

### **C. Board of Admissions and Relations with Schools (BOARS)**

#### **Dorothy Perry, Chair**

- Approval of Dual Admissions Proposal (action)

At its meeting of February 28, 2001, the Assembly discussed the proposal for an undergraduate dual admissions program. Since that time, the proposal has undergone review by the Senate Divisions and has been approved for submission to the Assembly by the Academic Council. The Assembly is now being asked to approve the dual admissions program in principle and to approve an amendment to Senate Regulations that would codify this approval. Should the Assembly approve both the program and the legislation connected to it, the proposal for dual admissions would be sent to the UC Regents for their approval.

With respect to approval of dual admissions in principle, the Academic Council, at its meeting of April 11, 2001, recommended the approval of the dual admissions program with the understanding:

1. That the program will be instituted only when the Office of the President has identified funding adequate for counseling and support components of the plan and
2. That BOARS formally review the functioning of the plan five years after the first student cohort is admitted, and report to the Academic Council.

An explanation of the proposal, prepared by BOARS, begins on page 26 of this *Notice of Meeting*, and is followed by a draft implementation plan for the proposal. Two memoranda of explanation from BOARS Chair Perry regarding dual admissions then follow, one to Senate officers and admissions administrators at UC Irvine, the other to Senate officers and admissions administrators at UCLA. The Los Angeles Division of the Academic Senate has requested that a Resolution of the UCLA Senate's Legislative Assembly regarding dual admissions be submitted to the Assembly in connection with its consideration of dual admissions, along with a report of the UCLA Senate's Committee on Undergraduate Admissions and Relations with Schools. Both documents are contained in this *Notice of Meeting*, following the memoranda of explanation from BOARS Chair Perry.

With respect to approval of Senate Regulations connected to dual admissions, the Regulation amendment being submitted for approval is set forth below. The Regulation has been approved for submission to the Assembly by the Academic Council and by the University Committee on Rules & Jurisdiction.

#### Senate Regulation 476

##### Present Wording

**476.** (Am 4 May 95; effective fall 1998)

Applicants for admission to the University by transfer from other collegiate institutions must meet one of the following three requirements. (Am 4 May 95)

- A. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work.
- B. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title with the exception of the tests specified in SR 418 and/or the Specific Requirements specified in SR 424 (A) (2) may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work and has remedied the deficiencies by
  - 1. completing with a grade of C or higher one transferable college course (3 semester or 4-5 quarter units) for each missing high school subject specified in SR 424 (A) (2) and
  - 2. completing with a grade of C or higher 12 semester (18 quarter) units of transferable college course work in case not all tests specified in SR 418 have been taken.
- C. An applicant who did not meet the requirements specified in (A) or (B) may be admitted to the University provided the applicant has completed 60 semester (90 quarter) units of transferable college course work, has maintained a grade-point average of at least 2.4 in transferable college course work, and has completed all of the following with a grade of C or higher:
  - 1. Two transferable college courses (3 semester or 4-5 quarter units each) in English Composition. One of the English Composition courses is to be equivalent in level to the transferable course which would satisfy (on some campuses only in part) the English Composition requirement at the University. The second course can be (but is not required to be) the 'English Composition/ Critical Thinking' course used to satisfy part of the English Communication requirement of the Intersegmental General Education Transfer Curriculum specified in SR 478. Courses designed exclusively for the satisfaction of remedial composition requirements as defined in SR 761 cannot be used to satisfy this requirement.
  - 2. One transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning.
  - 3. Four additional transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following

subject areas: the Arts and Humanities; the Social and Behavioral Sciences; and the Physical and Biological Sciences.

The courses acceptable under (B) and (C) will be determined by the Board of Admissions and Relations with Schools. The Board may waive requirements (C) (1), (C) (2), and (C) (3) upon the presentation of appropriate test scores.

Senate Regulation 476

Proposed Wording:

**476.** (Am 4 May 95; effective fall 1998)

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  2. completing with a grade of C or higher 12 semester (18 quarter) units of transferable college course work in case not all tests specified in SR 418 have been taken.
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only in part) the English Composition requirement at the University. The second course can be (but is not required to be) the 'English Composition/ Critical Thinking' course used to satisfy part of the English Communication requirement of the Intersegmental General Education Transfer Curriculum specified in SR 478. Courses designed exclusively for the satisfaction of remedial composition requirements as defined in SR 761 cannot be used to satisfy this requirement.

2. One transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning.
3. Four additional transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the Arts and Humanities; the Social and Behavioral Sciences; and the Physical and Biological Sciences.

D. Applicants who at the time of graduation from high school do not meet the criteria of Regulations 418, and 424, but who stand in the upper 12.5 percent of their graduating classes, as determined by criteria established by BOARS, and who have achieved a GPA of at least 2.8 in such of the courses prescribed by Regulation 424 as they have completed, may apply simultaneously for admission to a California Community College and for conditional admission to a campus of the University, subject to the satisfaction at the Community College of the provisions of Regulation 476 B and C.

The courses acceptable under (B) and (C) will be determined by the Board of Admissions and Relations with Schools. The Board may waive requirements (C) (1), (C) (2), and (C) (3) upon the presentation of appropriate test scores.

**Justification from BOARS Chair Perry:**

The justification for dual admissions is contained in the proposal summary that follows.

# **University of California**

## **Board of Admissions and Relations with Schools**

### **Dual Admissions Proposal**

Accepted by BOARS  
March 22, 2001

### ***Introduction:***

Dual admission from high school to UC and a community college would be a new and separate eligibility pathway representing academic success and hard work in each student's local environment. It would be both an extension of the geographic accessibility to UC achieved with Eligibility in the Local Context (ELC) and a strategy to increase the transfer of high achieving students to UC after completing lower division work at any of the California community colleges. *Dual admission would augment ELC and statewide eligibility to provide a clear path to UC for all high achieving students, whether in the top 12.5% of their high school class or the top 12.5% of the statewide pool of high school graduates.*

The dual admission program identifies high school graduates within the top 12.5% in each school who are ineligible for freshman admission -- students who are not in the top 4 % of their high school class and not eligible by statewide criteria. These students would be identified at the end of their junior year through an analysis of their high school transcripts. If these students apply for freshman admission, a dual admission offer would permit them to enroll at a community college to complete lower division preparation requirements and transfer to a designated UC campus and college or major, conditional on their fulfillment of campus- and major-specific course requirements and academic performance criteria for transfer students. The dual admission proposal augments eligibility in the local context and reinforces the University's commitment to facilitate the community college transfer function spelled out in the Master Plan for Higher Education. Since it does not make additional students eligible as freshman from high school, it does not add to the Master Plan eligibility rate of 12.5% of high school graduates.

In order for the dual admissions proposal to succeed, a few underlying tenets must be considered.

1. Every UC campus would participate in the dual admissions program.
2. Dual admission students would not displace current transfer or freshman admits. They would represent an increase in enrollment consistent with UC's long range enrollment plan and the Governor's Partnership with UC.
3. Dual admission students, at a minimum, would be required to meet all university requirements as well as campus- and major-specific academic requirements and selection criteria for current community college transfers.

4. A comprehensive resource package for dual admission students from high school, through their studies at community colleges, and into and through their UC education, would be a hallmark of this program.

In order to conceptualize the dual admissions proposal and present points of agreement reached by BOARS, the proposal is presented in three parts: 1) selection of students at the high schools, 2) admissions process and transition to college, and 3) dual admissions students attending the community college. These proposed policies reflect a compilation of policy issues identified by BOARS members, senate faculty members, and members of the administration.

One significant concern not addressed in this proposal, but expressed by many faculty members, is the support needed for dual admissions students at all stages in the dual admissions process. Indeed, the administrative scaffolding required at the high schools, the Office of the President, the community colleges, and at the UC campuses, borrowing the term used by Vice President Saragoza, is an extremely important part of the gestalt of the program. BOARS strongly recommends that a companion document outlining the scaffolding plan be prepared and accompany this proposal.

### ***Issues relating to selection of students at the high schools:***

1. Dual admission students would be identified at the same time as Eligibility in the Local Context (ELC) students by a process through the Office of the President. The process would include calculation of the GPA in 10<sup>th</sup> and 11<sup>th</sup> grade for all a-g courses taken, as an extension of the process used in the ELC.
2. Students who have completed at least 11 ELC courses would be ranked at UCOP and the top 4% would be identified as ELC. Students would be considered for dual admission if they were included in the next 8.5% of students from the individual high school, when ranked by UCOP based on transcripts submitted by the high school.<sup>1 2</sup>
3. Data from this year's experience with ELC indicates that many students ranked in the top 10% of their classes in the lower performing high schools have not completed the 11 ELC courses.
4. In order to determine which students would be dual admissions candidates, students would be ranked based on their GPA in all a-g courses taken in the 10<sup>th</sup> and 11<sup>th</sup> grade. Together with the ELC students, this group would constitute the top 12.5% of the high school class. A minimum of nine ELC courses must be completed in order for the students to be considered for dual admissions.

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<sup>1</sup> The 11 ELC courses are 3 English, 3 mathematics, 1 history/social science, 1 lab science, 1 language other than English, and 2 chosen from among the other subject requirements.

<sup>2</sup> A school with less than 4% designated ELC eligible may have more than 8.5% identified as dual admission program candidates. Analyses show that this would be a rare instance.

