

UNIVERSITY OF CALIFORNIA

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NOTICE OF MEETING

(REVISED 6/25/04)

SPECIAL MEETING OF THE ASSEMBLY OF THE ACADEMIC SENATE

WEDNESDAY, JUNE 30, 2004, 9:30 A.M. - 1 P.M.

VIA TELECONFERENCE

FOR INFORMATION ON HOW TO PARTICIPATE

PLEASE CALL (510) 987-9458 or Your Divisional Senate Office

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Next regular meeting of the Assembly: Wednesday, October 13, 2004, Oakland

I. ROLL CALL

2003-2004 Assembly Roll Call June 30, 2004

President of the University:

Robert C. Dynes

Academic Council Members:

Lawrence Pitts, Chair

George Blumenthal, Vice Chair

Ronald Gronsky, Chair, UCB

Bruce Madewell, Chair, UCD

Abel Klein, Chair, UCI

Cliff Brunk, Chair, UCLA

Irwin Sherman, Chair, UCR

Jan Talbot, Chair, UCSD

Leonard Zegans, Chair, UCSF

Walter Yuen, Chair, UCSB

Alison Galloway, Chair, UCSC

Barbara Sawrey, Chair, BOARS

Quentin Williams, Vice Chair, CCGA (alt. for Kent
Erickson, Chair, CCGA)

Ramon Gutierrez, Chair, UCAP

Lisa Alvarez-Cohen, Chair, UCEP

Ross Starr, Chair, UCFW

Janis Ingham, Chair, UCORP

Michael Parrish, Chair, UCPB

Berkeley (6)

Richard Abrams (absent)

Michael Hanemann (absent)

Dorit Hochbaum

David Hollinger (absent)

Donald Mastronarde

Raymond Wolfinger

Davis (5)

William Casey

Peter Hays

Gyongy Laky

Brian Morrissey

Philip Yager

Irvine (4)

Linda Georgianna

Ross Conner (absent)

Calvin McLaughlin

Thomas Poulos (absent)

Los Angeles (9)

Kathryn Atchison

Charles Berst

Yoram Cohen

Harold Fetterman

Vickie Mays

Jose Moya

Owen Smith

Jane Valentine

Jaime Villablanca

Riverside (2)

Mary Gauvain

Joseph Childers (alt. for Linda Tomko)

San Diego (4)

LeRoy Dorman (alt. for Stuart Brody)

Gerald Doppelt (absent)

Barney Rickett

Nicholas Spitzer

San Francisco (3)

Philip Darney

Francisco Ramos-Gomez

Peter Wright

Santa Barbara (3)

Ann Jensen Adams

Susan Koshy

Nelson Lichtenstein

Santa Cruz (2)

Tony Fink (alt. for Faye Crosby)

Theodore Holman

Secretary/Parliamentarian

Peter Berck

II. Announcements (Oral Report)

- Lawrence Pitts, Academic Senate Chair

III. Business

Board of Admissions and Relations with Schools (BOARS)

Academic Council Proposed Eligibility Requirements for Freshman Admission to the University of California (Action)

- Lawrence Pitts, Academic Senate Chair
- Barbara Sawrey, BOARS Chair

Pursuant to [Senate Bylaw 145.B.2](#), the Board of Admissions and Relations with Schools (BOARS) proposes that the Academic Assembly adopt a revised set of eligibility requirements for freshman admission to the University of California. Academic Council approved the proposal at its June 23, 2004 meeting. Once the Academic Assembly has approved new eligibility criteria for UC, these eligibility requirements will be forwarded as an Assembly recommendation to the Board of Regents for final action. The Regents intend to act on this matter at their July 2004 meeting.

Action on this item requires a majority vote of Assembly members.

**UNIVERSITY OF CALIFORNIA ACADEMIC SENATE
ACADEMIC COUNCIL REPORT
JUNE 25, 2004**

**RECOMMENDATIONS FOR ADJUSTMENTS TO
UNIVERSITY OF CALIFORNIA FRESHMAN ELIGIBILITY REQUIREMENTS**

**IN RESPONSE TO
THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION'S
ELIGIBILITY STUDY OF 2003 CALIFORNIA PUBLIC HIGH SCHOOL
GRADUATES¹**

EXECUTIVE SUMMARY

In accordance with the California Master Plan for Higher Education, the University of California establishes its freshman eligibility standards such that the top one-eighth (12.5 percent) of the graduating public high school class will be deemed UC-eligible each year. These eligibility criteria determine who is admissible to the UC system as a whole. Selection for enrollment on an individual campus is based on additional criteria and an evaluation system known as comprehensive review. Changes to eligibility criteria do not affect either campus-level selection or the comprehensive review policy.

¹ CPEC, "University Eligibility Study for the Class of 2003," Commission Report 04-05, May 2004. Full report and fact sheet available online at: <http://www.cpec.ca.gov/eligibility>

The actual percentage of UC-eligible applicants fluctuates from year to year, and the California Postsecondary Education Commission (CPEC) conducts periodic studies to estimate the percentage of students who meet University eligibility criteria in a specific year. CPEC's recent University Eligibility Study for the Class of 2003 indicates that 14.4 percent of California public high school graduates are achieving UC eligibility. In response to this finding, the Board of Admissions and Relations with Schools (BOARS) and the Academic Council propose a series of changes to the University's eligibility criteria to ensure that the eligibility rate remains near the Master Plan target of 12.5 percent. These recommendations are based on a set of principles regarding eligibility developed by BOARS and adopted unanimously by the Academic Assembly on May 12, 2004. The following changes in eligibility proposed by BOARS and adopted by Academic Council June 23, 2004 focus on preserving high academic achievement and likely success at UC, while also maintaining access for high-achieving students from a breadth of different backgrounds.

Students currently have three paths to gain eligibility for admission to UC: Eligibility in the Statewide Context, Eligibility in the Local Context (ELC), and Eligibility by Examination Alone. UC's eligibility criteria rely on five measures of academic preparation: completion of the "a-g" required course pattern that is also used by the California State University; the grade point average (GPA) achieved in the "a-g" courses taken during the sophomore and junior years; scores on standardized tests; UC's Eligibility Index (a sliding scale that allows applicants to balance higher grades with lower test scores, and vice versa, to achieve eligibility); and a student's ranking within his or her high school class, based on UC-computed GPA in "a-g" courses. BOARS simulated a range of changes in each of these eligibility programs and criteria and looked at the effects of each.

Overall, these simulations showed that changes to the GPA required of students were effective in increasing the academic quality of the eligibility pool and the expected academic performance of students enrolled at UC. Raising the GPA also had the least negative impact on populations that are already underserved at UC (e.g., students from schools with high concentrations of low-income, first-generation college students and students from racial and ethnic groups that are underrepresented in the current UC eligibility pool).

In developing its recommendations, BOARS considered the factors above as well as a number of others, including:

- the desire to maintain and/or increase the clarity and simplicity of UC eligibility requirements;
- the need to identify changes that can be effected quickly with relatively less disruption for students already in high school;
- the likely impacts of changes to UC's admissions test requirements already approved for implementation in Fall 2006.

Based on all of these factors, BOARS and Academic Council recommend that the following changes to UC freshman eligibility requirements be implemented in a phased plan over the next three years.

1. The GPA calculation for statewide eligibility be changed so that a student's GPA reflects his or her performance in all "a-g" courses completed in the tenth and eleventh grades. Since this change was made for ELC-eligible students two years ago, this recommendation provides greater consistency between these two paths to eligibility.
2. The ELC program be revised to:
 - a) require that, to achieve final UC eligibility, graduates identified as ELC at the beginning of their senior year complete UC's course and testing requirements by the end of their senior year (also consistent with statewide eligibility);
 - b) increase the minimum GPA required from 2.8 to 3.1, consistent with the change for statewide eligibility (#3 below); and
3. The minimum high school GPA required for UC Eligibility in the Statewide Context and for ELC be increased from 2.8 to 3.1. This recommended GPA of 3.1 may ultimately be slightly different depending on the outcome of studies that will be available for the entering class of 2005 done after the adoption of the new SAT I and ACT tests.
4. The Eligibility Index and/or other factors for students Eligible in the Statewide Context be adjusted as necessary to bring UC's overall eligibility rate to 12.5 percent, given all of the above changes.
5. Additionally, the Academic Senate recommends that BOARS conduct a study of the effects of increasing the percentage of graduates from each California high school who are identified as eligible.

