

BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS

Minutes of Meeting – April 14, 2006

Approved May 25, 2006

[Agenda items were as follows in actual order of the meeting: II, IV, I, III, V-X]

I. Welcome and Announcements

- Michael T. Brown, BOARS Chair
- John Oakley, Academic Council Chair

REPORT: BOARS Chair Michael T. Brown and Academic Council Chair John Oakley informed BOARS of the following items:

- University Committee on Education Policy (UCEP) recommendations for the formation of a Task Force on Undergraduate Education
<http://www.universityofcalifornia.edu/senate/reports/ac.ucep.ug.edu.tf.0406.pdf>
- University Committee on Planning and Budget (UCPB) draft report on *Current Budget Trends and the Future of the University of California* (“Futures” Report)
- Special Regents meeting regarding the final report of the Task Force on UC Compensation, Accountability and Transparency
<http://www.universityofcalifornia.edu/news/compensation/taskforce.html>
- President’s Summit on Faculty Diversity to be convened in late May
<http://www.universityofcalifornia.edu/facultydiversity/>

II. Consent Calendar – Approval of Minutes

ACTION: The minutes of the February 17, 2006 BOARS meeting were approved with amendments.

III. Eligibility in the Local Context (ELC) – Research Update

- Roger Studley, Assistant Director, Admissions Research and Evaluation

REPORT: Assistant Director Roger Studley presented a review of past analyses and the preliminary results of new research on the Eligibility in the Local Context (ELC) program. These analyses seek to address two questions:

1. ELC Expansion: What would be the characteristics of (i) students eligible, (ii) students eliminated, and (iii) students newly eligible if the ELC percentage were increased and statewide eligibility were correspondingly reduced?
2. Behavioral Impact: Does the ELC program induce students to become eligible in the statewide context?

ELC Expansion – New Analyses

Using augmented College Board data for 2003, it is estimated that compared to the students they displace, newly eligible students at 6% and 8% ELC expansion:

- Are predicted to have about 1/3-point lower first-year UC GPA
- Are predicted to be less likely to obtain a UC GPA of at least 2.0
- Are predicted to be slightly less likely to persist at UC

Assuming that ELC is expanded (to 6% or 8%) without reducing Statewide Eligibility, preliminary estimates show there are:

- Small increases in the overall number of eligible students
- Small increases in the proportion of students from low-API high schools
- Small increases in the proportion of underrepresented minority (URM) students, particularly Latino students

Behavioral Impact – New Analyses

Comparing estimates of actual and predicted numbers of UC applicants, for ELC-designated students (top 4%) and students in the top 5-10% range, the ELC program seems to have stimulated more students to apply to UC. Students below the top 10% threshold, however, seem to have applied to UC at slightly lower-than-predicted rates. These findings occur across high school API deciles and ethnic groups. The ELC program also seems to have stimulated students from the ELC-designated (top 4%) and top 5-10% ranges to take the SAT II exams at higher-than-predicted rates.

DISCUSSION: On the whole, committee members found the simulations to be very encouraging; however, concerns were raised about the possible “disincentive effect” of the ELC program that seems to occur at the margins of the eligibility pool (students below the top 10% threshold). The simulations on the behavioral impact of the ELC program reinforce the idea that the way in which eligibility is constructed shapes the pool of students that apply to the University. It was agreed that any expansion of ELC should be considered in relation to other potential changes and long range plans for the UC eligibility construct.

ACTION: Assistant Director Roger Studley will provide BOARS with a finalized version of the ELC research presentation and summary notes.

ACTION: Additional analyses on Eligibility in the Local Context (ELC) will be requested by BOARS, including:

- UC performance of ELC admits by high school Academic Performance Index (API)
- Enrollment yield projections of those students newly eligible through ELC expansion
- Impact on ELC-eligibility of the mathematics completion requirement (completion of 3 years of UC-approved mathematics by the end of 11th grade)

IV. Required Admissions Test Pattern Analysis

- Judy Kowarsky, Associate Director, Admissions

REPORT: Associate Director Judy Kowarsky presented an analysis of the population of freshman applicants who applied to UC for Fall 2006 admission and who did not submit official test score reports for all required standardized tests. Admission test requirement completion was of particular concern for the Fall 2006 admissions cycle because it was the first year of the new “core plus writing” test requirement (SAT Reasoning Test or the ACT Assessment plus Writing), and it was the first year SAT II: Writing and SAT II: Math level IC do not fulfill the SAT II subject test requirement.