5. The minimum a-g high school GPA required at the time of selection for dual admission would be 2.8, no matter how many of the a-g courses had been taken, which is the base GPA used in the eligibility index.
6. High schools would have to rank the top percentage of their students, send transcripts to UC for evaluation in a manner similar to current practices with ELC.
7. SAT and/or ACT scores would not be required as they are not required for any community college transfer student.
8. Students deemed eligible through ELC would not be eligible for dual admission.
9. The remainder of the students in the top 12.5% of their class would receive a letter informing them that they are successful in their high schools, that UC wishes to have them apply, and although not ELC, they would be eligible for dual admissions. Those students who choose to complete all requirements and become statewide eligible as freshmen would apply for admission as freshmen. They would *not* be considered for dual admission.

***Issues relating to the admissions process and transition to college:***

1. When students apply to a UC campus or campuses as high school seniors they will only be considered for dual admissions if they are NOT UC-eligible as freshmen.
2. Places shall be maintained for dual admissions students in planned transfer enrollment growth at each campus.
3. The dual admissions program is preliminarily estimated to yield 1200 to 3000 students. Campus dual admission admits would be estimated based on the annual projections for enrollment submitted by each UC to UCOP each year. These estimates would be added into transfer growth estimates, not displacing the number of transfers who would otherwise be accepted. The scope of the dual admissions program on each campus would be part of and consistent with that campus's overall enrollment growth plan for the next decade.
4. Every campus would admit some dual admissions students; some number would have a competitive chance at every campus. Those not selected would be placed in a referral pool. This would result in a referral pool process similar to the ones for eligible California freshmen and transfer applicants.
5. Dual admissions students who have chosen and been admitted to a particular major at a campus would need to meet campus-specific course requirements and academic performance standards for that major while attending the community college. Those who have been admitted without having specified a particular major would need to identify a major while studying at the community college, but not necessarily at the beginning of their studies.
6. Minimum transfer requirements would be set by each specific UC campus and college or major. Information pertaining to selection criteria for specific majors (e.g., the minimum and average community college GPAs required for

- transfer admission) shall be provided to each dual admissions student. The support program would be sufficient to provide necessary counseling about majors, and to accommodate student needs such as changing majors prior to entrance to UC, provided the student meets the course requirements and academic criteria for the major at the UC campus in question.
7. Articulation agreements would have to be arranged for all community colleges with all UC campuses. When each dual admissions student returns the SIR, he or she would have to name the community college where the lower division study would occur. The support structure should be comprehensive in all community colleges and flexible so that arrangements could be managed if the student subsequently attended another community college.
  8. Dual admissions students would be informed of financial aid packages for baccalaureate degree programs. Students would be provided information and support in meeting the deadlines for baccalaureate financial aid.
  9. The dual admissions agreements would not preempt regional transfer programs that various UC campuses have with local community colleges.

Issues relating to the dual admissions students when attending community colleges:

1. A maximum number of four years is recommended during which the dual admissions students would transfer to UC. BOARS feels that two years is not enough because students need to identify majors, and many majors require extensive lower division preparation, but the expectation would be that most students would transfer within 3 years.
2. Appropriate support services would be available to integrate UC with the community colleges. It has been suggested that one UC counselor would be available for every three community colleges, providing a regular presence for UC on all community college campuses in the state and personal contact for the dual admissions students.
3. Scaffolding would be in place to provide individual academic and financial aid planning for each dual admissions student. This would be a service beyond the existing general transfer activities and counseling provided by the UC personnel at the college and by the community college transfer centers.
  - A subcommittee of the MOU Implementation Committee has been formed to address these matters. It includes faculty representatives from the community colleges, UC and members of both administrations. This group will be instrumental in defining the support mechanisms at the lower division level.
4. UC campuses would provide outreach to make the dual admissions students feel part of the UC community while attending the community college. Visits to their UC campus, student activities, and possibly summer enrollment and web pages, could be included. These make up a critical part of the administrative structure required to support these students.



5. Students would be provided support and counseling if they wished to change majors. This would require ongoing counseling during each student's career at the community college and continued communication with the UC campus.
6. The dual admissions offer would be provisional and could be rescinded if the student fails to meet the agreement with UC and the community college. This would be consistent with existing policy governing all freshman admits and current transfer students.

**Proposed outline of administrative scaffolding  
Presented by Vice President Saragoza**

1. High schools
  - a. Transcript identification and transmission to UC
  - b. Applicant information and counseling
  - c. Financial aid package
2. Community colleges
  - a. Articulation agreements with all California Community Colleges
  - b. Counseling structure from UC
  - c. Interaction with existing transfer center
  - d. Financial aid
  - e. Academic counseling
  - f. Individual interface with UC
3. UC campuses
  - a. Interface with dual admission students while attending community college
  - b. Admissions staff support to identify and follow dual admissions students
  - c. Academic counseling
  - d. Financial aid

## ***Dual Admissions Proposal: A Draft Implementation Plan<sup>1</sup>***

**Submitted by the Dual Admissions  
Implementation Subcommittee<sup>2</sup>**

***Draft Only – For Public Review and Comment  
(March 15, 2001)***

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<sup>1</sup> This *Implementation Plan* should be reviewed in conjunction with the *Dual Admissions Proposal Policy Statement* (February 26, 2001).

<sup>2</sup> The 10-member subcommittee (a subgroup of the MOU Implementation Committee) consisted of an equal number of faculty and staff representatives from the California Community Colleges and the University of California. (The MOU Committee has been in existence since 1998 and is charged with implementing the provisions of the UC/Community College memorandum of understanding (MOU), which was approved in 1997. See *Enhancing Student Transfer: A Memorandum of Understanding between the California Community Colleges and the University of California*, November, 1997.)

## Topic Outline

### **SECTION 1: POLICY OVERVIEW AND PLANS FOR IDENTIFICATION, ADMISSION, AND ENROLLMENT OF STUDENTS**

- I. Dual Admissions Policy: Brief Overview
- II. **Identification, Admission, and Enrollment of Students Eligible for Dual Admissions**
  - A. **Identification of Students Eligible for Dual Admissions (DAP)**
  - B. **DAP Student Application for UC Admission**
  - C. **DAP Student Enrollment at Community College**

### **SECTION 2: INSTITUTIONAL RESPONSIBILITIES AND RESOURCES**

- I. **Community College Responsibilities and Resources for DAP Students**
  - A. **Community College Campus Participation in DAP**
  - B. **Courses and Curricula for DAP Students**
    - 1. **Level 1: Courses Needed to Meet Minimum UC-Eligibility and General Education (IGETC).**
    - 2. **Level 2: Courses Needed as Preparation for Specific UC Majors**
  - C. **DAP Student Support Services at Community Colleges**
  - D. **Subject A/ESL Assessment and Placement for DAP Students**
- II. **UC Responsibilities and Resources for DAP Students**
  - A. **UC Support for DAP Students *During* Attendance at a California Community College**

- B. UC Support for DAP Students *after* Transfer to a UC Campus**
- C. UC Campus Interactions with California Community Colleges**

**III. Availability of Support for Transfer Students Not Participating in DAP**

**SECTION 3: TRANSACTIONS WITH STUDENTS ELIGIBLE FOR DUAL ADMISSIONS**

- I. Information to be Communicated to Students *After* Notification of DAP-eligibility, but *Prior* to Applying to the University**
- II. Information to be Communicated to Students Who Choose to Participate in DAP**
  - A. Signaling an Intention to Participate**
  - B. Information to be Sent to Students following their Intention to Participate in DAP**
  - C. Selection of a Community College to Complete Lower-Division DAP Requirements.**
  - D. DAP Student Agreement: Specific Elements**
  - E. Monitoring DAP Student Progress**

**SECTION 4: MAJOR COMPONENTS OF DAP BUDGET**

## **SECTION ONE**

### **POLICY OVERVIEW AND PLANS FOR IDENTIFICATION, ADMISSION, AND ENROLLMENT OF STUDENTS**

#### **I. Dual Admissions Policy: Brief Overview**

Dual Admissions is an additional path to the University of California, over and above the means that currently exist. To qualify, students must graduate from a California high school in the in the top 4 to 12.5% range of their high school class. Students then are guaranteed admission to the University of California after first attending a California Community College and completing specified lower-division baccalaureate degree requirements. As this program is intended to supplement existing eligibility provisions, only students graduating in the top 4%-12.5% of their high school class and who are *ineligible* for admission via statewide freshman eligibility criteria or eligibility in the local context criteria qualify for DAP.

To transfer to a UC campus at the advanced standing level, DAP students must meet all University and campus-specific academic requirements and selection criteria for their expected major or program. During their lower division enrollment at a Community College, DAP students will receive a comprehensive array of services, including orientation to the UC campus where they have been admitted and regular advising sessions to guide course work selection and assist them in achieving their academic goals.

#### **II. Identification, Admission, and Enrollment of Students Eligible for Dual Admissions**

##### **A. Identification of Students Eligible for Dual Admissions (DAP)**

1. DAP students will be identified via the Eligibility in Local Context (ELC) process, now administered by the UC Office of the President. This process includes calculation of the 10<sup>th</sup> and 11<sup>th</sup> grade GPA in designated ELC courses.<sup>3</sup>
2. ELC eligible students, those designated as the top 4% of their high school graduating class, will be identified.

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<sup>3</sup> There are 11 ELC courses comprising 3 English, 3 mathematics, 1 history/social science, 1 lab science, 1 language other than English, and 2 chosen from among the other subject requirements.