With regard to timing, BOARS and the Academic Council recommend a three-year plan that is designed to (1) bring eligibility rates substantially into compliance with the statewide target within the first year; (2) provide adequate notice to students regarding significant changes such as the increase in minimum GPA; and (3) allow final adjustments to the Eligibility Index or other factors to be made based on the best data available regarding scores from the new admission tests, which may change significantly beginning with the class entering in 2006.

Under this proposal, the changes described above would be phased in as follows:

- **Students Entering in Fall 2005:** Adjustments to calculation of the GPA for students Eligible in the Statewide Context (#1 above) and course and test requirements for students identified as ELC (#2a above) would be put in place. These changes are projected to bring UC's eligibility rate from 14.4 percent to 13 percent. BOARS and Academic Council support early implementation of these changes because they provide immediate advantages in terms of returning the size of the pool closer to the 12.5 percent target and of increasing the clarity and consistency of UC requirements.
- **Students Entering in Fall 2007:** Increase to 3.1 the minimum GPA for both statewide eligibility (#3 above) and ELC students (#2b above). Making these changes effective for students entering Fall 2007 provides time for UC to inform students of the changes at the beginning of their sophomore year in high school. Based on data currently available from the

CPEC Eligibility Study, these changes would bring the size of the eligibility pool to 12.7 percent. The Eligibility Index would also be adjusted as needed to bring UC's eligibility rate to 12.5 percent. In Fall 2006, UC's new admission test policy, which uses the new versions of the ACT/SAT I that will first become available in 2005 and changes the required pattern and weighting of SAT II subject examinations, become effective. At that time, students will be required to take the revised ACT/SAT I examination as well as two SAT subject examinations in different "a-g" subjects. Because this already-approved modification of the testing requirements doubles the choice which students have regarding which subject exams to take, BOARS currently has insufficient data to model accurately the effects of this new admission test policy. Deferring implementation of a new Index until 2007 will allow UC to use new data on student performance on the new pattern of required examinations and, therefore, more accurately determine the Eligibility Index needed to reach the Master Plan target. It is also possible that, based on these new data, BOARS could recommend other, minor adjustments in the GPA as well.

**UNIVERSITY OF CALIFORNIA ACADEMIC SENATE
ACADEMIC COUNCIL REPORT**

**RECOMMENDATIONS FOR ADJUSTMENTS TO
UNIVERSITY OF CALIFORNIA FRESHMAN ELIGIBILITY REQUIREMENTS**

**IN RESPONSE TO
THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION'S
ELIGIBILITY STUDY OF 2003 CALIFORNIA PUBLIC HIGH SCHOOL GRADUATES**

I. BACKGROUND

The University of California Board of Regents has delegated, subject to its approval, the authority to determine the University's admissions requirements to the Academic Senate, which in turn acts on proposals from its Board of Admissions and Relations with Schools (BOARS). The University of California sets standards for freshman admission to the UC system through its freshman eligibility requirements. Historically, the University's eligibility requirements have played a number of important roles:

- They set a clear standard for California high school students regarding the level of preparation required to attend the University of California.
- They ensure that admitted students have attained a high level of academic preparation and a strong likelihood of success at UC.
- They send a clear message to high schools about the curricular offerings they must provide for their graduates to succeed in postsecondary education.

The California Master Plan for Higher Education of 1960 allocates high school graduates to the various segments of higher education in the following manner: the community college system accepts any high school graduate or person over eighteen years of age who applies, and the California State University (CSU) would draw from the top one-third and the University of California from the top one-eighth (12.5 percent) of public high school graduates. UC's eligibility requirements identify this top 12.5 percent of California public high school graduates, who are eligible under the Master Plan to attend the University. These Master Plan criteria help to maintain a balanced proportion of students that attend each higher education segment and to ensure that students are admitted into the most appropriate institutions for their level of academic preparation. The Master Plan also authorizes the California Postsecondary Education Commission (CPEC) to conduct periodic studies to estimate the proportion of California public high school graduates who meet the eligibility requirements of the UC and the CSU system. Typically, after release of an eligibility study, BOARS studies the eligibility data and conducts additional analyses for a period of months or even years prior to recommending changes. For example, following the 1996 CPEC study, which was released in 1997, BOARS developed a series of recommendations for changes to the eligibility requirements that were brought by the Senate to The Regents two years later, in November 1999, and implemented for the class entering in Fall 2001.

This year, particularly because of the fiscal crisis that has affected state funding for enrollment, the Academic Senate has acted to propose changes more quickly. In May 2004, CPEC published its most recent study, which found that 14.4 percent of California public high school graduates were UC-eligible. This result was consistent with internal analyses conducted by the Office of the President in 2003. Thus, in anticipation of CPEC's findings, BOARS began discussing options for reducing the size of the eligibility pool in the Fall of 2003. The specific recommendations in this report were developed during a series of intensive meetings in April, May and June of 2004 and adopted by the Academic Council on June 23, 2004. BOARS and Academic Council recommend that the changes in eligibility be implemented in a three-year phased plan, beginning with the Fall 2005 admission cycle (which begins in November 2004).

II. PRINCIPLES GUIDING THE SENATE'S DELIBERATIONS ON ELIGIBILITY REQUIREMENTS

BOARS' first step in approaching the question of potential changes to the eligibility requirements was to develop a set of principles to guide its deliberations. BOARS assumed that primary importance should be assigned, as it has been in the past, to quantitative criteria that correlate with academic success at the University. In addition, eligibility criteria should be clear and understandable to the public and provide a stable goal for high schools and students to pursue. BOARS recognizes that the University's eligibility criteria motivate students to achieve the necessary academic preparation for college, and high schools to offer rigorous courses.

Some eligibility factors are currently in flux. In particular, changes to the University's admission test requirements proposed by the Academic Senate in 2002 and adopted by The Regents in July 2003 will become effective for applicants applying in November 2005 for admission in Fall 2006. At that time, the content of the examinations, the pattern of examinations required, and the weighting of different components of the examination requirement relative to one another will all

change. These changes, as well as the absence of data on how California high school graduates will perform on the new examinations, complicate the task of analyzing and recommending eligibility requirements.

BOARS also noted that grades and test scores are imperfect and incomplete measures of student achievement and potential. The development nationwide of other measures that can assess the depth and breadth of students' knowledge, as well as other qualities that may correlate with academic success at the University of California, is on-going. The Academic Senate will continue to monitor actively this work and look for opportunities that new measures may provide to improve the usefulness and validity of UC's eligibility criteria.

At a time like this, when more than 12.5 percent of high school graduates are meeting UC's criteria, many excellent students must be displaced from the pool simply in order to return to the Master Plan target of 12.5 percent. The Academic Senate believes that these displaced students are fully qualified and would benefit from a UC education. Therefore, the cutoff at 12.5 percent is, to some extent, an arbitrary cutoff to which we must abide.

In March 2004, BOARS proposed a set of six principles to serve as the foundation for its work in revising UC's eligibility requirements. These principles were subsequently endorsed by the Academic Council and adopted by the Academic Assembly at its May 2004 meeting. These principles are discussed below.

- **Eligibility Principle #1: Students should be able to determine prior to application whether they have met the criteria for eligibility.** A fundamental strength of UC's eligibility criteria is that they provide potential students clear direction as to what is required for admission to the UC system. This means that students know before their application whether or not they will be admitted to at least one campus and can plan accordingly. Both BOARS and the Academic Senate reaffirmed the importance of simplicity, clarity, and predictability in the eligibility determination. However, BOARS also discussed the value of the qualitative information students provide in their admission applications and questioned whether such information could be incorporated into eligibility criteria, thus making the eligibility determination both richer and more consistent with the evaluation for admission purposes of student achievement and potential. BOARS concluded that this direction merits further study and will continue to explore these issues in future years.
- **Eligibility Principle #2: The University of California should be accessible to the best students from every high school in the State.** Despite recent improvements in K-12 schools across the state, California's high schools continue to face great inequities in resources to meet students' varying academic needs. Many students with great potential attend schools that struggle to offer the curriculum, teaching quality, and other resources that are needed to attain UC eligibility. Access to UC is not equitably distributed across all high schools in the state, but rather tends to be dominated by a relatively small number of schools with the greatest resources. BOARS members observed that an overall tightening of eligibility requirements might serve to exacerbate this uneven access and that this effect should be mitigated to the extent possible, while maintaining the high academic quality of the eligible pool.

