

Minutes of Meeting – June 16, 2006

Approved August 28, 2006

I. Welcome and Chair's Announcements

- Michael T. Brown, BOARS Chair

REPORT: BOARS Chair Michael T. Brown informed the committee of the following items:

- Assembly Meeting: The Assembly of the Academic Senate met on June 14, 2006, and BOARS Chair Brown reported at the meeting on BOARS' deliberations regarding the Honors Level bonus grade point policy and the committee's development of "Inclusiveness Indicators" as an informational resource. (<http://www.universityofcalifornia.edu/senate/assembly/jun2006/assembly061406agenda.pdf>)
- VP Student Affairs: A search committee for the systemwide Vice President for Student Affairs has been convened and BOARS Chair Brown has been appointed as a member of this committee.
- CPEC Eligibility Study: The California Postsecondary Education Commission (CPEC) has released a draft report, "University Eligibility: Are Locally Reported Figures Comparable to the Commission's Estimates." The draft will be presented at the upcoming June 27-28 CPEC meeting, and BOARS is invited to provide comments on the report. (http://www.cpec.ca.gov/Agendas/Agenda0606/Tab_06.pdf)

II. Consultation with Director of Admissions

- Susan Wilbur, Director of Admissions

REPORT: Director Susan Wilbur reported to the committee on various admissions-related items, including:

Community College Transfer Admissions

UC campuses offered admission to 16,620 transfer students from California Community Colleges for fall 2006. This marks the eighth consecutive year of growth, across the University system, in the number of transfer students offered admission.

Underrepresented minority students increased slightly as a proportion of the total admitted transfer class, from 19 percent in 2005 to 19.9 percent in 2006. Some campuses will be open for transfer admission for the winter quarter.

The Riverside campus this year experienced a smaller transfer applicant pool than in 2005, and to supplement their incoming transfer class, experimented with an "on the spot" transfer admissions day. Prospective transfer students were invited to bring their transcripts to the campus for review and possible admission on June 3rd. Of the students that attended this event, 65 were granted admission "on the spot" and 63 of these new transfer admits paid their initial enrollment deposit that day. When these students were asked why they hadn't gone through the normal transfer application process, many

indicated that they were not ready and hadn't seriously contemplated the possibility of transferring to UC until after the normal application filing period had passed.

CASA

Implementation of the new admissions processing system, Centralized Admissions and Scholarship Application (CASA), is currently underway. The new system has the potential to contribute to greater admissions processing efficiencies, such as shared evaluation of freshman eligibility.

DISCUSSION: The committee discussed ways in which the current referral pool process for eligible freshman applicants is not necessarily operating in a manner that best serves campuses or applicants. In 2005, approximately 600 of the 6,000 referral pool applicants accepted their UC offer of admission; in 2006, only 460 of the 6,000 referral pool applicants accepted their UC admissions offer. The majority of applicants in the referral pool reject UC's offer of admission and instead choose to attend a CSU. Various experimental programs, including targeted invitations to apply and early admission offers from UC's non-selective campuses, were discussed.

ACTION: BOARS will continue to discuss referral pool and campus enrollment issues at future committee meetings.

III. Examination of UC Eligibility Construct

BOARS reviewed a number of draft proposals and working papers developed during the past few years as part of the committee's examination of the UC freshman eligibility construct.

DISCUSSION: The committee discussed the constraints of abiding by the parameters established by the California Master Plan for Higher Education that the top 12.5 percent of the state's public high school graduates would be eligible for UC admission. Members noted the disconnect between the 12.5 percent Master Plan threshold for eligibility and the percentage of students deemed capable of succeeding at UC under BOARS' operational definition for eligibility (i.e., student is predicted to have a 70% chance of earning an average first-year UC GPA of at least 2.0). It was also noted that there are students who do not meet the eligibility requirements, but who might be more successful at UC than some students who do satisfy the current eligibility requirements.