3. Then, using the total pool of students, those ranked in the top 4%-12.5% of their class will be identified using ELC procedures; that is, GPA in the 11 designated ELC courses.<sup>4</sup>
4. Minimum grade point average in ELC courses required for Dual Admissions will be 2.8.
5. Standardized test scores, such as SAT I, SAT II, or ACT will not be required of DAP students.

#### **B. DAP Student Application for UC Admission**

1. DAP students will receive notice of their program eligibility in September of their senior year of high school, along with an invitation to apply to UC and admissions application materials. They will apply during the regular November 1-30 filing period.
2. DAP applicants will be reviewed during the University's regular December-March application reading period.
3. Campuses will notify DAP applicants of admissions decisions during the regular March notification period. The notification will include detailed information regarding community college participation in the DAP program and the lower division enrollment expectations for DAP students.
  - a. Each UC campus will admit DAP applicants; the exact number will depend upon campus capacity and student demand.
  - b. DAP students not initially selected by any campus will enter a special DAP "referral pool" process and will be admitted to one of the UC campuses as a DAP student.
4. DAP students will return their Statement of Intent to Register (SIR) and the customary required fee by May 1 to

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<sup>4</sup> Students who have completed fewer than the 11 courses mandated for ELC consideration may need to be considered in order to identify the dual admissions group.

the UC campus where they plan to enroll.<sup>5</sup> Along with these items, the student will indicate the primary or “home” Community College where he/she plans to enroll for lower division work.<sup>6</sup>

5. By June 1, those DAP students who have submitted an SIR will receive a letter jointly signed by the Chancellor of the UC campus where they have been admitted and the Community College President where they plan to enroll.<sup>7</sup> The letter will outline program expectations and procedures the student should follow in planning his/her baccalaureate program, including a DAP orientation session to be held on the UC campus during the summer prior to initial freshman enrollment.<sup>8</sup> Subjects addressed in the orientation will include:
  - a. Development of an academic program and study plan designed to assure the student of timely entry to his/her major of choice. Specific Community College courses to satisfy requirements will be identified, along with required grades that must be achieved. Students who have not chosen a major will select appropriate courses for IGETC/GE/breadth requirements and make plans for selection of major. Students also will be introduced to advising tools such as ASSIST.
  - b. Beyond the issue of academic major and course selection, the orientation session will provide an introduction to the vocabulary and assumptions of higher education and will assist students in arranging a series of regular advising sessions with Community College and UC representatives.
  - c. Students will be introduced to an array of student services such as financial aid opportunities, academic

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<sup>5</sup> A process to waive the SIR fee for financially needy students will be developed.

<sup>6</sup> See Section 3 (II) (C) (2) for a discussion of the Community College “home campus.”

<sup>7</sup> DAP students will select the community college that they wish to complete their DAP agreement. See Section 3 (II)(C).

<sup>8</sup> Funds to defray costs for financially needy students to attend these orientation sessions should be identified.

tutoring, etc. This information will be provided by the California Community College Chancellor's Office and individual Community Colleges.

**C. DAP Student Enrollment at a California Community College**

1. While completing lower division requirements at Community College, DAP students will be responsible for consulting with their designated UC adviser regarding changes in their educational plan.
2. DAP students will be eligible to use UC libraries and will receive invitations for UC campus events, including programs related to their intended major.
3. DAP students will be responsible for notifying the UC campus where they have been admitted of the term when they expect to enroll. Notification must be received during the application filing period for their expected enrollment date. Appropriate academic records must be submitted verifying the student's completion of their academic requirements. DAP students will be responsible for notifying the UC campus where they have been admitted of the term when they expect to enroll. Fall is the traditional starting term for transfer students at UC, though some campuses also allow transfer students to transfer at the beginning of the Winter and/or Spring term.
4. A DAP student who decides at any point in time not to attend the specific UC campus will be responsible for notifying the campus as soon as possible.



## **SECTION TWO**

### **INSTITUTIONAL RESPONSIBILITIES AND RESOURCES**

#### **I. California Community College Responsibilities and Resources for DAP Students**

##### **A. Community College Campus Participation in DAP**

It is recommended that all California Community Colleges (or at least one college per Community College district) participate in DAP, allowing students throughout California access to a UC campus through this program.<sup>9</sup> It is acknowledged, however, that many community colleges may not have the breadth of courses that will allow DAP students to complete the necessary courses for transfer to a UC campus in a particular major. (For example, while a community college may have course offerings allowing students to complete the Intersegmental General Education Transfer Curriculum [IGETC] or the minimum course requirements for UC eligibility at the transfer level, the institution may not have lower-division courses to prepare students for a major in engineering.) Given the variation in curricula on community college campuses, community colleges will participate in DAP at two levels (see “B” below).

##### **B. Courses and Curricula for DAP Students**

A significant part of the success of DAP hinges on the ability of students to enroll in Community College courses that meet UC eligibility and pre-major requirements. DAP students must have access to appropriate courses that allow them to complete their lower-division requirements in a timely manner.

With this in mind, curricula at each California Community College will be analyzed by an intersegmental team of UC and Community

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<sup>9</sup> The Subcommittee notes that an individual Community College shall be free to determine whether or not it shall participate in DAP. Once a Community College signs a contract with UC to participate, it must continue to serve any cohort of students that enrolls under the terms of that contract. If the Community College decides to end participation, it may cease to enroll new DAP students but must complete its obligation to the existing cohorts of students through the point of transfer.

College faculty and staff expert in transfer to assess the extent to which any particular college can meet lower-division course requirements for students in this program. The goal of this review team will be to classify all colleges as a *Level 1* or *Level 2* institutions. To do this, the review team will analyze Community College curricula in two areas:

1. *Level 1: Courses Needed to Meet Minimum UC-Eligibility and General Education (IGETC).*

Community Colleges in Level 1 should demonstrate an ability to offer courses (in a regularized pattern) allowing DAP students to complete minimum UC-eligibility requirements and/or IGETC within the prescribed time frame.<sup>10</sup> The extent to which a Community College has courses that allow students to complete these requirements can be found in the ASSIST database. It is anticipated that the vast majority of community colleges can serve DAP students at this level.

2. *Level 2: Courses Needed as Preparation for Specific UC Majors*

Community Colleges in Level 2 should demonstrate an ability to offer pre-major courses in a regularized pattern to permit DAP students to complete all work within the prescribed time frame. This second level of review does not require Community Colleges to offer pre-major courses in all disciplines; rather the review covers the extent to which a Community College can fulfill the lower-division requirements of one or more majors at all UC campuses, as reflected in its current curriculum. A Community College that has the coursework to prepare students in one or more UC majors will be certified as a *Level 2* institution for those specific majors.

## **C. DAP Student Support Services at California Community Colleges**

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<sup>10</sup> For minimum UC-eligibility at the transfer level, applicants must complete at least one UC-transferable course in “mathematical concepts and quantitative reasoning,” at least two UC-transferable English composition courses, and four courses chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, and the physical and biological sciences. For IGETC (which largely duplicates UC’s minimum transfer course requirements), students must complete 11 courses (34 semester units). For more information, see UC’s *Answers for Transfers 2001-2002* (<http://www.ucop.edu/pathways/infoctr/at/>.)

To the extent that DAP is a commitment on the part of UC and California Community Colleges to assist students in achieving a baccalaureate degree, there are a variety of support services that should be provided by Community Colleges to assure student success:<sup>11</sup>

1. One professional staff member (e.g., a counselor) who will be, among other duties, the Dual Admissions Coordinator to coordinate DAP program activities at the Community College and to plan and coordinate with UC DAP staff to implement the program.
2. Sufficient professional academic counselors to work with DAP students on their campus, to meet with DAP students regularly and to assist DAP students in meeting the academic requirements of their DAP admissions agreement. Among their activities, these counselors will:
  - Assist with program planning;
  - Assist in monitoring the academic progress of DAP students;
  - Provide referrals to other support services as needed (i.e., tutoring); and
  - Facilitate the successful transfer to the UC campus.
3. A professional financial aid officer who, among other duties, will be assigned to work with DAP students on their campus, to meet with DAP at least once per year, and to assist DAP students with their application for financial aid. These financial aid specialists will ensure that the student's financial package is designed to meet the financing needs of a baccalaureate program goal. The financial aid officer will also work with students to secure consortium agreements if enrollment at another community college is required to complete a student's transfer preparation. Students will be advised how to take advantage of the new expanded Cal Grant guarantee program, as well as other aid to ensure a comprehensive "baccalaureate financial aid package."

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<sup>11</sup> It is recognized that ideally these resources would be available for all students interested in transfer.

4. Access to a Community College Transfer Center, as specified in Title 5 (Section 51027) of the California Education Code.
5. A fully staffed and appropriately funded matriculation office whose submitted matriculation plans and assessment mechanisms comply with relevant sections of Title 5 regulations of the California Education Code.
6. Sufficient capacity to conduct articulation on a sustained basis with UC campus articulation officers to fully articulate the Community College curriculum with all UC campuses.
7. Mechanisms to allow authorized UC and Community College personnel to: a) exchange information about DAP students to facilitate academic monitoring and counseling; b) Conduct periodic work sessions with UC and Community College staff regarding DAP issues, both curricular and extracurricular.