- **Eligibility Principle #3: The high school record in “a-g” courses has the greatest predictive validity of success at UC, and therefore should retain the highest importance among the criteria.** Studies² of the relationship between different measures of student achievement and student success at UC confirm national data³ indicating that the strongest indicator of students’ performance in college is their record of performance in high school. Grades earned reflect not only students’ mastery of material, but also the discipline, work ethic, and sustained performance over time required to do well in college preparatory courses.
- **Eligibility Principle #4: UC should continue to provide admission paths for students who may be educated in non-traditional schools and programs, and for those who might not meet statewide eligibility.** A “bright-line” conceptualization of eligibility benefits students and the state: a student is or is not eligible, based on simple, quantitative academic factors that are easily known and understood. However, such a concept is inherently rigid. Some qualified and talented students do not to meet UC’s requirements because of anomalies in their academic backgrounds that do not reflect their potential for success. For example, they may have attended non-traditional schools that are not accredited by mainstream accrediting agencies or do not offer a full array of UC-certified courses. Other students may offer extraordinary talents in some areas but not perform uniformly across all of the disciplines covered by UC’s requirements. Historically, the Admission by Exception process has been an important admissions pathway for these students and a valuable complement to standard eligibility. As more families and communities avail themselves of alternatives to the traditional comprehensive high school, this function is more important than ever. BOARS affirms the value of access paths like Admission by Exception and will shortly issue a series of guidelines to assist campuses in making effective use of this path.
- **Eligibility Principle #5: BOARS should monitor statewide high school examinations and other tests that might be considered in the future for helping determine eligibility to UC.** BOARS has carefully studied the role of admission tests in UC’s eligibility criteria. When BOARS concluded that admissions tests provide important information about students’ levels of preparation and serve as an external validation of the GPA, they also observed that UC’s requirement places burdens on students in terms of both time and expense. Also, if students are required to take tests that are not administered universally in the public schools, some qualified students may be excluded from the eligibility pool who simply are unaware of, or unable to complete, the test requirements. Several years ago, BOARS evaluated the tests currently administered to California high school students and

² See Kowarsky, Judy, Clatfelter, David, and Widaman, Keith, “Predicting University Grade-Point Average in a Class of University of California Freshmen: An Assessment of the Validity of A-F GPA and Test Scores as Indicators of Future Academic Performance,” University of California Office of the President, October 1998, and Geiser, Saul with Roger Studley, “UC and the SAT: Predictive Validity and Differential Impacts of the SAT I and SAT II at the University of California,” October 2001. Available online at: http://www.ucop.edu/sas/research/researchandplanning/pdf/sat_study.pdf

³ These data are summarized in Burton, Nancy and Ramist, Leonard, “Predicting Success in College: SAT Studies of Classes Graduating Since 1980,” The College Board, 2001. See also Crouse, James and Trusheim, Dale, The Case Against the SAT, University of Chicago Press, 1988, and Zwick, Rebecca, Fair Game? The Use of Standardized Tests in Higher Education, Routledge Farmer, 2002.

concluded that these examinations do not currently provide sufficient breadth and rigor to be useful in determining UC eligibility; new SAT I and ACT tests are to be used soon to replace current tests. BOARS also observed that this field is changing rapidly, and will continue to monitor the development of new assessments that are widely administered to high school students and might be incorporated into UC's eligibility criteria.

- **Eligibility Principle #6: The definition of eligibility should be monitored and adjusted on a regular basis to comply with UC admissions goals.** Prior to 2003, CPEC had a laborious process of gathering sample transcripts from every high school in the state and manually examining these to determine eligibility rates. The 2003 study incorporated new technology that enables transcripts to be gathered electronically on at least part of California's public high school students and to be evaluated by a combination of computer-based and human analysis. While acknowledging that eligibility studies remain time-consuming and expensive even with the new technology, BOARS affirms the value of more regular monitoring and adjustment of eligibility rates, probably every three-four years.

III. CURRENT ELIGIBILITY REQUIREMENTS AND OPTIONS FOR CHANGE

A. Current Eligibility Requirements

The University of California currently provides three paths to freshman eligibility. By far the most common is "Eligibility in the Statewide Context." Students achieve Eligibility in the Statewide Context by (1) completing the required "a-g" pattern of 15 year-long college preparatory courses in specific subject areas; (2) achieving a minimum GPA of 2.8 in these courses; and (3) taking the ACT/SAT I and three SAT II examinations, in Mathematics, Writing, and a third subject of the applicant's choice and achieving scores. These scores, when combined with the GPA, allow determination of eligibility using UC's Eligibility Index (a mathematical formula that allows higher grades to compensate for lower test scores and vice versa).⁴

In addition to Eligibility in the Statewide Context, students can become eligible by two other pathways, "Eligible in the Local Context" (ELC), or "Eligible by Examination Alone." Students achieve ELC by (1) completing by the end of their junior year a specific pattern of at least 11 year-long "a-g" courses that puts them on track to complete the full course requirement in their senior year and (2) achieving a GPA (as calculated by UC) in their "a-g" courses that places them in the top four percent of their high school class.⁵ Students who achieve Eligibility by Examination Alone do so by earning very high scores on the examinations UC requires for admission—regardless of whether they have completed the "a-g" pattern or achieved UC's minimum GPA. ELC and Eligibility by Examination Alone are complementary to Eligibility in the Statewide Context. The statewide context relies on a balance of grades and test scores; ELC

⁴ It should be noted that the majority of UC-eligible applicants achieve at levels that place them well above the minimums in the Eligibility Index. For example, more than 75 percent of eligible 2003 applicants from California public schools earned GPAs above 3.5. More than 80 percent had average test scores above 500.

⁵ It should be noted that UC's ELC program differs in important ways from "percent plans" operating in other states because it relies on courses in UC-approved college preparatory courses only, because the ranking is done by the University, based on its own calculation of the GPA, and because the percentage of students made eligible from each high school is currently quite low.

makes eligible students with very high GPAs, regardless of test scores; and Eligibility by Examination Alone makes eligible those with high test scores, regardless of courses and grades.

Data from the 2003 CPEC Eligibility Study confirm that most students (92.5 percent of total eligible graduates) achieve eligibility through the statewide path. Of all eligible graduates, 6.3 percent are ELC-eligible only and 1.3% achieve eligibility by examination alone. In addition, there is substantial overlap among the three paths. For example, 57.6 percent of eligible graduates qualify for both statewide eligibility and ELC and 16.2 percent of eligible graduates qualify by all three paths.

B. Components of Eligibility and Options for Change

This summary of UC eligibility requirements indicates that UC relies on five measures of academic preparation:

- completion of the required “a-g” course pattern;
- grades earned in these courses;
- scores earned on the required admission tests;
- the combination of grades and test scores embodied in the Eligibility Index; and
- a student’s ranking within his or her high school class, based on UC-computed GPA in “a-g” courses.

Thus, changes to eligibility involve changes in any one of the above factors or in some combination of them. Early in its deliberations, BOARS conceived of these factors as “knobs” that can be adjusted, singly or in combination, to recalibrate the size of the eligibility pool. “Turning” each of these “knobs” has different effects in terms of the academic and demographic characteristics of the students remaining in, and eliminated from, the eligibility pool. BOARS considered carefully the advantages and disadvantages, on both educational and policy grounds, of adjusting each of these factors and analyzed multiple simulations using combinations of factors.

BOARS’ fundamental objective when considering options was to find a combination of changes that best served the following goals:

- to make substantial progress in a relatively short period of time toward aligning the size of the eligibility pool with the Master Plan target;
- to recommend new eligibility requirements that are straightforward and relatively simple to understand and that will have minimal disruptive effects on students and schools.
- to ensure that the students remaining in the eligibility pool are those who are academically qualified;
- to ensure that, to the degree possible, students remaining in the eligibility pool reflect roughly the same socioeconomic and demographic mix of students as the current pool and,

to the degree possible, to mitigate reduced numbers of students from educationally underserved backgrounds;

The discussion below summarizes BOARS' findings with respect to the value and impact of changes to each of the five components of eligibility discussed above.

1. Changes to Course Requirements

The "a-g" course pattern required for eligibility has been adjusted multiple times over the past 20 years to add additional years of required courses in English (1983), mathematics (1986), college preparatory electives (1986), laboratory science (1990), history/social science (1990), and, finally, in 2000, one year of coursework in a new required subject area: visual and performing arts (VPA). With the addition of the VPA requirement, UC's course requirements are now fully aligned with those of the CSU system, providing a single, clear college preparatory curriculum for all California students.