Benefits of the current eligibility construct were identified, such as its function as a social contract with students and a signal of requirements for college preparation; however, the committee also identified a number of issues inherent to the current construct:

- The eligibility determination is influenced by a student's behavior and not just their ability or achievement (e.g., failure to take one required test renders a student ineligible).
- Eligibility is unattainable for some students regardless of motivation or ability (e.g., some California public high schools do not offer the full compliment of 'a-g' courses).

- It does not take into account a student's extraordinary talents.
- Except for the Eligibility in the Local Context (ELC) program, it does not assess a student's achievements in the context of his or her educational opportunities.
- It promotes a false sense of transparency regarding the eligibility determination process.

The committee also discussed a number of proposed ideas for restructuring aspects of the eligibility construct, such as:

- Establishing eligibility thresholds at which some applicants would be guaranteed admission to the UC system and other students would be guaranteed consideration for admission to the UC system through a comprehensive review evaluation.
- Developing multiple methods by which a student can demonstrate aptitude in the various required subject areas.
- Using other measures of achievement beyond GPA and test scores, such as measures that better account for a student's educational context (e.g., class rank).

Analytic Questions

An initial set of analytic questions to guide BOARS' examination of the eligibility construct was outlined:

- (1) What is the estimated composition of the eligibility pool when a lower threshold of each of various requirements is met?
- (2) How does the inclusion of additional variables in the eligibility determination impact the prediction of UC success?
- (3) In what ways does the current eligibility construct inadvertently privilege certain groups, such as students from high API schools?

ACTION: UCOP Admissions Research and Evaluation will work with the BOARS Analytic Subcommittee to develop plans to begin work on analyses 1 and 2.

ACTION: A set of UC Eligibility "Working Principles" will be developed for BOARS consideration.

ACTION: Plans for BOARS' examination of the eligibility construct will be discussed further at the July committee meeting.

IV. Proposed Subject ('a-g') Requirements Task Force

- David Stern, Chair, Articulation and Evaluation Subcommittee

The Articulation and Evaluation Subcommittee presented a revised proposal for a Task Force to provide greater specificity to the language of the mathematics ('c') and laboratory science ('d') subject requirements for UC and CSU eligibility.

ACTION: The "Describing a-g Requirements More Specifically" task force proposal was approved by unanimous vote.

V. Eligibility in the Local Context (ELC)

ISSUE: BOARS is studying the Eligibility in the Local Context (ELC) program's effects on the overall distribution of UC students, and the possible role of ELC in long-term admissions planning.

DISCUSSION: Members reviewed the results of the Eligibility in the Local Context (ELC) program studies that have been considered by BOARS this year. Key findings from these studies include:

- Expanding the ELC percentage beyond 4 percent has little impact on the overall pool of eligible students, in part because any expansion of ELC is countered by a corresponding reduction of the statewide eligibility pool. ELC expansion may also have a small negative impact on the numbers of African American students deemed eligible.
- The ELC program serves as an outreach tool that influences students to complete eligibility requirements and apply to UC.
- Students eligible by the ELC pathway perform well and are succeeding at UC.

Analytic Questions

In the service of BOARS' continued interest in studying the impact of ELC expansion and other potential modifications of UC eligibility policies, a recommendation was made for UCOP to conduct additional studies in the following areas:

- (1) A more in-depth examination of the impact of ELC expansion on the African American student population.
- (2) An evaluation of the impact of ELC expansion on recruitment efforts for African American students and students from low API schools.
- (3) A more complete analysis of the impact of UC admissions policies with respect to the participation of African American students in applying to, being admitted to and enrolling at UC.

ACTION: BOARS will continue to study the impact of ELC and the potential for expansion of the program.

ACTION: UCOP Admissions Research and Evaluation will work with BOARS to develop plans for further ELC and admissions analyses as outlined.

VI. Comprehensive Review Report

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

VII. Testing Subcommittee Report

- Mark Rashid, Chair, Testing Subcommittee

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

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

Minutes drafted by
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