**D. Subject A/ESL Assessment and Placement for DAP Students**

DAP students must either satisfy their UC Subject A requirement through high school course work or stipulated national examinations, or by taking examination in the statewide Subject A testing. Assessment scores and any recommendations for additional ESL assessments will be sent to the students' designated DAP home Community College who will honor those assessment mechanisms and place students accordingly within their composition or ESL courses; in the case of students identified as needing additional ESL assessments, the home community college will determine how those will occur. Thus, students who have not satisfied the Subject A requirement prior to graduation from high school or who are identified as needing additional work in ESL will be held for courses equivalent to those for which they would be held at their target UC campus.

**II. UC Responsibilities and Resources for DAP Students**

**A. UC Support for DAP Students *during Attendance at a California Community College***

UC campuses and California Community Colleges should have an interactive and on-going relationship in the academic lives of DAP students. This program is beneficial only to the extent that students' associate themselves with both a Community College and a UC campus. There should be some tangible connection for the students with the UC campus while they are in attendance at the community college, such as library access, extension courses, summer bridge programs, Saturday academies, orientation programs, personal web pages, etc.

Specific UC staff needed for DAP student success include the following:

1. One professional staff member to act as the Dual Admissions Coordinator to assist in the coordination DAP activities at Community Colleges, to assist the home campus<sup>12</sup> in identifying appropriate courses at other colleges within the region to further student progress, and to consult with community college DAP staff regarding DAP student progress at the lower division level.
2. Sufficient professional outreach officers/advisors to: consult with students and execute the original transfer agreement; monitor the progress of DAP students; meet with DAP students at least once per academic year (in person or via video-conferencing); and to assist DAP students in preparing for the transition to a UC campus.
3. One professional financial aid officer to work with DAP students on the UC campus, to meet with DAP at least once per year, and to assist DAP students with their application for financial aid.
4. Sufficient capacity to conduct articulation so that all UC undergraduate campuses can assure that pre-major articulation is completed with all Community Colleges throughout the State.
5. Sufficient staff at the UC Office of the President to: 1) monitor overall program implementation (from identification of students in high school through graduation

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<sup>12</sup> See Section 3 (II) (C) (2) for a discussion of the Community College "home campus."

from UC); 2) review annually Community College curricula to assess availability of courses for DAP students; 3) provide training to campus staff involved in DAP; and 4) evaluate overall program effectiveness.

6. Assistance in locating off-campus housing for students who wish to relocate to an area closer to the UC campus to which they have been accepted.

**B. UC Support for DAP Students *after* Transfer to a UC Campus**

1. UC campuses should establish summer orientation programs specifically designed for DAP transfer students.
2. UC campuses should establish, if they have not done so, transfer centers that serve as a place for new transfers to obtain information and advice. It is also suggested that these centers include lockers and other services that are especially helpful for commuter and older students, most of whom are transfer students.
3. Opportunities should be available for DAP students to take classes as part of “learning communities,” which allow transfer student cohorts to complete similar sequences of courses and to work together on cooperative learning projects. Such learning communities have been successful with first-year college students by building bonds among students and creating common academic goals.
4. UC campuses should offer to the extent possible guaranteed housing for DAP students, as well as child-care and family housing opportunities.

**C. UC Campus Interactions with California Community Colleges**

Interactions will involve the following:

1. Providing to community colleges a list of students who have agreed to participate in DAP, the community colleges to which they have decided to enroll, and the UC campus that will ultimately admit them.

2. Jointly with community colleges, monitor student progress to transfer.<sup>13</sup>
3. Conduct periodic work sessions with community college staff regarding DAP issues; both curricular and extracurricular.
4. Support opportunities for on-going faculty-to-faculty discussions of curriculum and teaching practices (e.g., IMPAC).

### **III. Availability of Support for Transfer Students Not Participating in DAP**

It is anticipated that improvement in information and other transfer-related resources at community colleges and UC campuses as a result of DAP implementation also will be available for community college students not participating in DAP but who are preparing for transfer to UC.

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<sup>13</sup> While it is assumed that student success is best achieved when both segments monitor the progress of students, it is acknowledged and anticipated that UC will officially monitor student progress since it is UC's ultimate responsibility to award the baccalaureate degree.

## **SECTION THREE**

### **TRANSACTIONS WITH STUDENTS ELIGIBLE FOR DUAL ADMISSIONS**

#### **I. Information to be Communicated to Students *after* Notification of DAP-eligibility, but *prior* to Applying to the University**

The following information, at a minimum, will be included when notifying students about DAP after they have been selected for the program, but before the UC November application filing period:

- A. Specific information about DAP, including academic requirements and the ways in which this program may be advantageous to them in meeting their educational goals.
- B. Web access to a profile of each California Community College, including such information as its curricular offerings, student composition, geographic location, student services, and – most critically – the level at which the college is participating in DAP.<sup>14</sup>
- C. Information about financial aid opportunities at California Community Colleges and UC.
- D. A recommendation to students that they attend the Community College on a full-time basis while completing their DAP agreement, along with information about the advantages of attending college full-time (e.g., academic progress and preparation, financial aid reasons, etc.)
- E. Information about how students can make themselves Statewide-eligible to attend UC during their final year in high school, if they so choose.

#### **II. Information to be Communicated to Students Who Choose to Participate in DAP**

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<sup>14</sup> Given variation in California Community Colleges with regard to course offerings and institutional commitment to transfer, Community College participation in DAP will be offered at two levels. See Section 2 (I) A) for a complete discussion of institutional participation levels.



**A. Signaling an Intention to Participate**

1. Like all students interested in attending UC, students will be required to apply during the November 1-30 filing period. Applicants who are DAP-eligible will indicate their desire to be considered under this program on the UC application. DAP-eligible applicants (like all other applicants) will be reviewed by the campuses to which they have applied. Notification of selection by a UC campus will come no later than March 31.
2. The same application fee structure that is currently used for all students will be used for DAP students.<sup>15</sup>
3. DAP-eligible students, who have been selected by a UC campus and wish to attend that campus, will be required to submit the SIR form to that campus, along with a fee to hold a place.<sup>16</sup> The same SIR fee will be assessed for DAP-students as for all other admits to the University.

**B. Information to be Sent to Students following their Intention to Participate in DAP**

Upon receiving notification of their intention to participate in DAP, students will receive an e-mail account (which will serve as their identification number for program purposes) and the address of a DAP web-based information portal. It is recommended that a community college component be added to UC's *Gateways* website to serve as the information portal for DAP students. Within this portal students will have access to a variety of information and data such as:

1. A personal web page where students can store electronically information about their progress and receive information about the program.<sup>17</sup>

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<sup>15</sup> Currently UC applicants are charged an application of \$40 for each campus selected. UC will waive application fees for up to four campuses for students who qualify for a fee waiver. See p. 3 of *UC's Application for Undergraduate Admission and Scholarships 2001-2002*. (or <http://www.ucop.edu/pathways/>)

<sup>16</sup> A process will be developed to waive this fee for financially needy students.

<sup>17</sup> It is recommended that individual student high school data obtained as a result of the identification of the top 12.5% of high school students be downloaded to students' personal web sites. This information will be useful to students and counselors selecting Community College courses.

2. Information to assist them in completing their DAP agreement and in preparing for UC enrollment after finishing their coursework at a community college.
3. Contact information for specific outreach staff on each UC campus that will advise them and execute the DAP agreement.
4. Contact information for counseling and transfer center staff on each Community College campus that have been assigned to assist DAP students in developing an educational plan and helping them understand the DAP agreement using courses at a Community College.
5. Web links to course articulation information via ASSIST (i.e., [www.ASSIST.org](http://www.ASSIST.org)) and financial aid information.
6. Information on the DAP summer orientation programs.
7. Via e-mail and personal web page, strategically timed information about class registration, financial aid deadlines, program modifications, and reminders to visit their community college and UC counselors/advisors.

C. **Selection of a Community College to Complete Lower-Division DAP Requirements.**

1. Students will be allowed to select the community college they wish to attend to fulfill their DAP requirements.<sup>18</sup>
2. To complete their DAP-agreement, students may attend additional community colleges, although they will be asked to designate one community college as their “home campus.” This home campus will be the college that

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<sup>18</sup> Given the fluidity of student enrollment within California Community Colleges, the DAP Implementation Subcommittee believes that, from a logistical standpoint, DAP should not assign students to any one community college, recommending instead that students be allowed to select the primary (or “home”) Community College they wish to attend. This is consistent with current Community College policy allowing all Californians open access to all of its colleges. It is anticipated that students will select an institution based on, among other factors, the availability of appropriate courses and geographic convenience. But it is possible that students may have the choice of several participating colleges in a region and that they may attend one or more of these colleges to obtain all of the courses they need to fulfill their lower-division requirements.

provides the student with DAP-related services, such as academic counseling and financial aid. Students are responsible for submitting to their home campus all additional transcripts from those institutions.

#### **D. DAP Student Agreement: Specific Elements<sup>19</sup>**

Students who have agreed to participate in DAP are required to complete all lower-division coursework and GPA requirements at a community college prior to enrollment at a UC campus. The extent of these requirements will vary by UC campus and the major that the student selects. To assure student success, an agreement must be developed between DAP students and the UC campuses to which they have been admitted outlining the specific requirements they must complete while attending a California community college.