Changes to the "a-g" requirements affect many educational segments beyond UC: not only must high schools reconfigure course offerings to meet the new requirements, but CSU faculty and administrators must also be consulted to ensure that proposed changes meet their objectives as well. Because students need time to plan for and complete additional courses, changes to the course requirements also require longer implementation times. Furthermore, because most graduates who meet UC criteria in other areas complete well above the minimum number of required courses, changes in this requirement must be substantial in order to have any significant impact on the size of the pool. These factors led BOARS to conclude that changes in the "a-g" course pattern are neither desirable nor necessary at this time.

2. Changes to the GPA Requirement

a) Minimum Required GPA. BOARS' eligibility principles stress the importance of grades earned in college preparatory courses as the single best measure of academic achievement and preparation. In examining data on eligible and enrolled students, BOARS found that changes in the minimum GPA required of students would increase the average academic performance of students enrolled at UC more than would changing test scores. In addition, changes to the eligibility criteria that rely primarily on the GPA (rather than test scores) are less likely to negatively affect students who are the first in their families to attend college and those from underserved schools.⁶ For example, students from the bottom fifth of California public high schools (as measured by a school's Academic Performance Index) would constitute 16 percent of the pool of eliminated students if test scores were used to reduce the eligibility rate to 12.5 percent; in contrast, these students constitute 12 percent of the pool of eliminated students if GPA is used to achieve the reduction. (In both cases, these students' share of the pool of students remaining eligible would decline from its current 7.2 percent.)

⁶ Table 1 shows the different impacts of changes to the eligibility requirements that rely primarily on each of the factors discussed here, and gives a quantitative sense of the impacts that different changes have on various academic and demographic characteristics of students.

Based on these factors, BOARS identified increasing the minimum GPA as a desirable way of changing eligibility requirements and analyzed scenarios that, in combination with other changes, raised the minimum GPA required for statewide eligibility from 2.8 to 3.0, 3.1, or 3.2. BOARS did not examine increases above 3.2 because this was seen as too drastic a change to make at one time and rejected increases that were expressed more finely than one-tenth of a grade point (e.g., 3.05, 3.18) as a means of keeping eligibility requirements simpler.

b) Method of Calculating the GPA for Statewide Eligibility. BOARS also noted an inconsistency in the way that the GPA is calculated for statewide, versus ELC, eligibility. Earlier in UC's history, most campuses had capacity to admit all UC-eligible applicants and admissions officers often worked to identify "borderline" students who could become eligible. Also during this time, a large proportion of applicants reported the minimum number of "a-g" courses. Admissions officers noted that, when students took more than the minimum number of courses, the GPA could sometimes be improved using a calculation based on only the minimum number of courses required. (This occurred because courses in which students received grades of A or B could be substituted for those in which they received a B or C.) This method of calculating the GPA was adopted for purposes of determining statewide eligibility because it was most advantageous for students and ensured that those who took higher numbers of courses were not "penalized" for that in the GPA calculation. The students who benefited from this practice were primarily those who took more than the minimum number of courses but received some grades of C or lower.

This method of calculating the GPA, known as "best of pattern," has remained the University's official method of calculating the GPA for statewide eligibility. Roughly two years ago, BOARS examined a number of cases involving ELC students where the "best of pattern" calculation led to clear anomalies in the ranking of students from the same school: students who had earned grades of only A and B were ranked lower than those who had earned some C's, because the "best of pattern" calculation eliminated those lower grades. Based on this evidence, BOARS eliminated the "best of pattern" GPA calculation for students being considered for ELC and instead recommended the use of a GPA calculation based on all grades earned in "a-g" courses taken in tenth and eleventh grades. In addition, most campuses use the simpler calculation based on all grades when calculating the GPA to select students for enrollment on a specific campus.

In its discussions of the GPA requirement, BOARS concluded that the "best of pattern" GPA should be eliminated for statewide eligibility. This change increases the quality of the eligibility pool and, in particular removes students with inconsistent records that include grades of C or D. In addition, it clarifies and simplifies UC's practices and increases consistency between statewide and ELC eligibility, and between eligibility requirements and campus admissions processes. Because most students are unaware that this alternative method for calculating the GPA exists, changing it will not have a significant impact on their planning. (BOARS also noted that in terms of impact, this change overlaps substantially with a change to the minimum GPA—that is, both serve to remove from the pool students with marginal GPAs.)

3. Changes to the Testing Requirement

As discussed earlier in this report, BOARS recently studied the testing requirement in depth and in 2002 proposed substantial changes that were approved by The Regents in 2003 and will take effect for the class entering UC in Fall 2006 (these students complete their sophomore year of high school in June 2004).⁷ The new testing policy has three important components:

- It substitutes for the current ACT/SAT I new examinations being developed by the testing agencies now, in response to UC's concerns. These tests will be administered for the first time in Winter 2005 and data on student performance on them will be available shortly thereafter.
- It requires applicants to take two, rather than one, SAT II subject examinations in subject areas of their own choosing. Applicants are currently required to take the SAT II examinations in Writing and Mathematics, but this requirement will be dropped because the content of these examinations will now be covered in the new ACT/SAT I. Because most California high school students currently have no strong incentive to take more than one SAT II examination in a field other than Writing or Mathematics, UC has few data with which to predict student behavior on the second SAT II examination.
- It changes the weighting of the examinations in the Eligibility Index. Currently, SAT II examinations are weighted twice as heavily in the Index as the components of the SAT I examination. Under the new policy, the three components of the ACT/SAT I (Mathematics, Verbal, Writing) will each be weighted the same as scores from the two required SAT II examinations. Again because UC does not have data on performance on the new ACT/SAT I nor on the second SAT II examination, the effects of this change cannot be accurately modeled at this time.

UC eligibility requirements currently specify a minimum average test score across the five components of the test requirement that is equivalent to 390 (out of 800) for students with GPAs of 3.5 or higher. In addition, the Eligibility by Examination Alone path specifies minimum test scores that enable a student to become eligible regardless of coursework and grades. As a means to reduce the size of the eligibility pool, BOARS considered both raising the average minimum test score for students Eligible in the Statewide Context and eliminating or modifying the Eligibility by Examination Alone path.

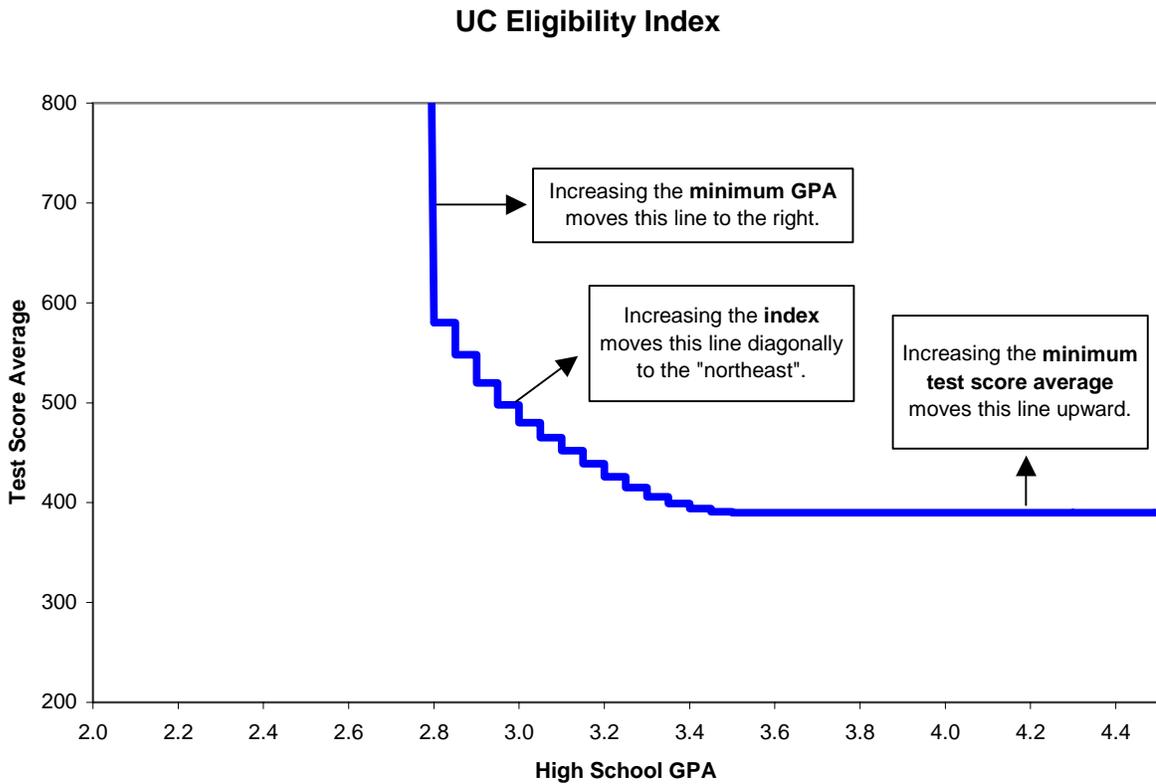
BOARS rejected these options for several reasons. First, as noted elsewhere in this report, test scores have a weaker correlation with student performance than do grades and BOARS concluded that adjusting the minimum GPA was a sounder academic strategy. Second, very few eligible students actually submit scores near the minimum, so it would have to be raised substantially in order to have an appreciable effect on the size of the pool. Similarly, although the Eligibility by Examination Alone path has limitations, it also affects very few students and

