

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
ANNUAL REPORT 2005-06**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS), in accordance with Senate Bylaw 145, is responsible for advising the President and appropriate Senate agencies on matters relating to admissions of undergraduate students and recommending to the Assembly the admissions criteria for undergraduate status.

During the 2005-06 academic year, the committee convened ten times which included two-day meetings in November and May, and a joint meeting with the UC Admissions Directors in July. Additional business was conducted in subcommittee meetings, by teleconference, and by email. Highlights of the committee's activities and accomplishments are noted in this report.

Strategic Reexamination of Eligibility Policy

The committee continued its strategic reexamination of UC eligibility policy this year. BOARS held discussions regarding this topic during multiple committee meetings and members drafted documents to aid the committee in this policy reexamination process. The committee intends to continue its strategic reexamination of UC eligibility policy next year and has developed an analytic agenda to help guide BOARS' examination of the eligibility construct.

Honors Level Bonus Grade Point Policy

Senate Regulation 424 currently allows a grade point bonus to be granted for a limited number of "honors level" courses (i.e., UC-certified honors courses, Advanced Placement, International Baccalaureate, and transferable college courses) in the calculation of the grade point average for UC's eligibility determination. As part of the committee's strategic reexamination of eligibility policy and in response to the final report of the Academic Senate's Task Force on Honors/AP/IB/CC "Grade Bump," BOARS has spent nearly two years reassessing the appropriateness of this policy for calculating GPAs for UC freshman admissions purposes. Although there was consensus within BOARS that the bonus grade point policy is educationally unjustified, there were also concerns about the potential unintended consequences of eliminating the Honors Level bonus. At the May 26, 2006, BOARS meeting, the committee unanimously approved a motion to not propose eliminating the Honors Level bonus grade point policy for UC eligibility at this time.

BOARS will issue a report summarizing the committee's findings and conclusions regarding the Honors Level bonus grade point policy. The report will include identification of the problems associated with implementation of a recommendation to eliminate the Honors Level bonus grade point policy, and notification of the committee's intention to focus on an overall reexamination of eligibility policy.

Eligibility in the Local Context (ELC)

BOARS was charged with conducting "a study of the effects of increasing the percentage of graduates from each California high school who are identified as Eligible in the Local

Context” as part of the Academic Senate’s “Recommendations for Changes in Eligibility Criteria for Undergraduate Admissions” (adopted June 30, 2004). In response to this charge, BOARS reviewed research studies from UCOP that examine: (1) the demographic characteristics of the pool of eligible students if the ELC percentage were increased while maintaining the overall UC eligibility rate of 12.5%; (2) the behavioral impact of the ELC program; and (3) the UC performance of ELC admits.

BOARS continues to study this issue and will examine further information, including the impact of ELC expansion on various populations of students and the impact of the ELC program on application, admission and enrollment rates of students.

“ELC-Qualified” Math Requirement

In order to be designated “ELC-qualified,” and therefore receive consideration for UC eligibility via the Eligibility in the Local Context (ELC) pathway, students must currently complete a minimum of 11 units of the subject (‘a-g’) requirements for eligibility by the end of their junior year of high school. Three of these 11 units must fulfill the mathematics (‘c’) requirement. Mathematics is the only subject where the full unit requirement for eligibility must be met by the end of the junior year in order for a student to qualify for the ELC program. Moreover, in June of 2004, the Regents approved Academic Senate recommended rules changes that now require students admitted via the ELC pathway, in order to be deemed UC-eligible upon enrollment, must complete the full spectrum of 15 units of the subject requirements by that time. Thus the 3 unit mathematics requirement only served to limit who was to receive encouragement by means of a letter from the admissions office to apply to the University or complete the eligibility requirements.

At the May 25, 2006, BOARS meeting, the committee reviewed an analysis of the impact of reducing the end-of-junior-year ELC mathematics (‘c’) requirement from 3 units to 2 units. As a result, BOARS unanimously approved a motion that to qualify for ELC consideration, no less than 2 units of the 11 ‘a-g’ course units upon which ELC qualification is based must fulfill the mathematics (‘c’) requirement. Students would still be required to complete the full 15 unit subject (‘a-g’) requirement pattern, including 3 units of mathematics, by the time of high school graduation, to become ELC or statewide eligible. BOARS is currently working with UCOP to develop a timeline and implementation proposal for this change.