1. *Minimum Eligibility:* If a student chooses to participate in DAP, the UC campus to which the student has been admitted under DAP must delineate in the student's agreement both the Universitywide minimum UC-eligibility requirements for transfer students and the lower-division pre-major requirements that must be completed at the community college, if any. At a minimum, then, the DAP-student's agreement must specify the following requirements:
  - a. The minimum GPA that must be earned in UC-transferable courses;
  - b. The minimum number of courses requires to achieve UC eligibility at the transfer level;<sup>20</sup>

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<sup>19</sup> Students may choose not to participate in DAP even if they originally signaled their intention to complete the program and signed a DAP agreement. If such students choose not to complete their DAP contract, they may still achieve eligibility to attend a UC campus by completing appropriate requirements at a community college and applying to UC as a regular transfer student.

<sup>20</sup> For minimum UC-eligibility at the transfer level, applicants must complete at least one UC-transferable course in "mathematical concepts and quantitative reasoning," at least two UC-transferable English composition courses, and four courses chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, and the physical and biological sciences. For more information, see UC's *Answers for Transfers 2001-2002* (<http://www.ucop.edu/pathways/infoctr/at/>)

- c. Completion of a minimum number of transferable units (i.e., 60 semester or 90 quarter units of UC-transferable coursework); and
  - d. A specific time frame for completion of all requirements. (DAP students will have four calendar years within which to complete all lower-division requirements specified in their DAP contract.)<sup>21</sup>
- 2. *Preparation for a Major:* For students entering majors with specific preparatory requirements, the agreement will need to specify the lower-division course requirements that need to be completed, the overall and pre-major course GPA that will need to be earned, and the Community Colleges that the student may attend in order to complete these pre-major requirements.
  - 3. *UC Campus Requirements:* In those instances in which UC campuses have campus-specific lower-division requirements, the agreement with the students will need to reflect this.
  - 4. *DAP Orientation:* DAP students will be required to attend a summer orientation at which time these agreements will be individually reached.

## **E. Monitoring DAP Student Progress**

It is anticipated that a degree audit program will be developed (e.g., “Degree Navigator” at UC Davis), to be used in conjunction with the ASSIST database and *Gateways*. This degree audit program could be used as an advising and monitoring methodology, allowing students to see the full academic program for their chosen major and assess their progress against the major requirements.

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<sup>21</sup> Under the current proposal, DAP students will have four calendar years within which to complete their lower-division requirements at a California Community College. However, advising and outreach materials will encourage and support a faster rate of progress.

## **SECTION FOUR**

### **MAJOR COMPONENTS OF DAP BUDGET**

The Dual Admission Policy will require a foundation of curricular and extracurricular support for students in a network to which both California Community Colleges and the University of California play joint, but well defined, roles. Major elements of institutional and student support will include:

- A. A full array of courses at participating Community Colleges to prepare DAP students for their intended majors.
- B. Course articulation of all UC majors with all Community Colleges participating in DAP. It is anticipated that comprehensive articulation of this magnitude will require at least one articulation officer employed half-time (minimum) at each Community College and an additional half-time articulation officer for each UC campus
- C. Summer orientation programs designed specifically for students participating in DAP, including funds to provide financially needy students with an opportunity to attend these programs.
- D. Resources to support academic advising at the Community Colleges and UC campuses to assist DAP students in preparing their transfer agreements and to assist them with on-going academic program planning. It is anticipated that this effort will require at least one academic adviser from each UC campus, and one counselor identified at each Community College to assist DAP students.
- E. Resources to support financial aid advising at the Community Colleges and UC campuses to assist DAP students in securing resources to support their educational goals. It is anticipated that this effort will require at least one financial aid adviser from each UC campus, and one financial aid officer identified at each Community College to assist DAP students.
- F. Resources to support staff development and training of UC outreach officers and academic advisers to achieve mastery of admissions requirements of all UC campuses.
- G. Opportunities for DAP students to participate in UC campus academic support programs, workshops, cultural events, and other activities.
- H. Access to UC libraries.

- I. Opportunities for on- and off-campus housing during DAP students' first year at the UC campus where they are admitted upon transfer.
- J. Financial aid package addressing affordability concerns.
- K. Database developed and maintained by UC (with Community College access) for tracking individual student progress, enrollment management, and evaluation of DAP effectiveness.
- L. Resources to support high school counselor workshop materials and specialized training.
- M. Periodic meetings of UC and Community College staff, faculty, and counselors to discuss DAP-related issues, both curricular and non-curricular.

April 18, 2001

**MEMORANDUM**

To: David Brant, Chair UCI Academic Senate  
Sue Wilbur, UCI Admissions Officer

From: Dorothy A. Perry, RDH, PhD  
Associate Professor and Vice Chair  
Chair, Division of Dental Hygiene

Subject: Dual Admissions Proposal

BOARS met on March 22 and 23 to discuss, among other items, the concerns expressed by you regarding the dual admissions proposal (DAP). I want to personally thank you for the time and effort you have taken to help us improve the proposal. I believe that we have a unique opportunity here to encourage access to UC for promising transfer students, and that this is an opportunity not to be missed.

David has sensitized me to the need to assure that non DAP students at community colleges have improved opportunities to be informed about and pursue UC academic careers. Although BOARS did remove that statement from the policy document, it is presented quite clearly in the companion implementation planning document. I attach both documents (the BOARS policy was revised very slightly at the last meeting, note specific references to a-g courses on page 2) for your review.

Sue's letter was the subject of a lengthy discussion. I would like to respond to each point.

1. Public relations. BOARS is very aware that the communications from UC to the top 12.5% of high school students must be carefully worded. We intend to review the documents and work with the administration to assure that students and parents understand what we are offering.
2. Impact on admissions office. BOARS has addressed the issue of resources with the administration, repeatedly and in depth. Strong fiscal systemwide support for the program is essential so that admissions offices can do their job and not feel they are being stretched yet another way. We continue to ask the administration to elucidate specific plans, and make sure that resources follow the program rather than being sent to the campuses in general. Central

administration also plans to provide as much systemwide support for applicant evaluation, and as early in the process as possible.

3. Advising. Plans for advising students are outlined in the implementation document and that planning is well under way. Selection of students for majors, including dance and music, is a campus-based activity and DAP students will be included in the process, not made exceptions to it. The nature of advisement will have to be specific, and the UC advisors at community colleges will have to be knowledgeable, in fact expert, at this.
4. Equitable distribution of DAP students. The DAP students will be selected by the campuses to which they apply based on your processes. Those not selected at any campus will be placed in a referral pool similar to current practices for both freshman and transfer students.
5. Other issues. 1) Residency will be exactly the same as it is now. 2) Tracking of these students is essential to the evaluation process, and will be done. 3) Financial aid is a crucial element of the transfer package and is presented in the implementation document. 4) Public relations regarding traditional transfer students is not a particular concern at this time. All normal transfer procedures will remain in place. Should this emerge as an issue, BOARS will be active in seeking solutions to the problem.

Thank you again for the time and effort you spent thinking your way through this proposal. BOARS has worked very hard to define a consensus and put forward a proposal that is agreeable to all campuses, but maintains campus autonomy in admissions. I would be delighted to respond further to these points, or any others that you may wish to bring to my attention.

cc: M. Cowan  
C. Viswanathan  
BOARS members  
D. Galligani  
A. Saragoza



May 8, 2001

**MEMORANDUM**

To: Stephen Yeazell, Chair UCLA Academic Senate  
Charles Buchanan, Chair UCLA CUARS  
Rae Lee Siporin, Admissions Officer

From: Dorothy A. Perry, RDH, PhD  
Associate Professor and Vice Chair  
Chair, Division of Dental Hygiene

Subject: Dual Admissions Proposal

BOARS met on March 22 and 23 to discuss, among other items, the concerns raised about the Dual Admissions Program (DAP) proposal in an e-mail message from Rae Lee and a faxed message from Chuck. As you know, BOARS has been trying extremely hard to find consensus on DAP among the campuses, and wishes to respond specifically to your concerns. These communications were shared with me, I trust with your permission, and I shared them with the members of BOARS. As a result, BOARS has revised the DAP slightly to make its intent more clear. I will forward you the revised document with this letter.

I would like to take this opportunity to thank you for continuing to work with us to improve the proposal. In addition, I would like to respond to your specific concerns in writing, based on BOARS deliberations at its most recent meeting.

Rae Lee's first point is related to taking UC preparatory courses in the 9<sup>th</sup> grade. BOARS intention is to treat the transcripts of the DAP students in precisely the same way that ELC students are currently evaluated. The proposal has been modified to state that the GPA calculation will be made for all a-g courses taken in the 10<sup>th</sup> and 11<sup>th</sup> grades.

Point 2 in her message concerns how UC will communicate with the identified students. We too are aware that the letters will have to be very carefully worded, and we intend to review the communications. In addition, BOARS is well aware that admissions decisions are made prior to a determination of eligibility and supports that once a campus makes an offer for dual admission, it stand, even if the student turns out to be eligible in the final analysis. If a student is accepted as a freshman at one campus, and for dual admission at another, it is up to the student to decide which offer to accept.

Point three of the message relates to the referral pool process. In order to continue making the UC guarantee of a place for all eligible students, BOARS continues to support the idea of using a process similar to that used in freshman admissions. At this time there are campuses that take all eligible students, and will do so with DAP students. If that situation changes, BOARS will be engaged in solving whatever problems emerge.

Chuck's faxed message to me repeated some of the concerns addressed by Rae Lee. I will address the general statements A – D.