⁷ See Board of Admissions and Relations with Schools, "The Use of Admission Tests by the University of California," University of California Office of the President, January 2001, and Board of Admissions and Relations with Schools, "Proposal for the Use of Supplemental Subject Matter Tests in the UC Admissions Process," University of California Office of the President, September 2001, available at: <http://www.ucop.edu./senate/reports>

BOARS concluded that it provides a useful alternative for students from nontraditional academic backgrounds, as well as an appropriate complement to Eligibility in the Statewide Context and Eligibility in the Local Context. Finally, as described above, the currently available CPEC data on 2003 graduates who achieved UC eligibility do not allow UC to accurately model changes to the test score component after the 2006 changes are put into effect. As part of its review of the implementation of the new testing requirement, BOARS has already committed to conducting in-depth analyses of the results of the new tests once they become available. BOARS concluded that the soundest course would be to defer any changes to the test score requirement until better data are available with which to identify the magnitude and effects of possible changes.

4. Changes to the Eligibility Index

As the diagram below illustrates, UC’s requirements for Eligibility in the Statewide Context can be conceived of as defining an area on a graph that plots students’ average test scores on the vertical axis and their GPA in “a-g” courses on the horizontal axis. Eligible students are found in the upper right (northeast) part of this graph. The entire graph encompasses only 34% of California’s public high school graduates, i.e. those who take the full “a-g” pattern. UC’s minimum GPA requirement (currently 2.8) defines the vertical boundary of this area and the minimum average test score (currently around 390 out of 800) required in the Eligibility Index defines the horizontal boundary.



The diagonal stair-stepped line shown in the graph above corresponds to UC's Eligibility Index—the combination of grades and test scores required of students who have GPAs below 3.5 or average test scores below 580. The last time this Index was adjusted (in 2000), this line was set to define a combination of test scores and grades that together predict that students have at least a 70 percent chance of achieving a C average in their first year at UC. For students seeking Eligibility in the Statewide Context, raising the Index—the equivalent to shifting the diagonal line on this graph toward the upper right (northeast)—increases the average test score required for those with GPAs between 2.8 and 3.5 and increases the GPA required of those with average test scores below 580. This has the effect of increasing the chances that students whose grades and test scores place them at the Index minimum will achieve a C average in their freshman year.

BOARS concluded that raising the Eligibility Index is a viable and academically sound way of reducing the size of the eligibility pool and examined multiple scenarios that rely in part on a change in the Index to decrease the size of the pool. However, BOARS members observed that because the Index includes test scores, modeling it at this time presents all of the challenges described above associated with changes to the test score requirement.

5. Changes to Eligibility in the Local Context (ELC)

The ELC program was put in place in 2001, as a means of increasing the size of UC's eligibility pool, which, according to the 1996 Eligibility Study, had fallen to 11.1 percent, and of bringing students to UC from a wider range of schools. ELC was expected to increase the size of the pool by approximately 1.4 percent, bringing the total back to the target of 12.5 percent. Student response to ELC has been very positive and three-fourths of the applicants who qualify for ELC are also Eligible in the Statewide Context. While we cannot determine which of these applicants who qualify under both paths are newly eligible students who were stimulated by the ELC program, increased numbers of applications from schools that historically have not sent large numbers of applicants to UC provides evidence that this aspect of the ELC program has been successful. ELC applicants tend to be very well qualified and some campuses regard ELC status as a positive attribute during comprehensive review. During its deliberations, BOARS considered two different kinds of changes to ELC.

a) Changes to ELC Requirements. BOARS concluded that some changes to the ELC program would help make eligibility requirements both clearer and more consistent.

The first change is to clarify the relationship between test and course taking requirements and final eligibility determination for ELC students. At present, ELC students are declared eligible at the beginning of the 12th grade—prior to completion of their senior year courses and before most students complete the full pattern of required tests. ELC-eligible applicants who apply and are admitted must complete the “a-g” requirements and the test pattern before enrollment, consistent with what is expected of all applicants. These requirements are generally enforced through “conditions of admission” students receive with their admission offers and which must be met before they matriculate. However, for purposes of calculating statewide eligibility rates, graduates who were identified as ELC at the end of eleventh grade, but did not complete their “a-g” or test requirements by the end of their senior year, were still counted as eligible. BOARS concluded that the same requirements for course and test completion used to calculate Eligibility

in the Statewide Context should also be applied to ELC students, i.e. upon completion of all required tests and “a-g” requirements.

The second of these changes is to raise the minimum GPA required of ELC students. BOARS concluded that, in order to maintain consistency of academic quality across the two pools, any increase in minimum GPA (discussed above to bring the size of the eligibility pool closer to 12.5 percent) for students Eligible in the Statewide Context, should also apply to ELC students.

b) Changes to the Percentage of Students From Each School Considered ELC. The final area of potential change to eligibility that BOARS examined was the percentage of students from each high school who are identified as ELC. Early in their deliberations, BOARS members observed that ELC is presently the University’s best available tool for maintaining the academic quality of the eligibility pool while still achieving the goal expressed in Eligibility Principle #2, i.e. maintaining access for the best students from all high schools in California. For this reason, BOARS examined a series of scenarios that left the ELC percentage at 4 percent or increased it above 4 percent. This analysis showed the effects of increasing the ELC percentage. Increasing the ELC percentage somewhat (e.g. 4 percent to 5 percent) improves the academic quality of the eligible pool. The GPA of students made newly eligible by such an increase would be 3.85, in contrast to the students who would be eliminated whose GPA would be 3.29. A change from 4 percent to 5 percent would marginally affect the average SAT I from 541 for the pool of eliminated students to 534 for the pool of newly eligible students.

Increasing the ELC percentage increases slightly the percentage of eligible students from low API schools and from schools that enroll large numbers of students whose parents do not have college degrees or who are English language learners. The impact of increasing the ELC percentage from 4 percent to 5 percent on total proportions of students from underrepresented racial or ethnic groups was very small, with slight decreases in the number of eligible African-American students and a slight increase in the eligible Latino student population.

After examining a variety of scenarios, BOARS concluded that additional research is needed on the effects of the ELC program and that changes in the percentage of students from each school who are ELC eligible should be deferred until this work is complete. However, the positive effect that increasing the ELC percentage has on the quality of the eligible pool, combined with the opportunity it appears to offer for increasing representation from a broad spectrum of schools and communities, argues for a close examination of this issue. BOARS will take up this work in the coming months.

IV. ANALYSIS AND RECOMMENDATIONS

Section III above outlines the considerations and general conclusions that BOARS and Academic Council reached regarding the best way to change UC’s eligibility requirements. The change can be summarized as one that:

- clarifies requirements and makes them more consistent;
- predominantly increases the required GPA as a to reduce the size of the eligibility pool;

- plans changes to the Eligibility Index (after increasing the minimum GPA) to reach the Master Plan target of 12.5 percent after data are available to model accurately the effects of adopting the new ACT and SAT I tests; and
- supports further investigation of the effects of an increase in the percentage of students from each high school made ELC.

To move from this general approach to a specific proposal, BOARS then modeled in greater detail the effects of different combinations of factors that included the following:

- full implementation of all of the changes to the GPA calculation and to ELC described above;
- increases in the minimum GPA to between 3.0 and 3.2; and
- ELC percentages of 4, 5, 6, and 8 percent, combined with changes to the Eligibility Index (modeled imperfectly by assuming the current test requirement) necessary to bring the overall size of the pool to 12.5 percent.

