



BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS
Videoconference Minutes
December 5, 2025

In attendance: David Volz (Chair), Nicholas Mathew (Vice Chair), Gustavo Manso (UCB), Leah Hibel (UCD), Andrea De Vizcaya Ruiz (UCI), Kelly Kay (UCLA), Siddaiah Yarra (UCM Alternate), Manu Sridharan (UCR), Adrian Ioana (UCSD), Michael Stryker (UCSF), Joshua Berke (UCSF Alternate), Vanessa Woods (UCSB), Matthew Shahmaram (Undergraduate Student Representative), Jose Aguilar (Graduate Student Representative), Linda Darling-Hammond (President, State Board of Education), Catherine Sugar (Chair, University Committee on Educational Policy), Madeleine Sorapure (Chair, Entry Level Writing Requirement Coordinating Council), Bradley Queen (Chair, University Committee on Preparatory Education), Han Mi Yoon-Wu (Associate Vice Provost and Executive Director, Undergraduate Admissions, Graduate, Undergraduate and Equity Affairs (GUEA)), Chase Fischerhall (Director, A-G and Transfer Articulation Policy, GUEA), Angelica Moore (Director, Undergraduate Admission Policy and Communications, GUEA), Liz Terry (Manager of Admissions Analytics, Undergraduate Admissions, GUEA), Tongshan Chang (Director, Institutional Research and Academic Planning (IRAP)), Matt Reed (Senior Institutional Research and Planning Analyst, IRAP), Susannah Scott (Vice Chair, Academic Senate), Ken Feer (Principal Policy Analyst), Brenda Abrams (Principal Policy Analyst)

I. Consent Calendar

Action: Today's agenda items and their priority were approved.
Action: The November 7th BOARS minutes were approved.

II. Consultation with Academic Senate Leadership
Susannah Scott, Vice Chair, Academic Senate

Vice Chair Scott reported that Academic Council endorsed the interim policy on the use of online program management companies, recommendations from the University Committee on Faculty Welfare related to the total remuneration study, and recommendations from the Coordinating Committee on Graduate Affairs on doctoral degree programs proposed by the California State University system. The Council discussed the President's Post-doctoral Fellowship program which President Milliken subsequently announced will be continued. Topics on the November Regents meeting agenda included the Department of Justice demand letter and the tuition stability plan. The Task Force on UC Adaptations to Disruptions (UCAD) is incorporating feedback from the systemwide review into its report and this updated document will be transmitted to UCAD Plus.

III. Chair's Updates

Chair Volz reported that BOARS members have not expressed interest in serving on the new Subcommittee on Transfer Issues, so members are encouraged to ask if current members of the

campus admissions committees would like to serve. It would be ideal to have at least four campuses represented on the Subcommittee.

IV. Consultation with International Baccalaureate Organization Representatives
Marie Vivas, Senior Recognition Manager & Maria Andrade Johnson, Recognition Specialist

The International Baccalaureate Organization (IBO) representatives provided an in-depth presentation on the structure, curriculum, and accreditation of IB programs at the high school level; the current prevalence of IB programs within California public high schools; and the process, timeline, and cost of becoming an IB school. The IBO's mission is to nurture students to become critical thinkers; active, compassionate, lifelong learners; and people who work across cultural and linguistic barriers. IB is in almost 6k schools around the world (46% public and 54% private) and there are 221 IB schools in California. In the past, IB was thought of as a program exclusively in international schools, but in the U.S. it offers opportunity and equity to students from a variety of backgrounds. Senior Recognition Manager Vivas explained the components of the Diploma Curriculum Model and the requirements students must meet. The presentation also touched on how schools receive IB authorization which includes reviews every five years.

The IB offers courses that would be considered university general education for high school years 11 to 13. The curriculum and pedagogical framework place an emphasis on holistic and metacognitive skills that keep learning inquiry-based and student-centered in practice. In contrast, the College Board's Advanced Placement (AP) program is designed for accelerated coursework to enable students to pursue college-level studies while in high school and receive university credit without an underlying pedagogical philosophy and framework. Students in the IB must take the course to take the exam and cannot challenge the exam whereas students do not need to sit the course in AP, having the option to challenge the exam with self-study courses. The IB's approaches to learning comprise five skills: thinking; communication; social; self-management; and research. Students have reported that these skills served them well when they reached university. Data on IB students' grade point average (GPA), persistence, and four-year graduation rates were shared with BOARS. Recognition Specialist Andrade Johnson explained the standard level and higher level courses which both span two years of the Diploma Program, and IB would like UC to consider granting credit for standard level courses and exams.