- A. Proposed clarifications to the BOARS document. 1) BOARS has made every effort to emphasize campus autonomy in the proposal. We do not feel that the proposal has to spell out specific clauses in student contracts, and feel that current wording of the proposal and existing practices emphasize the conditional nature of acceptance at any UC campus. 2) The program is not intended to disadvantage any student. A DAP student could apply for regular transfer admissions at any campus as long as minimum requirements were met. However, the DAP admissions offer would stand as long as the student meets the campus-specific requirements. 3) A referral pool process is necessary, and clearly stated in the proposal. Should the accepted DAP student not meet the contract, then the specific UC admissions offer would end. 4) In a sense all the campuses are planning for this process in the dark, no one can predict with certainty how the program will change the campuses, or how it will affect our public relations. BOARS insists upon reviewing the program as it is implemented, and regularly thereafter. Policies that do not work will be changed.
- B. Questions regarding the statewide program. BOARS is very concerned that sufficient resources be in place to implement this program. We continue to work with UCOP on this matter, emphasize our concerns, and believe that the administration is equally sensitive to the fact that we cannot institute this program poorly. The implementation document may provides insight into how the administration intends to make the program work. Everyone is exquisitely aware that were the program to fail due to lack of effort and resources, it would be a public relations nightmare for UC and a tragedy for aspiring students of the state of California.
- C. CUARS concerns over implementation. BOARS recognizes that UCLA, UCB, and UCSB will, of necessity, have small numbers of students enrolled through DAP. We do feel that it is crucial that all campuses be available to students through this program. DAP is a unique opportunity for students to come to UC. BOARS feels that the public is going to respond positively to it, as opposed to UCLA's concerns that it will create a cadre of "unhappy disenfranchised students who were unable to fulfill their contracts."

D. Considerations beyond the BOARS proposal. 1) BOARS strongly endorses DAP as a statewide program. This will in no way diminish the regional efforts made by UCLA and the other campuses. 2) The implementation document refers to traditional transfer students, and recognizes that they too will benefit from improved transfer activities on the community college campuses. This is an important point for those students who are not DAP but wish to transfer to UC. 3) BOARS is opposed to changing the program so that students would be selected after the community college career. This would eliminate the incentive for the program and reduce the extraordinary opportunity we foresee that campuses have by working with promising students from their senior year in high school. It would end up looking quite like our existing systemwide transfer program.

I want to thank you again for permitting me to respond to your concerns. I sincerely hope that BOARS has addressed your concerns sufficiently that you are willing to work with us toward starting this program. We consider it an extraordinary tool for campuses to meet and foster high achieving transfer students from all areas of the state. I look forward to hearing from you.

cc: BOARS members

M. Cowan

C. Viswanathan

D. Galligani

A. Saragoza

**University of California  
Academic Senate, Los Angeles Division**

**A Resolution Concerning the  
Dual Admissions Proposal**

**April 10, 2001**

***Recommendation:***

Be it resolved, that the Legislative Assembly of the Los Angeles Division recommends that the proposed *Dual Admissions Program* be approved by the UC Academic Assembly with the following three conditions:

1. That the Program not be implemented until the President of the University certifies to the Board on Admissions & Relations with Schools that he has identified permanent funding adequate to support the community college counseling, financial aid, and related assistance necessary for this new cohort of students to succeed.
2. That the Program have a sunset provision, under which it lapses five years after the first student cohort enters UC, unless the Board of Admissions and Relations with Schools, after an appropriate study, recommends its continuation.
3. That implementation of the Program recognize explicitly that UC campuses are heterogeneous and the costs and consequences of the Program may be vastly different across campuses.

April 4, 2001

**CONSIDERATIONS AND RECOMMENDATIONS  
FROM UCLA-CUARS  
ON THE DUAL ADMISSION PROGRAM PROPOSAL**

This document represents the positions and thoughts of the UCLA Senate Committee on Undergraduate Admission and Relations with Schools (CUARS) on various aspects of the BOARS proposal to the statewide Academic Council on "Dual Admission". Presuming that the Dual Admission Program is approved, we hope these comments and recommendations may be of use to BOARS, the Academic Council, and the UCOP in both the policy-making and implementation stages.

The apparent motivation for the Dual Admission Program – to increase access to UC, with attendant support resources, for students who may grow sufficiently in community college to become competitive at UC campuses – is very desirable. However, because of its current extensive transfer program, UCLA has some very particular considerations for implementation. We offer comments and recommendations both for the statewide context and specifically for UCLA.

**A) CLARIFICATIONS TO THE **BOARS** DOCUMENT**

Many useful clarifications have already been incorporated at UCLA's suggestion into the current (3/22/01) BOARS proposal. We are quite appreciative of this. These include:

- Increasing the emphasis that each campus has autonomy in creating its campus-specific selection process.
- Increasing the emphasis that a student's agreement with a specific campus is a contract, where final entry into the campus is conditional on the student's fulfilling the community college curriculum and GPA standards specified in the contract.
- Increasing the emphasis that a campus' agreed-upon level of Dual Admission participation must be compatible with its overall Enrollment Growth Plan which it establishes with UCOP.

Other areas of concern have been clarified by a memorandum of 3/29/01 from Dorothy Perry (Chair of BOARS) to Stephen Yeazell (Chair UCLA Academic Senate), Charles Buchanan (Chair UCLA CUARS), and Rae Lee Siporin (Director, UCLA Undergraduate Admissions and Relations with Schools). These include:

- Timing is very complicated as to when it becomes clear that a student is indeed *statewide ineligible for freshman admission to UC*, and is therefore eligible for the Dual Admission Program. [Presumably a student learns whether he/she is between

4% and 12.5% in the Eligible in Local Context (ELC) during the summer before his/her senior year in high school. But he/she typically doesn't know whether he/she is statewide eligible or not until after the fall semester or even the spring semester of the senior year.] UCLA-CUARS concurs with Dorothy Perry's statement in her memo: "[The members of BOARS] are aware that the letters [offering Dual Admission to students] will have to be carefully worded, and we intend to review the communications. In addition, BOARS is well aware that admissions decisions are made prior to a determination of eligibility and supports that once a campus makes an offer for dual admission, it stand, even if the student turns out to be [statewide] eligible in the final analysis. If a student is accepted as a freshman at one campus, and for dual admission at another, it is up to the student to decide which offer to accept."

- The operation of the referral pool is likewise complicated. Questions, and some answers:
  - Is our interpretation correct that any high school student who meets the requirements of the Dual Admission program (in the top 12.5%, but not in the top 4%, in the ELC evaluation of his/her high school; not statewide eligible at the time of Dual Admission letters) is automatically included in the Dual Admission pool -- that is, he/she does not need to apply to be included in the Dual Admission program and there is no further selection for inclusion? The BOARS proposal seems not to be explicit in this area.
  - Once a student is in the Dual Admission pool, is he/she guaranteed a contract with some specific campus? Dorothy Perry's memorandum clarifies that this is the case: "In order to continue making the UC guarantee of a place for all eligible students, BOARS continues to support the idea of using a process [for Dual Admission] similar to that used in freshman admissions. At this time there are campuses that take all eligible students, and will do so with DAP students. If that situation changes, BOARS will be engaged in solving whatever problems emerge."
  - What happens to a Dual Admission student who completes his/her community college career, but has not fulfilled his/her contract (e.g., his/her GPA is below the stipulation in the contract) such that the original sponsoring UC campus does not allow the transfer? Again, Dorothy Perry's memorandum clarifies that: "Should the accepted DAP student not meet the contract, then the specific UC admissions offer would end." Of course, if the student's community college studies have met the general statewide requirements for transfer to the UC system, then he/she (as for any other student) becomes part of the statewide transfer pool and a place will be found for him/her on some UC campus.

**B) SUGGESTIONS CONCERNING THE STATEWIDE PROGRAM**

- Counseling and financial support resources are key to this program's success. There should be explicit assurances to the campuses that their participation in the Dual Admission program is contingent on these resources. There should be an emphasis that these resources be administered through the UC campuses. For efficient and successful administration of the program, there should be a regional emphasis, rather than the (perhaps unworkable) current statement in the BOARS proposal that "Articulation agreements would have to be arranged for all community colleges with all UC campuses."
- There should be a "sunsetting" provision such that the program would be reviewed in ~2007 or 2008 and continued only if it demonstrated its effectiveness in meeting its goals.
- As Dual Admission is implemented, there should be extensive consultation between the administrators implementing it and both BOARS and campus undergraduate admission committees.

**C) CONCERNS THAT **CUARS** HAS OVER THE EFFECTS OF IMPLEMENTATION AT UCLA**

- Because (a) UCLA already has a large and effective transfer program, (b) UCLA's Enrollment Growth Plan will have only a small projected growth in overall transfer enrollees, and (c) the Dual Admission program is intended to supplement rather than displace other transfer students, UCLA may end up with an expensive, but very small Dual Admission program. This could lead to the perception amongst the public that UCLA was not wholeheartedly participating in the program.
- The very high standards, which UCLA requires to transfer into many majors, create additional problems for UCLA's effective participation in the Dual Admission program as currently proposed. We are concerned that many of the Dual Admission students entering into a contract with UCLA may not be able to fulfill the contract. This then could lead to a very large, expensive inefficient program with the further public perception problem of a large number of unhappy disenfranchised students who were unable to fulfill their contracts with UCLA and are forced to go elsewhere.