For each scenario, BOARS examined the resulting size of the pool, the academic characteristics of the pool, and the impacts on students from different kinds of schools and a breadth of socio-economic backgrounds.

Based on all of these factors, the Academic Senate recommends the following changes to UC freshman eligibility requirements be implemented in a phased plan over the next three years.

1. The GPA calculation for statewide eligibility be changed so that a student's GPA reflects his or her performance in all "a-g" courses completed in the tenth and eleventh grades. Since this change was made for ELC-eligible students two years ago, this recommendation provides greater consistency between these two paths to eligibility.
2. The ELC program be revised to:
 - a) require that in order to achieve UC eligibility, graduates identified as ELC at the beginning of their senior year complete UC's course and testing requirements by the end of their senior year consistent with the requirements for statewide eligibility;
 - b) increase the minimum GPA required from 2.8 to 3.1, consistent with the change for statewide eligibility (#3 below).
3. The minimum high school GPA required for UC Eligibility in the Statewide Context and for ELC be increased from 2.8 to 3.1. Reducing the size of the pool by increasing the minimum GPA above 3.1 would increase the academic quality of the pool and would have a less negative impact on underserved students and schools when compared with changing only the Eligibility Index or minimum average test score. BOARS and the Academic Council conclude that an increase from 2.8 to 3.1 is a significant increase to

make at one time and additional increases should not be undertaken at this time. This recommended GPA of 3.1 may ultimately be slightly different depending on the outcome of studies that will be available for the entering class of 2005 done after the adoption of the new SAT I and ACT tests.

4. The Eligibility Index and/or other factors for students Eligible in the Statewide Context be adjusted as necessary to bring UC's overall eligibility rate to 12.5 percent, given all of the above changes.
5. Additionally, the Academic Senate recommends that BOARS conduct a study of the effects of increasing the percentage of graduates from each California high school who are identified as eligible.

Recommended Timing of Changes. BOARS and the Academic Senate recommend a three-year plan that is designed to (1) bring eligibility rates substantially into compliance with the statewide target within the first year; (2) provide adequate notice to students regarding significant changes such as the increase in minimum GPA; and (3) allow final adjustments to the Eligibility Index to be made based on the best data available regarding scores from admission tests, which will change significantly beginning with the class entering in 2006.

Under this proposal, the changes described above would be phased in as follows:

- **Students Entering in Fall 2005:** Adjustments to calculation of the GPA for students Eligible in the Statewide Context (#1 above) and course and test requirements for students identified as ELC (#2a above) would be put in place. These changes are projected to bring UC's eligibility rate from 14.4 percent to 13 percent. The Academic Senate supports early implementation of these changes because they provide immediate advantages in returning the size of the pool closer to the 12.5 percent target and in increasing the clarity and consistency of UC requirements.
- **Students Entering in Fall 2007:** Increase to 3.1 the minimum GPA for both statewide eligibility (#3 above) and ELC students (#2b above). Making these changes effective for Fall 2006 provides time for UC to inform students of the changes at the beginning of their sophomore year in high school. (Grades earned in the sophomore and junior year are used to calculate the GPA.) Based on data currently available from the CPEC Eligibility Study, these changes would bring the size of the eligibility pool to 12.7 percent.

Also for Fall 2007, the Eligibility Index would be adjusted as needed to bring UC'S eligibility rate to 12.5 percent. In Fall 2006, UC's new admission test policy, which uses the new versions of the ACT/SAT I that will first become available in 2005 and changes the required pattern and weighting of SAT II subject examinations, becomes effective. At that time, students will be required to take the revised ACT/SAT I examination as well as two SAT subject examinations in different "a-g" subjects. Because this already approved modification of the testing requirement doubles the choice that students have regarding which subject examinations to take, BOARS currently has insufficient data before 2007 to model accurately the effects of this new admission test policy.

These proposed changes in UC eligibility were adopted by the Academic Council on June 23, 2004 and are now forwarded to the Academic Assembly. The Assembly recommendations will be forwarded to the Board of Regents for their consideration.

BOARS Recommendation for Achieving a 12.5% University of California Eligibility Rate

		Students Eligible					Students Eliminated					
Criteria		Current	BOARS Recommendation		Effect of Individual Factors (Shown for Comparison)			BOARS Recommendation		Effect of Individual Factors (Shown for Comparison)		
			Fall 2005	Fall 2007	To 12.5% by GPA	To 12.5% by Index	To 12.5% by Tests	Fall 2005	Fall 2007	To 12.5% by GPA	To 12.5% by Index	To 12.5% by Tests
			Rule Changes	3.10 GPA Minimum, New Tests				Rule Changes	3.10 GPA Minimum, New Tests			
	GPA Calculation * ***	BOP	All a-g	All a-g	All a-g	All a-g	All a-g	All a-g	All a-g	All a-g	All a-g	All a-g
	ELC Requirements	Old	New	New	New	New	New	New	New	New	New	New
	Minimum GPA	2.80	2.80	3.10	3.11	2.80	2.80	2.80	3.10	3.11	2.80	2.80
	Minimum Eligibility Index **	1448	1448	1465	1448	1516	1448	1448	1465	1516	1448	1448
	Minimum Test Score Average	390	390	390	390	390	470	390	390	390	390	470
	ELC Percentage	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Eligibility and Academic	Number of Students	48382	43736	41960	42012	41942	42035	4796	6572	6543	6590	6498
	Rate: Overall	14.4%	13.0%	12.5%	12.5%	12.5%	12.5%	1.4%	2.0%	1.9%	2.0%	1.9%
	Rate: African American	6.3%	5.2%	4.7%	4.9%	4.2%	4.1%	1.0%	1.5%	1.3%	2.0%	2.1%
	Rate: Chicano/Latino	6.5%	5.7%	5.5%	5.5%	5.3%	5.3%	0.8%	1.0%	1.0%	1.2%	1.2%
	Rate: Asian	31.4%	29.0%	27.8%	27.7%	27.7%	27.4%	2.5%	3.7%	3.8%	3.8%	4.1%
	Rate: White	16.1%	14.7%	14.2%	14.2%	14.4%	14.6%	1.6%	2.1%	2.2%	1.9%	1.7%
	"Statewide" Rate	13.3%	12.8%	12.0%	12.0%	12.0%	11.9%	0.0%	0.0%	0.0%	0.0%	0.0%
	% Eligible in the Statewide Context	92.3%	98.5%	96.0%	96.0%	96.4%	95.4%	0.0%	0.0%	0.0%	0.0%	0.0%
	% Eligible in the Local Context	24.6%	22.6%	23.5%	23.4%	23.5%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%
	% Eligible "By Examination Alone"	12.8%	13.5%	14.3%	14.3%	14.3%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%
	Average High School GPA ***	3.64	3.66	3.70	3.70	3.69	3.67	3.56	3.30	3.29	3.35	3.47
	Average SAT I Score ****	589	595	596	595	600	603	527	544	548	517	495
	Average SAT II Score ****	591	596	598	597	603	605	512	538	544	499	478
	Average SAT II Writing Score ****	573	578	580	579	584	586	488	518	522	484	467
	Average SAT II Math Score ****	596	601	603	602	607	610	514	543	549	503	479
Average SAT II 3rd Exam Score ****	604	609	611	610	616	618	535	553	560	513	492	
Average a-g Courseload (# of yearlong courses)	21.3	21.5	21.5	21.5	21.6	21.6	19.7	20.0	20.0	19.8	19.7	
Average Honors Courseload (# of yearlong courses)	4.9	5.1	5.2	5.2	5.2	5.2	3.5	3.5	3.6	3.2	3.2	
Demographic	% From Bottom API Quintile	7.2%	6.6%	6.7%	6.7%	6.4%	6.0%	14.6%	11.8%	11.8%	13.4%	15.8%
	% From 2nd API Quintile	15.3%	14.2%	15.1%	15.3%	14.7%	13.9%	30.3%	19.9%	19.2%	22.4%	27.9%
	% From 3rd API Quintile	25.6%	25.2%	25.3%	25.6%	24.9%	24.7%	25.6%	24.8%	23.6%	27.2%	28.8%
	% From 4th API Quintile	27.8%	28.9%	28.4%	28.3%	28.5%	29.3%	16.3%	22.6%	23.3%	22.2%	16.7%
	% From Top API Quintile	23.7%	25.1%	24.4%	24.2%	25.3%	25.9%	11.4%	19.5%	20.8%	13.4%	9.4%
	% URM	18.8%	17.8%	17.5%	17.8%	16.8%	16.7%	25.8%	25.6%	24.0%	30.0%	31.3%
	% African American	3.1%	2.8%	2.7%	2.8%	2.4%	2.4%	5.0%	5.6%	4.6%	7.3%	7.6%
	% Chicano/Latino	15.3%	14.8%	14.8%	14.8%	14.4%	14.2%	18.7%	17.5%	17.2%	20.3%	21.4%
	% Non-URM	81.2%	82.2%	82.5%	82.2%	83.2%	83.3%	74.2%	74.4%	76.0%	70.0%	68.7%
	% Asian	31.1%	31.8%	31.8%	31.7%	31.7%	31.3%	24.9%	26.8%	27.5%	27.2%	29.8%
	% White	47.3%	47.5%	47.8%	47.7%	48.6%	49.3%	47.5%	45.5%	46.3%	40.3%	35.7%
	% High "Free Lunch" School (>30%)	23.9%	22.6%	23.4%	23.6%	23.1%	22.3%	40.4%	30.3%	29.8%	32.4%	37.5%
	% High "English Language Learner" School (>20%)	20.8%	19.7%	20.7%	20.7%	20.3%	19.4%	36.1%	25.5%	25.3%	27.5%	33.4%
	% High 1st Gen. School (>70%)	33.8%	32.4%	33.5%	33.6%	33.3%	32.2%	49.6%	38.3%	38.0%	39.4%	46.5%
	Average % Credentialed Teachers	84.8%	85.0%	85.0%	85.0%	85.0%	85.2%	82.4%	83.4%	83.5%	83.0%	82.1%
% Rural	17.9%	17.5%	17.8%	17.9%	17.4%	17.7%	23.6%	20.1%	19.9%	22.3%	20.7%	
% Suburban	41.0%	42.3%	41.8%	41.8%	42.4%	42.2%	25.1%	32.8%	33.0%	29.2%	30.1%	
% Urban	41.1%	40.2%	40.4%	40.4%	40.2%	40.1%	51.3%	47.1%	47.1%	48.5%	49.2%	
Impact Ratio, African American	--	89.2%	83.7%	89.0%	74.7%	72.6%	--	--	--	--	--	
Impact Ratio, Chicano/Latino	--	94.6%	94.8%	95.4%	91.3%	89.0%	--	--	--	--	--	
Impact Ratio, Asian	--	100.0%	100.0%	100.0%	99.2%	96.5%	--	--	--	--	--	
Impact Ratio, White	--	98.3%	99.0%	99.2%	100.0%	100.0%	--	--	--	--	--	

