

Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For Meeting of May 14, 2025

BOARS UPDATE ON ENGAGEMENT WITH CALIFORNIA K–12

EXECUTIVE SUMMARY

The systemwide Academic Senate’s Board of Admissions and Relations with Schools (BOARS) oversees all matters relating to the admission of undergraduate students to the University of California. BOARS has historically engaged with the California K–12 system on policies and practices used in the University’s admissions process and recently bolstered its efforts by developing guidelines for ongoing exchanges with education leaders and other partners in K–12. This includes the codification in Academic Senate bylaws of consultations with the State Board of Education and California K–12 subject matter specialists.

BACKGROUND

As directed by Academic Senate Bylaw 145¹ of the University of California (UC), the faculty Board of Admissions and Relations with Schools (BOARS) deliberates on matters relating to the admission of undergraduate students to the University. BOARS’ recommendations, which focus on the policies and practices used in the admissions process, directly relate to the educational mission of the University and the welfare of its students. Through delegated authority from the UC Board of Regents (see Regents Bylaw 40.1²), BOARS may propose changes to UC’s A–G subject requirements for undergraduate admissions, as codified in Academic Senate Regulation 424.A.3.³ Such proposals undergo multi-year review within the Academic Senate before being presented to the UC president and ultimately the Board of Regents for final approval, per Regents Policy 2102: Policy on Undergraduate Admissions.⁴ During the Senate’s deliberations, BOARS, the Academic Council, and/or the Assembly of the Academic Senate consults with key California K–12 constituents for feedback and input that informs the policy development and review process.

¹ <https://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#bl145>

² <https://regents.universityofcalifornia.edu/governance/bylaws/bl40.html#bl40.1>

³ <https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart2.html#r424>

⁴ <https://regents.universityofcalifornia.edu/governance/policies/2102.html>

HISTORY OF BOARS' ENGAGEMENT WITH CALIFORNIA K-12

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 the University of California, Board of Admissions and Relations with Schools (BOARS) has held a longstanding practice of engaging with the California K–12 system on a range of admissions and academic preparation policy matters. For example, when the required subject area course criteria were last revised in 2013–14, BOARS consulted widely with relevant subject matter specialists. This began with UC faculty workgroups whose members were recruited by campus department chairs. Faculty members appointed to a workgroup examined their subject area's course criteria and considered revisions. The BOARS appointed workgroups worked via email and teleconference to produce drafts of revised criteria that the entire BOARS committee previewed before drafts were shared with K–12 and California State University (CSU) colleagues. K–12 and CSU faculty reviewers were recommended by UC Undergraduate Admissions staff based on their involvement in A–G course submissions and related A–G curriculum design work. The reviewers provided feedback on the draft revised criteria, which was shared with the UC faculty workgroup members. Based on engagement input, the course criteria were further revised. After final drafts were prepared by each faculty workgroup, the updated course criteria were presented to BOARS for final review and approval in March 2014.

Another example of this collaborative approach occurred in 2017, when BOARS formed a UC systemwide faculty workgroup to consider changes to the science (Area D) undergraduate admissions requirement. During their deliberations, BOARS engaged in recurring K–12 consultations with the State Board of Education (SBE), the California Department of Education, the California Science Teachers Association, and the Intersegmental Coordinating Committee⁵ (ICC), among others. The ICC includes the K–12 system, the California Community Colleges, CSU, UC, and the Association of Independent California Colleges and Universities, with members coming from the respective Academic Senates and system offices. Notably, the BOARS proposal to align UC's admissions requirements with college-preparatory science course expectations for high schools across the state arose from the SBE's 2013 adoption of the Next Generation Science Standards for K–12.

LOOKING FORWARD: CONTINUED BOARS/CALIFORNIA K-12 ENGAGEMENT

The Board of Admissions and Relations with Schools (BOARS) is delineating its established practice of K–12 consultation with a set of guidelines that informs any future recommendations about UC admissions requirements, A–G course criteria and guidance, or other facets of the undergraduate admissions process. Following these guidelines, which emphasize transparency and timely sharing of information, will foster continued collaboration with K–12 education partners.

BOARS has already taken steps to ensure regular and formal meetings with key K–12 constituents. The committee met with State Board of Education (SBE) President Linda Darling-Hammond in February 2025 and had a productive conversation about how the K–12 system and higher education can work together to address the major challenges both systems face. During

⁵ <https://www.iccedu.org/>

this discussion, there was acknowledgement that BOARS’ decisions about A–G matters extend beyond students admitted into the UC, with influence reaching the CSU system and the largest California school districts. BOARS also agreed to reassess the A-G framework and determine if there are opportunities for better alignment with college-preparatory curriculum standards that the State Board has adopted across different subject areas. To this end, BOARS will begin examining A–G course data and related student preparation outcomes to identify the subject areas and other factors that may be most predictive of student success in college.

To provide open and clear communication with the K–12 system in service of student preparation for a seamless transition to university study, BOARS is committed to the following best practices for engagement and consultation:

- BOARS will meet at the start of every academic year with the president of the State Board of Education and/or any SBE representatives identified by the State Board president, with the possibility of additional meetings during the academic year if necessary.
- BOARS/SBE meetings have two major objectives. First, the SBE has a direct and receptive channel for sharing information about issues of concern from the K–12 system perspective. Second, BOARS communicates its planned priorities for the upcoming academic year to the SBE to solicit feedback.
- The SBE is invited to engage with BOARS on items of interest throughout the academic year.

CONCLUSION

Recent revisions by the Board of Admissions and Relations with Schools (BOARS) to Senate Bylaw 145 codify its ongoing consultations with the State Board of Education and California K–12 subject matter specialists. At the April 2, 2025 meeting of the systemwide Academic Senate, the Academic Council approved BOARS’ proposal to incorporate into the bylaw clear expectations about how BOARS consults with K–12 partners. The proposed revisions were subsequently finalized and approved by the Assembly of the Academic Senate on April 23, 2025.

KEY TO ACRONYMS

BOARS	Board of Admissions and Relations with Schools
CSU	California State University
ICC	Intersegmental Coordinating Committee
SBE	State Board of Education
UC	University of California