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ABSTRACT

The Task Force on Undergraduate Admissions undertook in 1976 to determine: (1) what steps, if any, to take to participate the results of the California Postsecondary Education Commission study of the university's eligibility pool, which may show that the pool has grown larger than 12 1/2 percent in high school graduates; (2) what recommendations should be made for affirmative action in admissions; (3) what are the academic, administrative, affirmative action, and procedural implications of the recommendations proposing that performance test scores be coupled with high school GPA as a basis for admission; (4) what alternate predictors of success, if any, should the university consider in admissions; and (5) what is the assessment of the university's experiment in reduced minimal admissions requirements for transfer students? The task force responses and recommendations are included, and the university's admissions requirements, proposals, and related information are appended. (Author/MSE)

FINAL REPORT

OF THE

TASK FORCE ON UNDERGRADUATE ADMISSIONS

March 1977

UNIVERSITY OF CALIFORNIA

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University of California

March 1977

TASK FORCE MEMBERS:

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Vice Chancellor Eugene Cota-Robles
Professor William B. Fretter
Student Body President Parker Lee
Professor Allen Parducci
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March 15, 1977

INTERNAL CORRESPONDENCE

PRESIDENT SAXON:

As Chairman of the Task Force on Undergraduate Admissions, I am happy to submit our final report. It is the culmination of a process of discussion and analysis that began ten months ago.

The issues before the Task Force were sensitive and complex. We were aware of the need to reduce the University's pool of eligible students to the upper 12-1/2 percent of high school graduates. We were also aware of the need to accomplish this without jeopardizing the University's commitment to access and opportunity for qualified minority students. In addition, we understood that we had an opportunity to suggest new ways in which the University could begin improving the basic skills of its entering undergraduates. I believe the report forthrightly reflects the Task Force's views on all of these matters.

We aspired to unanimity but, in the end, there were fundamental differences of opinion within the group which could not be reconciled. These differences are clearly and deliberately reflected in the report itself. Our intent was to enable the readers of the report to consider the various viewpoints and come to their own conclusions.

I want to express my appreciation for the candor, good humor, hard work, and stamina of the members of the Task Force. Although we disagreed, we did so without personal rancor, and it is our hope that this report will be useful in stimulating further discussion and debate on these important matters within the University.

Donald C. Swain

Donald C. Swain
Academic Vice President
Chairman, Task Force on
Undergraduate Admissions

Attachment

cc: Task Force Members:
Vice Chancellor Eugene Cota-Robles
Professor William B. Fretter
Student Body President Parker Lee
Professor Allen Parducci
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PREFACE

The Task Force on Undergraduate Admissions, comprised of students, faculty, campus administrators, and Systemwide administrators, was appointed in April 1976. In the letter of appointment (Appendix A), the task force was given the following five charges:

1. What steps, if any, should be taken to anticipate the results of the California Postsecondary Education Commission (CPEC) study of the University's eligibility pool which may show that our eligibility pool has grown somewhat larger than 12-1/2 percent of high school graduates? What timing do you recommend for implementing any admissions changes that may be required as as result of the CPEC study?

2. What recommendations should be made, in connection with a review of admissions practices and policies, to recognize the urgent need for student affirmative action as pointed out in the Chicano Task Force Report and the Student Affirmative Action Task Force Report?

3. What are the academic, administrative, affirmative action, and procedural implications of the recommendation which proposes that performance test scores be coupled with high school GPA as the basis for admitting undergraduates?

4. What alternate predictors of academic success, if any, should the University consider in its undergraduate admissions procedures (instead of test scores and GPA)? What alternate admissions procedures, if any, should be considered?

5. What is your assessment of the University's experiment in reduced minimal admissions requirements for transfer students?

At its first meeting in April 1976, the task force agreed on three basic operating procedures which shaped the work of the group. First, the task force agreed to operate with an informal style and to encourage the expression of a full range of ideas in the course of the task force meetings. Internal differences of opinion were encouraged as a way of testing ideas. Second, the task force wanted to make itself accessible to the University community. It issued a press release announcing its formation and mission, and it sent letters to Chancellors and the Student Body Presidents specifically inviting their comments on admissions issues. Third, the task force agreed that while individual members should not feel constrained in publicly discussing the general work of the task

force, they should not report specific discussions and specific differences of opinion outside the group.