 Yellow highlight indicates a change from current criteria.

* The current calculation is "best of pattern" -- only the best grades earned are used to calculate the GPA when more than the minimum number of courses is presented.

** The Eligibility Index is a combination of grades and test scores, specifically: Index = Test Score Average + (316 x HSGPA).

*** High school GPA is calculated using a-g courses in 10th and 11th grade and includes an extra grade point for up to 4 years (i.e. 8 semesters) of UC-approved honors courses in which a grade of C or higher was earned. (This reflects existing policy.)

**** Projections of test scores and revisions to the eligibility index are speculative due to upcoming changes in test requirements.

BACKGROUND INFORMATION

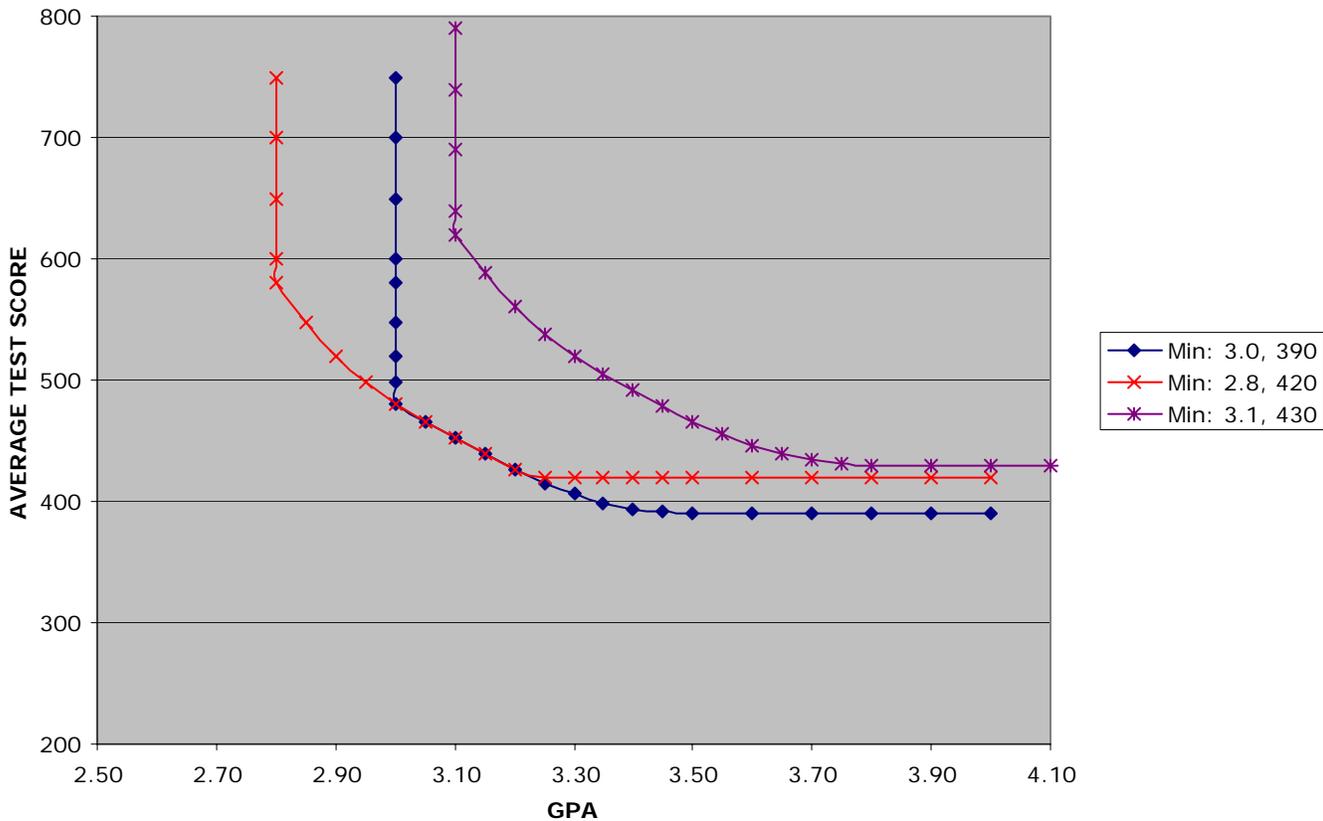
SUMMARY OF TERMS AND CONDITIONS FOR UC ELIGIBILITY, ADMISSIONS, SELECTION AND ENROLLMENT

Presented at the UC Academic Assembly, May 12, 2004

ELIGIBILITY FOR ADMISSION TO UC (distinct from Selection for Enrollment at a specific campus)

- A. **Eligible in the Statewide Context using the Eligibility Index** - a combination of a-g GPA (weighted with AP and Honors courses receiving one grade higher than the given grade in a maximum of 8 semesters) and the test score "average" (= [SAT I math + SAT I verbal + twice (SAT II writing + SAT II math + SAT II 3rd subject)] divided by 8). The index is chosen such that no one meeting the index has a probability lower than 70% of achieving a 2.0 freshman GPA. The current index is bounded by a minimum GPA of 2.8 (which much be accompanied by a average test score of 580) and a minimum average test score of 390 (which requires an accompanying GPA of 3.5).

