

**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
ANNUAL REPORT 2014-15**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Board of Admissions and Relations with Schools (BOARS) met ten times in Academic Year 2014-15 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 BOARS chair also charged two subcommittees with reporting to the parent committee about specific topics. The major activities of BOARS and its subcommittees, and the issues they addressed this year are outlined briefly, as follows:

ANNUAL REPORT TO THE REGENTS ON UNDERGRADUATE ADMISSIONS REQUIREMENTS AND COMPREHENSIVE REVIEW

In January, BOARS submitted its first “[Annual Report on Undergraduate Admissions Requirements and Comprehensive Review](#)” to the Board of Regents. The report combines the former “Annual Report on Admissions Requirements,” and the “Biannual Report on Comprehensive Review.” It discusses application, admission, and yield outcomes under comprehensive review for the years 2012-2014; the ongoing implementation of the new freshman admissions policy and the Regents’ 2011 Resolution on Individualized Review and Holistic Evaluation; efforts by BOARS to enhance the transfer path and to ensure that admitted nonresidents compare favorably to California residents; and challenges associated with the future of the referral guarantee.

FRESHMAN ELIGIBILITY AND REFERRAL

- *Proposal to Adjust the UC Eligibility Construct from 9x9 to 7x7*

BOARS tabled a proposal it developed in the 2013-14 academic year to adjust the “9-by-9” eligibility construct to “7-by-7.” The proposal was motivated by the need to accommodate all students eligible for a guarantee of referral admission and to more accurately bring the total number of guaranteed students to the policy target of 10% of public high school graduates. The Academic Council responded to BOARS’s request for a systemwide review by asking BOARS to simplify and clarify aspects of the proposal, to help promote informed discussion at the campuses. BOARS tabled the proposal after new concerns were raised that it could impact diversity and represented only a partial solution to the problems identified by the committee, and following news that Merced would be able to accommodate all referral pool students. BOARS also decided it should monitor the effect of the recent change to the statewide index on the guarantee pool before proposing new changes. Nevertheless, BOARS remains concerned about the long-term capacity of the UC system to offer a guarantee of referral admission to every student defined as eligible through the “9-by-9”, particularly if enrollment pressures increase and additional state funding for enrollment is not provided. BOARS will continue to monitor these issues closely.

TRANSFER ADMISSION

BOARS helped lead the Senate's response to a range of issues and concerns about community college transfer.

- ***Transfer Admission Pathways***

BOARS participated in a Senate-led effort to implement a recommendation from the [Transfer Action Team](#) to streamline the transfer admission pathways from the California Community Colleges to UC. President Napolitano joined BOARS' February meeting to encourage faculty to help facilitate the alignment of pre-major transfer requirements for ten specific majors across UC campuses, to help transfer students prepare simultaneously for multiple campuses and help campuses attract and enroll better prepared transfers. BOARS members helped assemble lists of campus faculty and administrators responsible for evaluating and/or deciding transfer preparation requirements for the ten majors. The BOARS chair and/or vice chair participated in three April workshops that brought together campus representatives to identify a single set of major-specific lower division coursework for CCC students to follow as preparation for transfer admission in each major at all nine campuses. BOARS members helped lead efforts to monitor progress of the campus review of the [pathways](#) agreed to at the meetings.

- ***Transferrable Course Guidelines***

In fall 2014, the BOARS chair wrote to department chairs in eight disciplines to request faculty nominees for standing content expert workgroups to advise BOARS about revisions to the systemwide Transferable Course Agreement (TCA) Guidelines, which reflect the minimum course content required for basic UC transferability. The recommendations of the workgroups were reviewed and approved by a BOARS subcommittee and then by the full committee in the spring. Campuses will continue to conduct second-level reviews to decide specific credit awards for completion of approved courses.

- ***Approval of Statway***

In January, BOARS issued a [Statement](#) regarding its approval of a version of Statway for UC transferability. The approved version of Statway, a year-long community-college course sequence designed by the Carnegie Foundation that combines introductory college-level statistics with pre-college math content intended for non-STEM majors, is being offered at six California Community Colleges. The approval followed a UC faculty review of the Statway curriculum initiated by BOARS in Summer 2014. The review concluded that the pre-college math content presented in the course meets the minimum math requirements expected of freshmen by sufficiently covering mathematics aligned with the Common Core State Standards for Mathematics, and that students who complete the sequence should receive credit equivalent to a traditional introductory statistics course upon transfer to UC.