Applicants who are missing required test scores are sent reminder letters in January, notifying them that they need to submit official score reports for the required battery of admissions tests. In early January, 17.6% (14,445) of freshman applicants were missing official ACT or SAT core test scores, and 25.8% (21,126) were missing SAT II subject test scores. By early March, only 6.7% (5,528) of freshman applicants were missing ACT or SAT core test scores, and 12.6% (10,490) were missing SAT II subject test scores. These numbers for Fall 2006 freshman applicants are similar to numbers of applicants with missing test score reports in previous years’ admissions cycles.

Demographic analyses of applicants with missing test scores show that:

- More applicants who are not low income complete their test score reporting after receiving a reminder letter.
- Applicants who are first-generation, from underrepresented ethnic groups, in lower GPA ranges, or from low API schools, were less likely to have completed their test score reports.
- Applicants from rural schools have slightly higher rates of missing test scores, both for the ACT and SAT core tests and the SAT II subject tests; applicants from suburban schools have the lowest rates of missing test scores.
- Applicants who are missing at least one official test score have consistently lower scores than the freshman applicant pool.

DISCUSSION: The committee discussed the possible reasons for applicants not submitting the required battery of admissions test scores, such as the cost to applicants to submit official score reports and applicants not completing their UC application requirements because they have decided to pursue admission at another institution.

V. Guest Consultation – Educational System Alignment Efforts

- David T. Conley, Professor, Educational Policy and Leadership, University of Oregon, and Director, Center for Educational Policy Research
(<http://cepr.uoregon.edu>)

Due to a flight cancellation, Prof. David Conley was unable to attend the BOARS meeting. The guest consultation will be rescheduled.

VI. Consultation with Office of the President – Student Affairs

A. Fall 2006 Admissions Data

- Susan Wilbur, Director of Admissions

REPORT: Director Susan Wilbur provided BOARS with preliminary data tables of the results for the Fall 2006 Freshmen admissions cycle. Highlights of this year's admissions data include:

- UC admitted a record number of freshman students for Fall 2006. A total of 55,242 California freshman students were offered Fall 2006 admission, an increase of 5,225 students, compared to 50,017 in Fall 2005. Overall, 78.2 percent of Fall 2006 California freshman applicants have been offered admission to the University, compared to 76.3 percent in Fall 2005 and 73.3 percent in Fall 2004.
- The growth rate in admissions exceeds the growth of California's public high school graduating class. For Fall 2006, UC freshman admissions offers grew by 10.4 percent, nearly three times the California Department of Education's projected growth rate of 3.4 percent for the public high school graduating class. Several campuses have also continued to admit a small number of students after March 30.
- Universitywide, all racial and ethnic groups registered increases in the number of admitted students. Most groups, with the exception of white/Caucasian, also registered increases as a proportion of the admitted class:
 - African-American/Black: 0.2 percent
 - Asian/Asian-American: 1.4 percent
 - Chicano/Latino: 0.7 percent
 - White/Caucasian: -2.1 percent
- Systemwide, the proportion of admitted California resident students who are the first in their families to attend college increased slightly, while the proportion of those from low-income families and/or who attend a low performing school remained virtually unchanged.
- Admitted students continue to take more college preparatory courses than are required and continue to earn high grades. The average number of year-long "a-g" courses completed is 23; the minimum requirement is 15 of these courses. The average GPA of admitted students Universitywide is 3.78.

B. Veterans Education Opportunities Partnership

- Susan Wilbur, Director of Admissions

REPORT: Director Susan Wilbur provided the committee with information about the recent formation of the Veterans Education Opportunities Partnership, tasked with facilitating California veterans' transition into college.