ELIBILITY INDEX



- B. **Eligibility by Examination Alone** - Students with SAT I Math + Verbal > 1400 or ACT >30, coupled with a total SAT II total score > 1760 (3 tests summed, with no score below 530) also are eligible by examination alone.
- C. **Eligibility in the Local Context (ELC)** - currently the **top ranked 4%** of each public high school students who have completed a specified 11 of the a-g courses by the end of their junior year, are notified that they will be eligible for admission to UC if they take the SAT I & II tests and complete another 4 a-g courses that complete a specified pattern by the end of their senior year. This eligibility pathway ensures that UC admits some students from all California public high schools across the entire Academic Performance Index (API) range. Currently the overwhelming proportion of students admitted by ELC complete a-g courses and SAT I & II tests with high enough scores to be eligible by A. above.
- D. **Admission by Exception** (Exceptional Performance) (**A by E**) - allowed by the Master Plan to be up to 6% of enrolled freshman using "non-traditional criteria". This pathway can be used for students with special talents (athletes, artists, etc. up to 2%), but 1989 Master Plan discussions "intend(ed) to increase the participation rates of historically underrepresented groups" (up to 4%, although Prop 209 precludes specifically targeting ethnic minorities). A few campuses admit up to 3.3% of freshmen by this method, but most campuses admit fewer than 2% this way.
- E. **Dual Admissions Program (DAP)** - Beginning in 2002, UC adopted a new program offering admission to a specific UC campus to the 4-12.5% of public students who do not meet eligibility requirements if they enroll in a 2-year school (generally a California Community College) and successfully complete lower division work with a satisfactory GPA. Money was made available by the Legislature for counseling for this group of students, but the funds were eliminated in the 2004-05 budget and the program has been discontinued. Of more than 37,000 students who could have applied to UC through DAP, only about 525 students actually applied and only 67 have accepted a DAP offer to enter UC in fall 2006 and will enter a community college in Fall 2004.
- F. **Guaranteed Transfer Option (GTO)** - Modeled in part after DAP, the GTO was designed to meet UC's Master Plan obligation to offer *to admit* all eligible applicants in the face of 2004-05 budget cuts which would prevent *freshman enrollment growth* in fall 2004. The budget cuts necessitated *reducing* the size of the entering class in 2004, and the traditional referral pool is not large enough to accommodate those otherwise eligible students who were not offered enrollment at any campus. Thus, there are eligible students with no offer of direct 2004 enrollment for the first time since the initiation of the 1960 Master Plan. The GTO was designed as a one-time program whereby eligible students not offered enrollment at a campus, were sent a letter offering GTO with admission to a specific campus if they successfully complete lower-division requirements with a satisfactory GPA at a California Community College (CCC). Anticipating a budget that will allow offers of enrollment at a UC campus for all eligible students (top 12.5%) each year in the future, the GTO is not expected to persist after this year.
- G. **Admission by Transfer** – CCC students who complete a specified course pattern and achieve a 2.4 GPA (set in the 1960 Master Plan) are eligible for admission to a UC

campus. Until 2003-04, UC offered admission to all eligible transfer students either to a campus of their choice or to another campus via a referral pool. Because of budget cuts and enrollment restrictions realized in late 2003, no student transfer applications were accepted for winter or spring transfers. A student has to declare a major when applying to a specific campus and students *selected for offers of enrollment* are chosen from those students wishing transfer into that major by the campus, with varying requirements, including a *comprehensive review* depending on the major (e.g. higher GPA, # of lower division courses in the major). About 22,000 students transferred from CCC to UC in 2002-03, slightly higher than the 20,000 students in 2003-4. Eighty percent of transfer students enroll in the Fall.

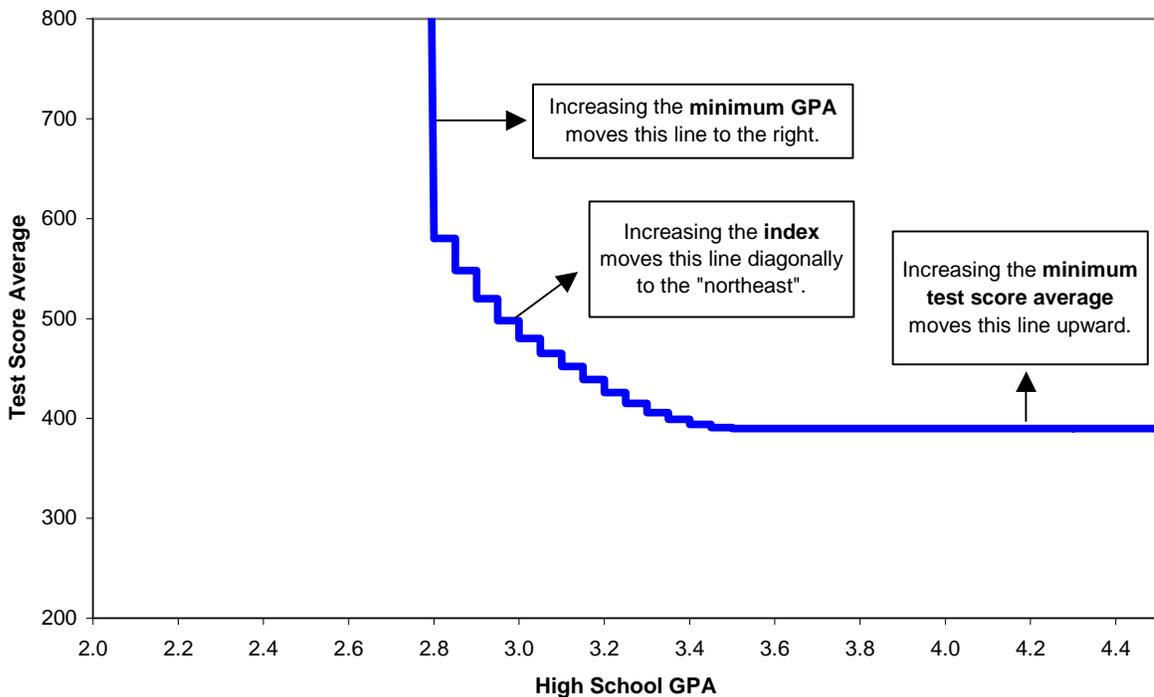
OFFERS OF SELECTION AND ENROLLMENT OF STUDENTS BY EACH UC CAMPUS

Historically UC has been able to offer enrollment to at least one UC campus for *all eligible students* (by any of the pathways above). In 2003, six of UC's campuses were *selective* (i.e. had more eligible students applying than could be accommodated in the entering class) and the other 2 general campuses reached a selective status with the budget-imposed enrollment restrictions in Fall 2004. Before 2004, if an eligible student was not offered enrollment at one of the campuses to which he/she applied, the student was placed in a **referral pool** with offer of enrollment at one of the non-selective campuses. Since all campuses will likely soon be selective even after enrollment growth resumes, this referral pool probably will disappear. GTO served as the referral pool for 2004, but we hope this is only a temporary solution, and that funding for enrollment will allow UC again to enroll all eligible students. Although the Master Plan calls for UC to accept the top 12.5% of students as eligible for enrollment, the **participation rate** (the actual proportion of graduating HS students who enroll at a UC campus) is much lower, just less than 8% in 2003. Each campus uses **comprehensive review** to *select for offers of enrollment* those eligible students who apply to that campus. There are some differences among campuses as to how comprehensive review is done, although all adhere to 14 principles developed and periodically reviewed by BOARS.

Changes to the Eligibility Index

As the diagram below illustrates, UC's requirements for Eligibility in the Statewide Context can be conceived of as defining an area on a graph that plots students' average test scores on the vertical axis and their GPA in "a-g" courses on the horizontal axis. Eligible students are found in the upper right (northeast) part of this graph (which, it should be noted, includes only students who complete the full "a-g" pattern—roughly 34 percent of California public high school graduates). UC's minimum GPA requirement (currently 2.8) defines the vertical boundary of this area and the minimum average test score (currently around 390 out of 800) required in the Eligibility Index defines the horizontal boundary.

UC Eligibility Index



The diagonal line shown in the graph above corresponds to UC's Eligibility Index—the combination of grades and test scores required of students who have GPAs below 3.5 or average test scores below 580. The last time this Index was adjusted (in 2000), this line was set to define a combination of test scores and grades that together predict that students have at least a 70 percent chance of achieving a C average in their first year at UC. For students seeking Eligibility in the Statewide Context, raising the Index—the equivalent to shifting the diagonal line on this graph toward the upper right (northeast)—increases the average test score required for those with GPAs between 2.8 and 3.5 and increases the GPA required of those with average test scores below 580. This has the effect of increasing the minimum likelihood that students whose grades and test scores place them at the Index minimum will achieve a C average in their freshman year.

BOARS concluded that raising the Eligibility Index is a viable and academically sound way of reducing the size of the Eligibility Pool and examined multiple scenarios that rely in part on a change in the Index to decrease the size of the pool. However, BOARS members observed that because the Index includes test scores, modeling it presents all of the challenges described above associated with changes to the test score requirement.