SUPPORT FOR CALIFORNIA'S NEXT GENERATION SCIENCE STANDARDS

- ***Next Generation Science Standards Information Session***

In December 2014, BOARS held an information session with Helen Quinn, professor emerita of Physics from Stanford University, who chairs the California Science Framework Committee for K-12, which is considering K-12 course models that align with the Next Generation Science Standards (NGSS). She provided background on the NGSS, outlined how the NGSS defines a new framework for science education, and listed challenges that the new standards may pose for

high school science programs. She also noted that California high schools are thinking about how to integrate the NGSS into their programs and courses, but some are concerned that UC may not approve NGSS-aligned courses for the Laboratory Science [\(area “d”\) admission requirement](#).

- ***Next Generation Science Standards and Area “d”***

BOARS discussed how UC might adjust its admissions policies to reflect California’s adoption of the NGSS. A central question is whether UC’s laboratory science requirement (area “d”) should continue to require laboratory science courses to align closely with the three “foundational” disciplines identified in area “d” (Biology, Chemistry, and Physics), or change to reflect the four core NGSS categories—Physical Sciences; Life Sciences; Earth and Space Sciences; and Engineering, Technology & Applications of Science—and broaden the scope beyond only “laboratory sciences.” In May 2015, BOARS proposed to review and revise, as needed, area “d” ([Senate Regulation 424.A.3.d](#)) to align with the NGSS. Preliminary plans include convening a UC faculty advisory committee to review relevant issues and make recommendations to BOARS that will be circulated for UC systemwide Senate review.

- ***ICAS Statement of Competencies in the Natural Sciences***

BOARS reviewed a *Statement of Competencies in the Natural Sciences Expected of Entering Freshmen*, drafted by the Intersegmental Committee of Academic Senates (ICAS) as an update to a 1988 ICAS statement intended to reflect the State’s adoption of the Next Generation Science Standards. BOARS reviewed the statement and issued a letter offering input into ways the statement may be further strengthened to support high schools in teaching science according to NGSS concepts and practices.

NONRESIDENT ADMISSION

BOARS members worked with campus committees and admissions offices to analyze 2014 admissions outcomes and the extent to which their campus is meeting BOARS’ [policy](#) that non-residents admitted to a campus must “compare favorably” to California residents admitted to that campus. BOARS reviewed campus submissions for 2014, and then issued a [report](#) summarizing outcomes from a systemwide perspective. All campuses reported that they met the standard and described a variety of approaches used to analyze it—including comparisons of academic performance measures and holistic review scores of residents and nonresidents who were admitted and who enrolled, as well as analyses of the post-matriculation performance of both groups. Some campuses noted the difficulty of making a true comparison between residents and nonresidents based on narrow academic indicators and in the absence of equivalent local context and achievement information for both applicant groups. BOARS also discussed ways to ensure a more critical, transparent evaluation of campus assessments, to gather and make public meaningful data, and to develop a common template for campus reporting.

INTERNATIONAL APPLICATION EVALUATION

- ***Test of English as a Foreign Language (TOEFL) Exam***

BOARS discussed how campuses use scores from the Test of English as a Foreign Language (TOEFL) to assess the English proficiency of applicants who complete all high school in a non-English-speaking country. The committee reviewed analyses detailing the relationships between

TOEFL scores and academic success at UC for cohorts of international students who submitted different ranges of scores and subsequently enrolled at UC. BOARS found evidence that TOEFL scores are to some degree related to student academic success and noted that UC's minimum score of 80 is lower than other institutions. The committee voted to increase from 80 to 90 the minimum systemwide TOEFL score, but later reversed the decision after hearing about the potentially negative effect the higher minimum score may have on the ability of some campuses to meet enrollment targets, and noting that individual campuses may require a higher minimum score than the systemwide minimum.