Discussion: The IBO's internal educational statistics and technology department designed the algorithm that compares the examiner and teacher scores with previous historical performance at the school, thereby maintaining consistency from year to year. The cost for IB to the school does not vary based on the number of students and in many states or school districts the costs for IB exams are paid or subsidized by the government or district. During the five-year reviews, the IBO will follow up when students' scores on the assessment decline and offer the teachers additional professional development and other support. The individual school, not the IBO, sets expectations for the percentage of students taking IB courses who should also take the assessments. The IB's research models control for a variety of factors including socioeconomic, self-selection, high school GPA, and gender. The IBO has a policy on how students can use artificial intelligence which disallows its use for generating ideas or actual writing. Each student meets with an individual faculty advisor while working on the extended essay to explain how the essay is being developed.

Approximately 7% of California resident applicants have taken IB courses whereas 90% of applicants have taken AP courses, which raises questions about what is behind this gap. Senior

Recognition Manager Vivas posited that AP is more widespread in the U.S. and was created by the College Board in collaboration with American universities so it is viewed as the standard. IB is more prominent internationally but its footprint in the U.S. has grown over the years, and IB students apply to private or international institutions. Recognition Specialist Andrade Johnson remarked that students perceive the IB has requiring significantly more writing and reading compared to AP courses that just require memorization, but this may change as the College Board moves towards understanding-based assessment. The presentation slides will be shared with BOARS and Recognition Specialist Andrade Johnson will be the main point of contact going forward.

V. Debrief: Visit with IB Organization Representatives

Chair Volz invited members to share their impressions of the presentation on the IB and indicated that, after the winter break, BOARS will begin considering the ability of honors and dual enrollment programs to predict the performance and persistence of students who enroll at UC. Chair Volz was not aware that the IB representatives would have a request to consider granting credit for standard level courses and exams.

Discussion: The written materials IBO provided reflect that they ask the right questions in their research, control for different factors, and take multiple steps to validate their scores. A member observed that IB students seem to have better math preparation and that there is more standardization in the scores. The IB's education framework is preferable to simply having students pass an exam on a particular course to earn credit, however the request for UC to essentially articulate all IB courses at all IB schools is problematic. A member expressed skepticism about the IBO's attempts to expand its reach into U.S. schools. Members felt that the information about the cost to the students to receive the IB diploma was not transparent. UC is under pressure to give credit for studies in high school as a way of decreasing time at UC on the grounds of affordability, and BOARS should contemplate how much credit should be awarded. One positive aspect of IB is that students must take the entire course whereas AP permits students to just take the exam.

VI. Statement on UC's Mathematics (Area C) Admissions Requirements

Chair Volz explained the purpose of the statement on UC's Mathematics (Area C) admissions requirements in light of UCSD's Senate Administration Workgroup (SAWG) on Admissions report that was posted on the divisional Senate's website on November 10th.

Discussion: Members agreed that the memo is sound and suggested minor revisions, specifically that the memo should point out the specific problems identified by the UCSD SAWG and systemwide concerns. It should be clear that the Area C requirements pertain to any students applying to UC, whereas UCSD's SAWG focused on students enrolling in specific majors at that campus. BOARS will dedicate time during the January 9th meeting for an in-depth discussion about the UCSD report, and in February the committee will consider what might be done at the systemwide level.

Action: A motion to approve the statement was made, seconded and passed by majority vote pending minor revisions. The memo will be sent to Chair Palazoglu for distribution to the campuses.

VII. Consultation with Graduate, Undergraduate, & Equity Affairs (GUEA), Institutional Research & Academic Planning (IRAP), Admissions Directors, & Enrollment Management Leads

Han Mi Yoon-Wu, Associate Vice Provost & Executive Director, Undergraduate Admissions, GUEA; Chase Fischerhall, Director, A-G & Transfer Articulation Policy, GUEA; Liz Terry, Senior Policy & Research Specialist, Undergraduate Admissions, GUEA; Angelica Moore, Director, Undergraduate Policy & Communications, GUEA; Tongshan Chang, Director, IRAP; & Matt Reed, Senior Institutional Research & Planning Analyst, IRAP

Topic: Chair Volz asked if the Admissions Directors (ADs)/Enrollment Management Leads (EMLs) were aware of the College Board's changes to the AP exam scoring process and to comment on any potential implications this may have for admissions and enrollment management at the campuses. During the November meeting with BOARS, the College Board representatives indicated they usually communicate with the campuses rather than the systemwide Senate.

Discussion: While ADs/EMLs may have heard about the switch to Evidence-Based Standard Setting (EBSS), they were not consulted by the College Board. The College Board is struggling with their market share as more students take courses through dual enrollment. Work will need to be done at the campus or department level to determine if EBSS is skewing scores on certain exams.

Topic: BOARS discussed the draft statement on the Area C admissions requirement earlier in the meeting and UCSD's recently published SAWG report will be discussed on January 9th. The ADs/EMLs were invited to comment on the draft statement and the UCSD report.

