

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS) ANNUAL REPORT 2024-2025

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2024-2025 (including two in-person meetings) 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 2015–2024; first-year UC performance outcomes for students who entered UC in fall 2023; efforts by BOARS to enhance transfer admission pathways and to ensure that admitted nonresidents compare favorably to California residents; 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 2024 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.

Consultation with California K-12 and Revisions to Senate Regulation 145

Given the importance of the state's K-12 system and its delivery of the academic foundation for all California students, including those who ultimately enroll at UC, BOARS has held a longstanding practice of engaging with the California K-12 system on a range of admissions and academic

preparation policy matters. This year, BOARS took several steps to ensure regular and formal meetings with key K–12 constituents. [Senate Bylaw 145](#) was revised to codify ongoing consultations with State Board of Education (SBE) representatives and California K–12 subject matter specialists on proposed changes to course requirements for undergraduate admissions. The committee met with SBE President Linda Darling-Hammond in February 2025 and this consultation will occur annually each fall. BOARS developed a set of [Guidelines for California K-12 Consultation](#) that emphasize transparency and timely information-sharing and will foster continued collaboration with K–12.

UC Eligibility Areas

A central focus for BOARS throughout 2024–2025 was the UC Eligibility Areas, the basis for the [7-course pattern](#) which comprises the minimum general education admissions requirements expected of all transfer students preparing to attend the University. The consultants in Graduate, Undergraduate, and Equity Affairs (GUEA) briefed the committee on various issues related to the Eligibility Areas including that they have not been publicly available for use by California community colleges in preparing their courses for submission and review by UC and they are not aligned with the California General Education Transfer Curriculum (Cal-GETC) and other transfer requirements. BOARS members developed an understanding of the purpose of the Eligibility Areas, elicited feedback from their campus admissions committees, and debated various solutions and their implications. During the June meeting, the members of BOARS voted unanimously to approve updated language for the UC Eligibility Areas criteria. As a result of this vote, community college students, articulation officers, and counselors will have critical guidance regarding courses that will fulfill the criteria for UC’s 7-course pattern and there will be increased alignment between UC’s 7-course pattern approvals and Cal-GETC approvals as appropriate. BOARS will review the approved UC Eligibility Area criteria and their alignment with Cal-GETC every five-to-seven-years.

Credit by Examination

Last year, a BOARS subcommittee began working on a systemwide policy for using credit by examination to fulfill A–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. After learning that the College Board changed its scoring verification process for Advanced Placement (AP) courses, representatives from the testing company joined the committee in November to provide details about the changes. BOARS members were not reassured by the information they received and questioned the reliability of AP scores, which made the effort to devise a policy more challenging. The awarding of credit for external courses and exams taken before matriculation was discussed at length in April and June, and the members determined that there are various questions and concerns that fall well beyond the scope of the draft policy. In June, the members decided that a subcommittee should be created next year to study this complex matter and in July the committee provided input on the charge and membership.

Consultation with the California State University Admissions Advisory Council

In February, BOARS met with members of the California State University (CSU) Admissions Advisory Council, a group of CSU faculty and administrators that advises the CSU chancellor about admission to the CSU by reviewing systemwide admission policies and practices to ensure compliance with Board of Trustees policy and recommendations changes that would allow the CSU to better meet its goals and mission. The discussion touched on UC’s A–G framework; CSU’s interaction with California K–12; the need for more high school math and science teachers;

standardized testing; transfer issues; enrollment challenges; online courses and undergraduate degree programs; and an ethnic studies requirement that had been proposed for UC admission but was rejected by the Academic Assembly.

Transfer Admissions

Throughout the year, BOARS received regular updates on the work of the Academic Council Special Committee on Transfer Issues (ACSCOTI). BOARS considered a proposal from ACSCOTI to permit students to take either two biological science or two physical science courses to satisfy the Cal-GETC Subject Area 5 requirement (Physical and Biological Sciences) and a proposal to consolidate UC's biochemistry, biology, cell biology, and molecular biology transfer pathways into a single biological sciences pathway which were both approved by Academic Council. Since ACSCOTI has fulfilled its responsibilities, the committee will sunset and its coordination and oversight duties will be assumed by BOARS. Chair Swenson and Vice Chair Volz ensured that BOARS was apprised of the Intersegmental Committee of the Academic Senate's (ICAS) deliberations about updating the Cal-GETC Standards. Members had concerns about the Academic Senate of the CSU not allowing the provision that would enable California Community College (CCC) students to be granted partial certification of Cal-GETC. In addition, the committee was kept abreast of the CCC-led common course numbering project which was legislated by Assembly Bill 1111 (Berman).

Joint Meetings with the UC Admissions Directors and Enrollment Management Leads

The campus admissions directors and associate vice chancellors for admissions and enrollment management joined BOARS in November and June to discuss alternate majors; streamlining transfer; high school grade inflation and compression of grades; credit by exam; personal insight questions; and the institutions students are attending instead of UC. In November, the committee was joined by an Associate Vice Chancellor for Enrollment Management who provided an in-depth presentation on holistic review at one UC campus.

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 direct admission into majors; local holistic review processes; artificial intelligence; standardized testing; concerns about preparation for Science, Technology, Engineering, and Mathematics; the restoration of standardized testing for admissions; and setting enrollment targets.

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 faculty. These briefings included updates on the state budget and maintaining the compact with the governor; the searches for the next UC president as well as for new chancellors for UCR and UCSB; faculty disciplinary policies and procedures; and the impact of the federal government's executive orders and withdrawal of federal grant funding.

Graduate, Undergraduate, and Equity Affairs and Institutional Research and Academic Planning: GUEA provided regular briefings throughout the admissions cycle on applications, admissions, and statement of intent to register outcomes. The GUEA consultants also provided valuable information about transfer policies, initiatives, and legislation; admissions messaging; feedback from counselor conferences; and the common course numbering project. Institutional Research and Academic Planning presented an analysis on the relationship between academic

preparation in selected A-G subject areas (history/social science, English, math, and science) and performance at UC.

BOARS Representation

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

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, A-G & Transfer Articulation, 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 (IRAP) Director Tongshan Chang and Senior 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,

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