C. CALPADS Project Update

- Sam Agronow, Associate Director, Admissions Research and Evaluation

Associate Director Sam Agronow was unable to attend the meeting. This item was deferred to the next BOARS meeting.

D. SAT Scores for Fall 2006 UC Applicants

- Susan Wilbur, Director of Admissions
- Nina Robinson, Director of Policy and External Affairs

REPORT: Director Susan Wilbur and Director Nina Robinson reported that in the first year of the new SAT Reasoning Test, average total SAT scores are lower among UC admits than in previous years. The University is studying possible reasons for the decline in UC applicants' average SAT scores; however, the decline has been explained in part by the combination of the Writing test with the Critical Reading and Mathematics tests into a single test and UC's policy of taking the highest total score from a single test administration. Previously, students had the opportunity to take the SAT I (Verbal and Mathematics) and the SAT II: Writing examinations separately, and UC would use the best scores from each of these test administrations. As of March 2005, students take all three tests in a single administration, thus affecting test score averages by eliminating different combinations of scores.

DISCUSSION: It was noted that the decline in average SAT scores occurred across all student characteristics and was not dependent on any demographic factors. Discussion focused on how to further analyze the decline in average SAT scores of UC applicants this year. Directors Robinson and Wilbur indicated that data on California test takers has been requested from the College Board to allow UC to further analyze these SAT score results. The committee also discussed whether the SAT score results indicated a need to revise the eligibility index for Fall 2007. Members recommended that BOARS not make any changes to the eligibility index based solely on one year of average SAT score declines, especially in a year when a new testing pattern was implemented. The effect of the new admissions tests needs to be examined for several years before making decisions that might impact the eligibility of students.

ACTION: Further analyses on Fall 2006 SAT scores will be presented to BOARS once they have been completed.

ACTION: BOARS will consider reexamining the policy of using the best scores from the same test sitting, rather than the combination of best scores across multiple test sittings.

VII. APTF Work Group on "Achievement in Context"

- Nina Robinson, Director of Policy and External Affairs

REPORT: Director Nina Robinson presented a progress report on the Admissions Processing Task Force (APTF) ad hoc Work Group on Review of Achievement in Context. This work group has been asked to identify practices for reviewing academic achievement "in context," in accordance with comprehensive review selection criterion 7,

that could be adopted as improvements to campus selection processes or built into the common review process being developed by the APTF.

The work group has established a set of principles underlying review of academic achievement in context. The work group has also identified four general categories of admissions processes used by UC campuses and reviewed how each of these models incorporates review of an applicant's contextual factors. From this review, the work group has identified three major best practices:

- Incorporating information about the applicant's school in the review process.
- Evaluating all students from the same school at the same time.
- Incorporating measures of class rank in the selection process.

VIII. Analytic Subcommittee Report – Inclusiveness Indicators

- David Stern, Analytic Subcommittee Chair

ISSUE: Discussion and approval of an introduction and explanation document for the “Inclusiveness Indicators” developed by the Analytic Subcommittee and UCOP Admissions Research staff.

ACTION: A motion was made, seconded and passed unanimously for BOARS to adopt the *Inclusiveness Indicators* and accompanying “Introduction and Explanation” document, and recommend the UC administration publish this information on the admission website.

IX. Honors Level Bonus Grade Point Policy

- Mark Rashid, BOARS Vice Chair

Due to a lack of time, this item will be discussed at the next BOARS meeting.

ACTION: BOARS Members are asked to review and provide comment on the revised draft “The Bonus Point – A Communiqué from BOARS.”

X. New Business

Subject (‘a-g’) Requirements Task Force

Members were provided with a draft proposal to form a task force to review and develop recommendations for clarifying the standards for the subject (‘a-g’) requirements for UC eligibility.

ACTION: BOARS Members are asked to review and comment on the draft proposal for a Subject (‘a-g’) Requirements Task Force.

Future BOARS Meetings

It was recommended that BOARS develop an action agenda and timeline for the remaining work and meetings for the 2005-06 committee year.

Meeting adjourned 4:00 p.m.
Attest: Michael T. Brown

Minutes drafted by
Kimberly Peterson
Committee Analyst