**D) CONSIDERATIONS, ABOVE AND OUTSIDE THE BOARS PROPOSAL, WHICH WOULD ALLOW UCLA TO BE MORE EFFECTIVE WITHIN THE PROGRAM**

Modifications to the current proposal which would allow UCLA to have a considerably more effective role include:

- Set up and fund UCLA to have a major role (an extension of its current successful transfer program) in developing and coordinating the counseling, etc for a regional Dual Admission program, where it is understood that most of the successful Dual Admission graduates will matriculate to other UC campuses.
- Allow and fund UCLA to include in its Dual Admission program (with, thereby, access to the Dual Admission counseling and financial support resources) some students who have taken part in UCLA's outreach programs and who may be statewide eligible, but who are not competitive at UCLA as freshman candidates. In conformity with our perception of the motivation for the Dual Admission Program, this allows UCLA to carefully select amongst a larger pool those students whom we believe have the potential to grow considerably in community college and to nurture them during their community college education toward the goal of becoming competitive upper division students at UCLA.
- Allow the selection for Dual Admission to the specific campus as a transfer to occur after the community college career, not before. This still guarantees the student access to the Dual Admission resources and entry to UC at some campus provided he/she satisfies some specified requirements at the community college, but produces a much simpler and more efficient program. [We note, however, that this begins to more closely resemble the current transfer situation, except for access to the Dual Admission resources during community college.]



## **VII.**

### **C. Board of Admissions and Relations with Schools (BOARS)**

#### **Dorothy Perry, Chair**

- Report on Eligibility in a Local Context (discussion)

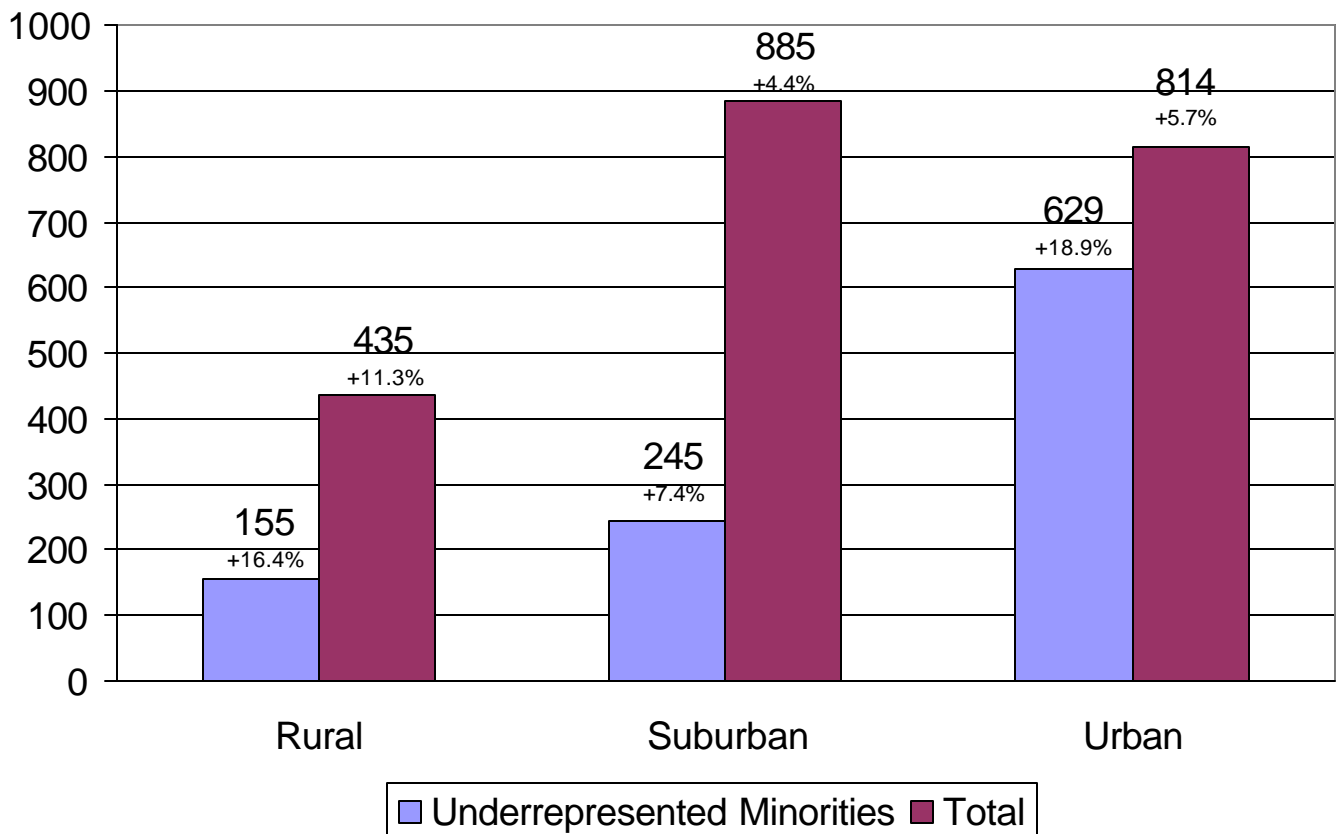
The University has admitted its first cohort of undergraduates through Eligibility in a Local Context (ELC). BOARS Chair Perry will report to the Assembly on ELC admissions within the larger context of undergraduate admissions. Four tables follow that provide information on ELC admissions and on spring 2001 undergraduate admissions in general.

### **High School Participation in UC ELC Program Year 1 (Normal and Special Process)**

	<b>Non- Participating</b>	<b>Participating</b>	<b>Total</b>	<b>Participation Rate</b>
<b>Public Schools</b>	<b>28</b>	<b>852</b>	<b>880</b>	<b>96.8%</b>
<b>Private Schools</b>	<b>58</b>	<b>196</b>	<b>254</b>	<b>77.2%</b>

## New UC Applications Stimulated by ELC Program

Applicants from Public Schools only, Fall 2001



**University of California  
New California Freshmen Admit Offers  
Fall 2000 and 2001**

		<b>Underrepresented Minorities</b>				<b>All Other Students</b>								
		Am Indian	African Am	Chicano	Latino	<b>Sub-Total Under rep</b>	Asian Am	White	Other	Decline to State	<b>Sub-Total Others</b>	Grand Total	<b>Underrep % of Grand Total</b>	<b>Underrep % w/o Decl To State</b>
UW	F00	255	1,328	4,373	1,380	<b>7,336</b>	14,306	15,968	785	3,395	<b>34,454</b>	41,790	17.6%	19.1%
	F01	271	1,508	5,183	1,618	<b>8,580</b>	15,554	17,433	826	3,737	<b>37,550</b>	46,130	18.6%	20.2%
	Prev Year % +/-	6.3%	13.6%	18.5%	17.2%	<b>17.0%</b>	8.7%	9.2%	5.2%	10.1%	<b>9.0%</b>	10.4%		
BK	F00	38	288	608	235	<b>1,169</b>	2,838	2,305	115	680	<b>5,938</b>	7,107	16.4%	18.2%
	F01	47	293	737	226	<b>1,303</b>	2,985	2,467	129	717	<b>6,298</b>	7,601	17.1%	18.9%
	Prev Year % +/-	23.7%	1.7%	21.2%	-3.8%	<b>11.5%</b>	5.2%	7.0%	12.2%	5.4%	<b>6.1%</b>	7.0%		
DV	F00	84	373	1,124	377	<b>1,958</b>	5,273	5,938	266	1,235	<b>12,712</b>	14,670	13.3%	14.6%
	F01	105	404	1,418	466	<b>2,393</b>	5,810	6,210	284	1,309	<b>13,613</b>	16,006	15.0%	16.3%
	Prev Year % +/-	25.0%	8.3%	26.2%	23.6%	<b>22.2%</b>	10.2%	4.6%	6.8%	6.0%	<b>7.1%</b>	9.1%		
IR	F00	58	233	1,131	372	<b>1,794</b>	6,289	3,454	238	960	<b>10,941</b>	12,735	14.1%	15.2%
	F01	79	415	1,551	511	<b>2,556</b>	7,314	4,743	300	1,200	<b>13,557</b>	16,113	15.9%	17.1%
	Prev Year % +/-	36.2%	78.1%	37.1%	37.4%	<b>42.5%</b>	16.3%	37.3%	26.1%	25.0%	<b>23.9%</b>	26.5%		
LA	F00	44	297	812	296	<b>1,449</b>	3,961	3,100	157	816	<b>8,034</b>	9,483	15.3%	16.7%
	F01	43	265	929	284	<b>1,521</b>	4,007	3,063	158	860	<b>8,088</b>	9,609	15.8%	17.4%
	Prev Year % +/-	-2.3%	-10.8%	14.4%	-4.1%	<b>5.0%</b>	1.2%	-1.2%	0.6%	5.4%	<b>0.7%</b>	1.3%		
RV	F00	52	518	1,803	428	<b>2,801</b>	5,348	2,724	236	736	<b>9,044</b>	11,845	23.6%	25.2%
	F01	61	567	2,101	560	<b>3,289</b>	5,734	2,933	236	789	<b>9,692</b>	12,981	25.3%	27.0%
	Prev Year % +/-	17.3%	9.5%	16.5%	30.8%	<b>17.4%</b>	7.2%	7.7%	0.0%	7.2%	<b>7.2%</b>	9.6%		
SD	F00	56	195	931	314	<b>1,496</b>	4,953	4,650	184	1,182	<b>10,969</b>	12,465	12.0%	13.3%
	F01	53	232	1,101	364	<b>1,750</b>	6,194	5,612	245	1,425	<b>13,476</b>	15,226	11.5%	12.7%
	Prev Year % +/-	-5.4%	19.0%	18.3%	15.9%	<b>17.0%</b>	25.1%	20.7%	33.2%	20.6%	<b>22.9%</b>	22.2%		
SB	F00	86	330	1,345	465	<b>2,226</b>	3,253	5,756	204	1,094	<b>10,307</b>	12,533	17.8%	19.5%
	F01	98	413	1,734	535	<b>2,780</b>	3,923	6,591	269	1,319	<b>12,102</b>	14,882	18.7%	20.5%
	Prev Year % +/-	14.0%	25.2%	28.9%	15.1%	<b>24.9%</b>	20.6%	14.5%	31.9%	20.6%	<b>17.4%</b>	18.7%		
SC	F00	95	301	1,273	386	<b>2,055</b>	2,976	5,228	252	1,122	<b>9,578</b>	11,633	17.7%	19.6%
	F01	104	398	1,602	560	<b>2,664</b>	3,599	6,404	286	1,286	<b>11,575</b>	14,239	18.7%	20.6%
	Prev Year % +/-	9.5%	32.2%	25.8%	45.1%	<b>29.6%</b>	20.9%	22.5%	13.5%	14.6%	<b>20.8%</b>	22.4%		

