regarding the acceptance of all eligible students should be acknowledged officially with the statement: "BOARS recognizes the importance and extreme value in finding a place for every eligible student who wishes to attend the University." BOARS affirmed this unanimously.

Visual and Performing Arts Requirement- Approval of Amendments to Senate Regulations 424A.2.f, 424B.1.a, 424B.2.a, and 424B.2.c. Approval was obtained (Assembly 5-24-2000) for amendments to Senate Regulations calling for the addition of a visual and performing arts requirement ("VSP") to UC's "a-f" subject requirements (making them "a-g" requirements). The changes were originally approved in their entirety by the Assembly at its meeting of February 29, 1999, and were approved by the Board of Regents. There was, however, a technical flaw with this prior approval in that the Regents did not approve an issue conjoined in the Assembly vote (changing credit given to honors-level courses), necessitating a new Assembly vote on the single VSP issue. The issue did not have to be returned to the Regents. BOARS received reports on the progress of the the Visual and Performing Arts (VPA) Task Force in overseeing the implementation of the VPA requirement, and concurred with the Task Force recommendation that this requirement be two courses in sequence. The requirement will be phased in, and interim policy is as follows: 1999 high school freshmen entering UC in Fall 2003 must have any two semesters of VPA courses; 2000 and 2001 high school freshmen entering UC in Fall 2004, 2005, any two semester VPA courses, providing both courses are from a single VPA area; 2002 high school freshmen entering UC in Fall 2006, a single course in a year-long sequence, with the second semester course to be a continuation of the first semester requiring the first semester course as a prerequisite.

LAWSUIT, CASTENADA V. REGENTS. BOARS was kept apprised of this lawsuit by the civil rights organizations, MALDEF, NAACP, and ACLU on behalf of seven minority plaintiffs who had applied for freshman status and were turned down. The suit alleges discrimination through the use of SAT tests, honors, and AP courses, which the plaintiffs claim make a disparate impact on under-represented minorities. Currently the legal dates have been suspended and informal discussions with the plaintiffs were in progress concerning a possible settlement.

BOARS Representation in Other Forums. BOARS Chair and/or members found time to represent the committee in other forums. BOARS Chair Dorothy Perry and other committee members attended the School-to-Career Conference in Summer of 2000; Chair Perry was on the Governor's Advisory Committee on School to Career, attended the Governor's School to Career Academy, and the State Team to National Association of System Heads, and was ex officio member of UCOPE; other members represented BOARS on OAT, a Subcommittee of ICC that deals with Outreach and Transfer issues. Chair Perry was part of a task force developed

following the Young Committee Report to reviewing the issue of the Referral Pool and the Opportunity to Learn Index issue to determine if the Index is adaptable to all campuses.

Summary. BOARS continues to be a very busy committee that is charged with the essential tasks of maintaining excellent relations with UCOP and the entire admission/counseling process, both systemwide and on each campus, as well as with high schools. In addition, BOARS participates in the Academic Council and the Intersegmental Committee of Academic Senates, and BOARS is involved in projects with high schools, the Educational Testing Service, the California Department of Education, and others. Given the increased demands of Tidal Wave II, the Governor's mandate to increase community college transfers, and the need to assist in creating a framework for preparation of K-12 students for UC eligibility the, is facing a busy year in 2000-2001 Academic Year.

Respectfully submitted,

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