At first, the group structured its agenda around the five specific charges listed in the letter of appointment. Before long, however, it became apparent that such an approach was not necessarily the most constructive way to conduct the group's deliberations. The first four charges were closely tied together, and discussions could not be neatly separated under four separate headings. Moreover, when issues were discussed separately under each of the task force charges, the implications tended to become contradictory. For example, the consideration of alternate predictors (the fourth charge) was not necessarily consistent with the BOARS proposal (the third charge). The task force was committed to respond to each charge, but it decided to focus on a consolidated freshman admissions package that would answer all the task force charges on freshman admissions instead of working on each charge separately.

Several alternatives for such a consolidated package were discussed. Each had its strengths and weakness, and the task force made its own comparative assessment. The task force recognized, however, that many readers of this report would want to make their own assessment of the various alternatives. Therefore this report summarizes the primary concerns (Chapter II) and the specific elements (Chapters III-V) that were considered in formulating the recommendations. In addition, Appendix B contains summaries of the several admission proposals that the task force considered.

The fifth task force charge regarding the experiment on Increased Accommodation of Transfer Students (the IATS experiment) was separated from the other four charges, and the IATS experiment was evaluated as separate from but related to freshmen admissions questions. The IATS experiment is discussed in Chapter VI.

CHAPTER I: TASK FORCE RECOMMENDATIONS

The recommendations presented below constitute the majority view of the task force. Minority reports from task force members follow the recommendations in this chapter.

Recommendation #1: Regular freshman admissions standards should be modified as follows:

a) The A-F course pattern should be bolstered by requiring a fourth year of English and specifying that one full year of English composition must be taken during the junior or senior year.

b) The minimum required high school grade point average (GPA) in A-F courses should be set at 3.0.

c) Certification should be required that the applicant is able to read at, or above, the twelfth grade level; a standardized process should be established to implement this requirement.

d) Applicants should be required to present scores on English and math achievement tests. These scores should be used for diagnostic purposes, counseling, and course placement; they should not be used in making admissions decisions.

e) The current requirement for all students to present CEEB scores should be dropped.

These proposed changes would have several advantages. First, they would eventually foster an improvement in the skills of entering students. Second, they would reduce the eligibility pool to approximately 12-1/2 percent of the graduating high school seniors. Third, they would take into account concerns about access and opportunity for disadvantaged students. Fourth, they would be simple for counsellors to explain and for students and parents to understand. Fifth, they would utilize the diagnostic value of standardized tests without employing the test as a barrier to admission. Each of these advantages is described more fully in the body of the report.

Recommendation #2: The admission standards proposed under the first recommendation should be phased-in over three years to provide a period of transition for high schools and prospective applicants. The new requirements should be effective for Fall quarter 1980. Until that time the current requirements should remain in effect.

It would be inequitable and impracticable to impose the new standards immediately. A fourth year of English would require advanced planning both by students and high schools. Students would be called upon to take one English course each term and could not skip a term or two of English, as is permissible under current standards. Moreover, time may be needed to develop new high school English courses to meet the new requirement.

Recommendation #3: An optional provision for admission by examination alone should be continued.

This should be viewed as an option that students may elect as an alternative path to regular admission. Under the current provision, an applicant otherwise ineligible may be regularly admitted if he or she submits scores of at least 1100 on the combined SAT and at least 1650 on three achievement tests, with no less than 500 on each test. This provision has not been widely used because the great majority of applicants are eligible on the basis of subjects taken and scholarship achieved. For those applicants with course deficiencies or insufficient GPA's, however, the test scores required under this provision are sufficiently high to indicate adequate preparation for University work.

Recommendation #4: The current provision for admission by special action should be continued.