**NOTES:**

- (1) Data are from the Management Reports: 3/24/00 for Fall 2000 and 3/28/01 for Fall 2001
- (2) Asian Americans include Chinese, East Indian/Pakistani, Filipino, Japanese, Korean, Vietnamese and Other Asians.
- (3) Out-of-state, international and referral students are not included in this report.
- (4) Decline to state are students who did not provide information on their ethnic identity in the admission application.

SOURCE: UC Office of the President, Campus Admissions Offices, OA&SA files, March 2001 f01/preadm-Cal Fr by cm %+-

**University of California**  
**Distribution of New California Freshmen Admit Offers**  
**Fall 1997 through 2001**

		<b>Underrepresented Minorities</b>				<b>All Other Students</b>							<b>Underrep % of Grand Total</b>	<b>Underrep % w/o Decl To State</b>
		Am Indian	African Am	Chicano	Latino	<b>Sub-Total Under rep</b>	Asian Am	White	Other	Decline to State	<b>Sub-Total Others</b>	Grand Total		
UW	F97	307	1,435	4,061	1,433	<b>7,236</b>	12,771	15,527	941	1,953	<b>31,192</b>	38,428	18.8%	19.8%
	F98	292	1,193	3,855	1,229	<b>6,569</b>	12,625	13,815	595	5,618	<b>32,653</b>	39,222	16.7%	19.5%
	F99	275	1,331	4,227	1,380	<b>7,213</b>	14,358	17,162	795	3,224	<b>35,539</b>	42,752	16.9%	18.2%
	F00	255	1,328	4,373	1,380	<b>7,336</b>	14,306	15,968	785	3,395	<b>34,454</b>	41,790	17.6%	19.1%
	F01	271	1,508	5,183	1,618	<b>8,580</b>	15,554	17,433	826	3,737	<b>37,550</b>	46,130	18.6%	20.2%
BK	F97	59	515	1,013	191	<b>1,778</b>	2,477	2,191	153	424	<b>5,245</b>	7,023	25.3%	26.9%
	F98	23	157	393	144	<b>717</b>	2,542	2,150	78	1,034	<b>5,804</b>	6,521	11.0%	13.1%
	F99	34	256	506	194	<b>990</b>	2,788	2,375	131	611	<b>5,905</b>	6,895	14.4%	15.8%
	F00	38	288	608	235	<b>1,169</b>	2,838	2,305	115	680	<b>5,938</b>	7,107	16.4%	18.2%
	F01	47	293	737	226	<b>1,303</b>	2,985	2,467	129	717	<b>6,298</b>	7,601	17.1%	18.9%
DV	F97	112	483	1,089	458	<b>2,142</b>	4,110	5,326	302	678	<b>10,416</b>	12,558	17.1%	18.0%
	F98	95	333	947	333	<b>1,708</b>	4,238	4,744	180	1,831	<b>10,993</b>	12,701	13.4%	15.7%
	F99	96	342	916	354	<b>1,708</b>	4,740	5,603	236	1,056	<b>11,635</b>	13,343	12.8%	13.9%
	F00	84	373	1,124	377	<b>1,958</b>	5,273	5,938	266	1,235	<b>12,712</b>	14,670	13.3%	14.6%
	F01	105	404	1,418	466	<b>2,393</b>	5,810	6,210	284	1,309	<b>13,613</b>	16,006	15.0%	16.3%
IR	F97	62	287	987	377	<b>1,713</b>	5,536	2,794	265	417	<b>9,012</b>	10,725	16.0%	16.6%
	F98	56	250	974	317	<b>1,597</b>	5,517	2,638	166	1,371	<b>9,692</b>	11,289	14.1%	16.1%
	F99	70	276	1,111	367	<b>1,824</b>	6,257	3,331	247	822	<b>10,657</b>	12,481	14.6%	15.6%
	F00	58	233	1,131	372	<b>1,794</b>	6,289	3,454	238	960	<b>10,941</b>	12,735	14.1%	15.2%
	F01	79	415	1,551	511	<b>2,556</b>	7,314	4,743	300	1,200	<b>13,557</b>	16,113	15.9%	17.1%
LA	F97	79	470	1,127	334	<b>2,010</b>	3,788	2,945	199	525	<b>7,457</b>	9,467	21.2%	22.5%
	F98	42	272	715	253	<b>1,282</b>	3,839	2,914	117	1,358	<b>1,358</b>	9,510	13.5%	15.7%
	F99	35	284	733	263	<b>1,315</b>	3,773	2,837	162	709	<b>7,481</b>	8,796	14.9%	16.3%
	F00	44	297	812	296	<b>1,449</b>	3,961	3,100	157	816	<b>8,034</b>	9,483	15.3%	16.7%
	F01	43	265	929	284	<b>1,521</b>	4,007	3,063	158	860	<b>8,088</b>	9,609	15.8%	17.4%
RV	F97	28	300	889	271	<b>1,488</b>	3,686	1,635	187	235	<b>5,743</b>	7,231	20.6%	21.3%
	F98	49	337	1,172	308	<b>1,866</b>	3,899	1,757	129	971	<b>6,756</b>	8,622	21.6%	24.4%
	F99	69	516	1,597	428	<b>2,610</b>	5,174	3,395	240	652	<b>9,461</b>	12,071	21.6%	22.9%
	F00	52	518	1,803	428	<b>2,801</b>	5,348	2,724	236	736	<b>9,044</b>	11,845	23.6%	25.2%
	F01	61	567	2,101	560	<b>3,289</b>	5,734	2,933	236	789	<b>9,692</b>	12,981	25.3%	27.0%
SD	F97	114	368	1,161	263	<b>1,906</b>	4,741	4,820	269	718	<b>10,548</b>	12,454	15.3%	16.2%
	F98	60	199	678	268	<b>1,205</b>	4,590	4,328	180	1,814	<b>10,912</b>	12,117	9.9%	11.7%
	F99	55	171	812	289	<b>1,327</b>	4,878	4,750	191	1,050	<b>10,869</b>	12,196	10.9%	11.9%
	F00	56	195	931	314	<b>1,496</b>	4,953	4,650	184	1,182	<b>10,969</b>	12,465	12.0%	13.3%
	F01	53	232	1,101	364	<b>1,750</b>	6,194	5,612	245	1,425	<b>13,476</b>	15,226	11.5%	12.7%
SB	F97	142	429	1,607	606	<b>2,784</b>	3,050	6,953	349	689	<b>11,041</b>	13,825	20.1%	21.2%
	F98	104	365	1,263	384	<b>2,116</b>	2,729	5,558	169	1,915	<b>10,371</b>	12,487	16.9%	20.0%
	F99	84	322	1,273	450	<b>2,129</b>	2,985	6,370	249	1,112	<b>10,716</b>	12,845	16.6%	18.1%
	F00	86	330	1,345	465	<b>2,226</b>	3,253	5,756	204	1,094	<b>10,307</b>	12,533	17.8%	19.5%
	F01	98	413	1,734	535	<b>2,780</b>	3,923	6,591	269	1,319	<b>12,102</b>	14,882	18.7%	20.5%
SC	F97	80	258	935	348	<b>1,621</b>	1,873	4,300	254	510	<b>6,937</b>	8,558	18.9%	20.1%
	F98	92	225	948	332	<b>1,597</b>	2,074	3,879	165	1,544	<b>7,662</b>	9,259	17.2%	20.7%
	F99	82	252	989	364	<b>1,687</b>	2,426	4,755	207	914	<b>8,302</b>	9,989	16.9%	18.6%
	F00	95	301	1,273	386	<b>2,055</b>	2,976	5,228	252	1,122	<b>9,578</b>	11,633	17.7%	19.6%
	F01	104	398	1,602	560	<b>2,664</b>	3,599	6,404	286	1,286	<b>11,575</b>	14,239	18.7%	20.6%

NOTES:

- (1) Data are from the Management Reports: 4/1/98 for Fall 1998, 3/30/99 for Fall 1999, 3/24/00 for Fall 2000, and 3/28/01 for Fall 2001
- (2) Asian Americans include Chinese, East Indian/Pakistani, Filipino, Japanese, Korean, Vietnamese and Other Asians.
- (3) Out-of-state, international and referral students are not included in this report.
- (4) Decline to state are students who did not provide information on their ethnic identity in the admission application.

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