Discussion: UCSD's report raises important questions about grade inflation and preparation but the idea that returning to standardized testing will allow UC to better discern preparation is overly simplistic. Altering the admissions process by restoring the use of standardized tests will not fix shortcomings with preparation, so UC should determine how to offer preparatory courses for students who come in at differing levels. The focus should be on assessing the condition of students' educational environments because, following COVID-19, there were students who returned to lower-resourced middle and high schools that were unable to bring them up to grade level and a gap in academic readiness is to be expected. Every campus should make a commitment to having the courses students need, and faculty are responsible for teaching the students in their classrooms even if it is assumed that students have certain knowledge upon enrollment. UC has early outreach programs that can help faculty understand high school early math preparation programs, and faculty could be engaged with high schools in the local communities surrounding UC campuses. BOARS might think about how to inform UC faculty more broadly about how the K-12 segment is striving to rectify learning loss to counter the problematic messaging that UC needs to fix that segment.

Topic: On January 9th, BOARS will receive a presentation on UCLA's Associate Degree for Transfer (ADT) pilot program which can help inform other campuses considering adopting ADTs for major preparation. The goal is for BOARS to develop a guidance document to share with other campuses.

Discussion: A systemwide guidance document would be welcomed since there are questions about scope and process such as how the programs were selected for the ADT pilot. The UCLA Admissions Office has shared information about how the ADTs are being implemented and this year will be instructive in terms of how the campus will proceed with the pilot. Assoc. Vice Provost Yoon-Wu pointed out that the planning for ADTs must start with the transfer model curriculum. Although Assembly Bill 1291 exempted UCM from establishing a minimum number of ADTs, this campus anticipates exceeding that minimum. UCR wants to approach ADTs in the context of

student success outcomes. Campuses waiting to see what happens at UCLA should begin planning, especially if they are a campus currently challenged with meeting the 2:1 ratio of freshman to transfer enrollees.

Topic: BOARS is trying to better understand the ability of honors and dual enrollment programs to predict the performance and persistence of students that enroll at UC following the elimination of standardized testing in 2020. Chair Volz asked if the systemwide trends summarized in the GUEA brief mirror trends observed at the individual campuses.

Discussion: Students are taking “dual enrollment” high school A-G courses and receiving transferable credit after taking an exam for a community college. Thus, students may be earning CCC credit by exam that is not approved by UC. The course will appear on the transcripts from both the high school and the college. Whether students took a course at a high school or community college is not always clear and sometimes the dual enrollment course is listed as a high school course.

VIII. Next Steps: College Board’s EBSS Process for Scoring Advanced Placement Exams

Chair Volz has collaborated with the chairs of the University Committee on Educational Policy (UCEP) and the University Committee on Preparatory Education (UCOPE) on a memo to the divisions about the College Board's shift to EBSS. The memo summarizes UC's use of AP scores and makes recommendations to the faculty and staff responsible for managing undergraduate admissions programs and placement requirements. Input from BOARS, UCEP and UCOPE will be incorporated into the memo and the memo will be on the January 9th BOARS agenda for approval after which it will be transmitted to Academic Council for endorsement and distribution to the campuses.

Discussion: Rather than individual campuses contacting the College Board, the memo should indicate that BOARS, UCEP, and UCOPE will serve as points of contact and continue to engage with the College Board. Faculty should be encouraged to learn more about EBSS.

IX. Member Reports/Campus Updates

UCI: President Milliken met with chairs of the local Senate committees and the discussion focused on the President’s Post-Doctoral Fellowship program and faculty concerns. The committee discussed math placement and next steps following the new statement on Area C.

UCSC: The admissions committee analyzed data and questioned the correlation between holistic scoring, high school grades, and performance at UCSC.

UCR: The College of Engineering dean shared that the College sees problems similar to those detailed in UCSD’s report. UCR calculates a score based largely on GPA that has been determined to have no correlation with subsequent math placement and does not indicate preparedness.

UCSD: The representative highlighted several points made in the SAWG report, including that students are being admitted without good predictive data.

UCD: The representative will meet with the UCD Math Department to discuss EBSS.

UCB: The members of the local committee were unaware of the College Board's shift to EBSS and discussed UCSD's SAWG report. The committee also considered issues related to the time to degree of transfer students who are dealing with impacted courses in Science, Technology, Engineering, and Mathematics.

UCLA: The local committee discussed EBSS and is requesting data to compare with the UCSD SAWG analysis. The AD provided an overview of the incoming first year class and there are concerns about UCLA's ability to become a Hispanic Serving Institution.

Undergraduate Student Representative: Students are frustrated about the tuition hikes.

UCSB: The committee discussed the UCSD report and the local IR unit has been asked to provide data so the issues can be considered in the local context. Another topic is how the availability of housing impacts yield. The campus re-prioritized the 13 factors it uses for holistic review.

X. Executive Session

Note: other than action items minutes were not recorded during executive session.

The meeting adjourned at: 3:03 PM

Minutes prepared by: Brenda Abrams, Principal Policy Analyst

Attest: David Volz, Chair