- ***Concordance of TOEFL and IELTS Scores***

BOARS assessed the concordance of UC's minimum score requirements for the TOEFL and the International English Language Testing System (IELTS) exam. BOARS voted to decrease the minimum IELTS requirement to 6.5 after reviewed concordance tables for TOEFL and IELTS showing that a TOEFL score of 80 or 90 corresponds with an IELTS score of 6.5, while UC's minimum IELTS score of 7.0 corresponds to a TOEFL score of 94-101.

- ***PTE Academic Proposal***

BOARS considered, but declined, a request from Pearson Education for UC to recognize the Pearson Test of English Academic (PTE Academic) as an approved English language test for undergraduate international applicants who are non-native English speakers.

REVISED AP AND IB EXAMS

UCOP identified faculty content expert reviewers charged with recommending to BOARS whether UC should award elective credit for scores of 3 or higher on redesigned versions of nine Advanced Placement exams and 5 or higher on four redesigned International Baccalaureate exams. BOARS approved the content expert recommendations of for those exams.

AP CAPSTONE

BOARS reviewed the College Board's new [AP Capstone](#) Diploma program and considered whether UC should award elective credit, and the appropriate exam or assessment score required to receive elective credit, for completion of the AP Seminar course and exam and the AP Research course and assessment, the two components of the program. BOARS decided that a broader discussion would be needed about how to programmatically address high school curricular programs requesting UC elective credit that do not align with UC general education curriculum. BOARS made plans to develop guidelines to help UC navigate both Capstone and other programs like it.

COMMON CORE MATH PATHWAYS

BOARS reviewed a statement of the committee drafted in response to concerns being expressed by some parents of advanced students that the new Common Core math pathway will disrupt the normal path to advanced math in middle and high schools and disadvantage their child in UC admissions. These parents are concerned that students will have fewer opportunities to take AP Calculus, a course they perceive as necessary to be competitive for admission to UC and other universities. BOARS will revisit the statement in the next academic year.

NEW BERKELEY ADMISSIONS POLICY

BOARS sent a letter to the Berkeley Senate division recommending that Berkeley delay implementation of its new freshman admissions policy for one year. BOARS was concerned about Berkeley's decision to implement the new policy without consulting systemwide bodies and without a full understanding of its implications for Berkeley or for other campuses. The issue was brought to the Academic Council, where a compromise was reached: it was agreed that for 2015-16, Berkeley will solicit letters of recommendation only from students ranked as "possible" admits through the predictive index, as well as from any applicants ranked "possible" later in the review process.

JOINT MEETINGS

- ***Meeting with Governor's Office Staff***

Three senior policy staff members from the Governor's Office and the Department of Finance attended a portion of BOARS' May 1 to discuss undergraduate admissions issues.

- ***Meeting with the CSU Admission Advisory Council***

BOARS and the CSU Admission Advisory Council held their bi-annual half-day joint meeting in Oakland on June 5. Participants discussed the process of consultation and collaboration around proposed changes affecting the "a-g" pattern; how both segments plan to address the upcoming implementation of the Next Generation Science Standards in K-12; potential changes to the laboratory science ("d") subject requirement; issues associated with fostering and improving the transfer path; and data outlining the overlap between UC's fall 2013 applicant pool and CSU's 2013-14 applicant pool for both freshmen and transfers.

- ***Meeting with the UC Admissions Directors***

BOARS hosted its annual half-day joint meeting with the UC campus admissions directors on June 26. BOARS and the directors discussed admissions outcomes for 2015-16; two planned reviews of the systemwide UC application; the character and scope of future compare favorably analyses; next steps for implementing the systemwide transfer pathways; the TOEFL minimum score; and guidance about the type and extent of consultation campuses should solicit from BOARS about undergraduate admissions policies and practices.

BOARS SUBCOMMITTEES

BOARS separated into two subcommittees at several meetings to review materials provided by UCOP. One subcommittee, chaired by BOARS Vice Chair Sanchez, considered recommendations from UC faculty content experts charged with reviewing redesigned versions of several Advanced Placement and International Baccalaureate exams. Another subcommittee led by BOARS Chair Aldredge, reviewed revisions to the TCA Guidelines recommended by faculty content expert workgroups in several specific discipline areas as well as the "special categories" of Field Studies, Independent Study & Variable Topics Courses, and Online Courses.