Inclusiveness Indicators

One of the goals of UC admissions policy, as affirmed by The Regents, is to “seek out and enroll, on each of its campuses, a student body that demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of backgrounds characteristic of California” (Resolution RE-28, May 16, 2001). In an effort to monitor whether UC students are becoming less or more representative of the state and to provide a broader set of facts to inform discussion of UC admissions policies, the BOARS Analytic Subcommittee worked with UCOP Admissions Research and Evaluation staff to develop a set of “inclusiveness indicators.” These indicators examine trends in the composition of the UC student body as compared to various dimensions of the population of the state, including gender, racial/ethnic, socioeconomic and geographic

characteristics. The indicators were presented to the Assembly of the Academic Senate in June (<http://www.universityofcalifornia.edu/senate/committees/boars/boars.indicators0606.pdf>).

Task Force on Subject ('a-g') Requirements Guide

At its June 16, 2006, meeting, BOARS unanimously approved a proposal for the formation of a joint Senate and administrative Task Force to develop more specific descriptions of the criteria needed for high school courses to fulfill the mathematics ('c') and laboratory science ('d') subject requirements. This proposal was developed by the BOARS Articulation and Evaluation Subcommittee in consultation with UCOP Student Affairs staff. The Academic Council approved the proposal at its July 26, 2006, meeting and agreed to assist in moving this work forward in cooperation with the appropriate administrative bodies.

Invited Guests

BOARS invited several guests in addition to their regular UCOP consultants to inform the committee about specific admissions-related issues. These special guests and their topics included:

- Graduate and Professional Education: M.R.C. Greenwood, Provost and Senior Vice President, Academic Affairs (UCOP), discussed UC's latest efforts to rebalance graduate and professional student enrollments and the potential implications for undergraduate admissions. (September 30, 2005)
- Honors Level Coursework: Jeannie Oakes, Professor of Education (UCLA) and Director of UC All Campus Consortium On Research for Diversity (UCACCORD), informed the committee of a number of findings that have been consistently identified regarding honors level courses, including inequalities in access, inequalities in opportunities and resources, and achievement levels and outcomes. (September 30, 2005)
- Legal Issues: Chris Patti, University Counsel, and Alan Brownstein, Professor of Law (UCD), presented information about admissions-related legal issues. (September 30, 2005)
- Honors Bonus Grade Point: Saul Geiser, Research Associate, Center for Studies in Higher Education (CSHE) participated in discussions of the Honors Level Bonus Grade Point policy. (November 4, 2006 and January 13, 2006)
- Eligibility and Admissions Study Group: Rory Hume, Acting Provost and Senior Vice President of Academic Affairs, informed BOARS of plans to reconvene the Eligibility and Admissions Study Group. (February 17, 2006)
- UC Transfer Preparation Paths: Margaret Heisel, Associate to the VP for Student Affairs and Executive Director (UCOP), Barbara Hoblitzell, Director of Transfer Preparation Policy and Programs (UCOP), and Eric Taggart, Director of Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) Coordination Site, consulted with the committee regarding the development of "UC Transfer Preparation Paths" as part of the implementation efforts for SR 477 ("Streamlining" Articulation) and SR 478 (SCIGETC). (February 17, 2006, and May 25, 2006)
- Transfer Legislation Update: Todd Greenspan, Director of Educational Relations (UCOP), reported on the status of proposed state legislation intended to address intersegmental transfer issues. (May 25, 2006)

- Educational System Alignment Efforts: David Conley, Professor of Educational Policy and Leadership, University of Oregon, and Director, Center for Educational Policy Research, informed BOARS of national efforts to clarify the definition of college readiness and better align college admission standards with high school curriculum standards. (May 26, 2006)

Other Reports and Recommendations

The following BOARS' reports and recommendations were also submitted or acted on by the Academic Council in 2005-06:

- Guidelines for Implementation of University Policy on Admissions by Exception (endorsed by Academic Council on September 28, 2005)
- Earth and Space Science (ESS) Eligibility Subject Requirement Proposal
- University Committee on Affirmative Action and Diversity (UCAAD) Proposal for a Systemwide Statement on Diversity
- Proposed state and federal legislation, including: AB 2168 (Liu) Common Core Curriculum, SB 1543 (Alarcon) Admissions/Career Technical Education, SB 1769 (Escutia) Systemwide Articulation Agreements, U.S. Higher Education Act Reauthorization, and the report of the National Commission on the Future of Higher Education

BOARS Representation

The Chair, Vice Chair, and committee members represented BOARS in various other groups including the Academic Assembly, Academic Council, UCOPE, Academic Council Workgroup on the Science and Math Initiative (SMIG), Admissions Processing Task Force, ASSIST Board of Directors, UC-CCC Transfer Advisory Board, Intersegmental Coordinating Committee (ICC) Transfer Subcommittee, Intersegmental Committee of Academic Senates (ICAS), and SCIGETC Implementation Workgroup.

Acknowledgements

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Respectfully submitted,

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