OTHER BUSINESS AND BRIEFINGS

Proposed Revisions to Senate Regulation 417 and 621: BOARS sent the Academic Council proposed modifications to two Senate regulations—[SR 417](#), addressing applicants who complete coursework at a college while enrolled in high school, and [SR 621](#), addressing the standardized examination credit students may present to the University—both intended to update and clarify the language of the regulations.

UCEP-UCOPE Letter on AP Credit: BOARS supported a joint letter from UCEP and UCOPE articulating a position that AP English exam scores should be used only to place students out of the English Language Writing Requirement, not to place students out of lower- and upper-division UC writing and composition courses.

Budget and Enrollment Briefing: UCOP’s Associate Vice President for Budget and Capital Resources briefed BOARS in October about the development of UC’s 2015-16 budget and long-range enrollment plan, and its possible impacts on nonresident enrollment and tuition.

Meeting with the President: President Napolitano met with BOARS in February to discuss the transfer streamlining initiative; the President also answered questions from BOARS members about the state budget, nonresident enrollment, and enrollment planning.

Briefing on College-Level Curriculum: UCOP Student Affairs distributed a discussion paper—*National Trends Regarding High School Student Participation in College-Level Curriculum and Courses*—listing selected research related to the availability of AP, IB, and college-level courses taken in high school, student enrollments in those courses, and evidence from various studies showing that taking accelerated courses in high school correlates with positive college-level academic outcomes.

Campus Reports: BOARS set aside a portion of most meetings to allow faculty representatives to brief the committee on issues being discussed on their admissions committees and campuses. These briefings touched on local holistic review processes, enrollment planning, initiatives and best practices for increasing diversity, international application review, and concerns about the extent to which the current systemwide application sufficiently captures information about non-cognitive comprehensive review factors.

Senate Leadership Briefings: The Senate Chair and Vice Chair attended a portion of each BOARS meeting to brief the committee on business from the Academic Council and Board of Regents, the status of state and university budget negotiations, and systemwide issues of particular interest to BOARS and of general interest to the faculty.

BOARS REPRESENTATION

BOARS Chair Ralph Aldredge represented the committee at meetings of the Academic Council the Assembly of the Academic Senate, and the Intersegmental Committee of Academic Senates. Vice Chair Henry Sanchez Represented BOARS on the Systemwide Strategic Admissions Taskforce (SSAT). Either Chair Aldredge or Vice Chair Sanchez represented BOARS at meetings of the transfer streamlining discipline groups.

ACKNOWLEDGEMENTS

BOARS collaborated closely with UCOP and benefited from regular consultations with Vice President for Student Affairs Judy Sakaki, Associate Vice President for Undergraduate Admissions Stephen Handel, and Director of Undergraduate Admissions Michael Treviño, who updated BOARS about application, admissions, and SIR outcomes; transfer policies, initiatives, and legislation; meetings with student groups; community outreach; admissions messaging; feedback from counselor conferences; campus-based concerns; and other issues. Associate Director of Undergraduate Admissions Monica Lin attended each meeting to brief BOARS on high school and ‘a-g’ course certification issues, the new Course Management Portal, the UC Articulation Conferences, revisions to the Transferable Course Agreement Guidelines, the Next Generation Science Standards, and other topics. BOARS also received valuable support and advice from Institutional Research Coordinator Tongshan Chang, and Institutional Research Analyst Allison Cantwell who provided the committee with critical analyses and data related to the Report to the Regents, the 7x7 proposal, the TOEFL analysis, and the compare favorably analysis. BOARS also thanks Associate Director of Admissions Shawn Brick, Admissions Policy Coordinator Adam Parker, Special Assistant for Systemwide Admissions Initiatives Lisa Garcia, and Admissions Policy Coordinator Evera Spears for their contributions. Finally, BOARS appreciates the contributions of Amani Nuru-Jeter (UCB) and Colleen Clancy (UCD), who served as liaisons to BOARS from the University Committee on Affirmative Action (UCAAD); and the faculty who attended meetings as alternates for regular committee members: Lynn Huntsinger (B), Kathleen Ryan (B), Maribel Buena Cachadina (SB), Juliette Levy (R), David Smith (SC), and Deanna Shemak (SC).

Respectfully submitted,

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