Current policy permits campuses to admit a small percentage of freshmen and advanced standing students who have not met all the regular admissions requirements. The rationale for this provision is to preserve the humaneness of the admissions process and to enable the University to enroll disadvantaged students and students with special talents. On both counts the special admissions program has been successful and should be continued.

Recommendation #5: The University should identify the high schools whose graduates have particular difficulty at the University and should intensify collaborative efforts with these schools to improve the basic skills of entering students. The University should also send freshman performance data to school boards, as well as high school principals, in order to promote community interest in the problems of satisfactory academic preparation.

Joint efforts by the University and the high schools are essential if we are to help students master the basic skills needed for success at the University. Candid communication and continued feedback are an integral part of this process.

Recommendation #6: Effective Fall 1978, advanced standing transfer students who were ineligible as freshmen should be required to earn a GPA of 2.4 or higher in at least 56 transferable semester units

(or 84 quarter units) of college work, but they should not be required to make up high school deficiencies in A-F subjects.

For the past three years the University has conducted an experiment in the Increased Accommodation of Transfer Students (IATS). Two experimental groups were involved. One was composed of transfer students who were ineligible for admission as freshmen, who earned a GPA of 2.4 or higher in 56 transferable semester units, but who had not made up high school course deficiencies. This group performed reasonably well, in fact almost as well as one of the control groups. Such a performance record led the task force to conclude that the admission standard applied to this experimental group should be sufficient for regular, advanced-standing admissions.

The second experimental group was composed of transfer students who were ineligible as freshmen and who had earned a grade point average between 2.00 and 2.39 in 56 transferable semester units of college work. Data on their performance show that, though some of these students succeeded, both scholastic achievement and persistence were substantially lower in this group than in the other experimental group or the control groups. In the opinion of the task force, this part of the IATS experiment should not be continued and the minimum 2.4 GPA requirement should be re-established.

Minority Report of the President's Task Force on Undergraduate Admissions

Eugene H. Cota-Robles
Academic Vice Chancellor, Santa Cruz Campus

I herewith submit a statement describing my position, which I would like to have included in the above report. Although my position does not differ greatly from the majority report, I find it necessary to file a dissenting report.

I recommend that present UC admissions requirements be changed in only one subject. The single change which I find acceptable is to effect an increase in the number of years of high school English which an applicant must complete prior to admission. The increase I endorse is from 3 years to 4 years, provided that the 4th year is the successful completion of a course in English composition and grammar during the Junior or Senior year of High School.

This single change will decrease the pool of eligible students below the 12.5 percent level specified in the Donahoe Act. However, such a drop should prove to be transitory and may not even develop if the additional requirement does not become obligatory until the 1980-81 academic year.

My dissent from both the majority and the other minority positions is based solely upon my opposition to the institution of requirements called for given level of performance on a single test or tests for freshman admission to the University of California. I am not opposed to tests per se since I am well aware that tests are important vehicles for assaying the understanding a student may have. What I am opposed to is the utilization of mass produced admissions tests for which there can be specific preparation in high schools. Once I am convinced that all University-bound students in California have the opportunity and time to avail themselves of the quality preparative procedures available in select schools, I will consider withdrawing my opposition to giving weight to the results of such tests in the admissions process.

Minority Report of the President's Task Force on Undergraduate Admissions
Allen Parducci
Chairman, Board of Admissions and Relations with Schools

The Problem

The Task Force recommendations bring into focus the current crisis in academic standards. At the University of California, freshman admissions are determined almost completely by grades in high school: students are admitted if they achieve a 3.1 average in the prescribed (A-F) courses. However, there has been rampant inflation of high school grades so that more than 40 percent of recent graduates boast a B (3.0) average or better. Although some of these would not have been able to earn such high grades in the A-F courses, it is clear that rade inflation has lowered the standards for admission to the University.

The extent to which standards have dropped can be assessed by reference to nationally standardized tests. The best of these is the Scholastic Aptitude Test taken by more than a million college-bound high school seniors each year. This test reveals an alarming decline in the preparation of students actually enrolling as freshmen at the University of California. Their average score on the verbal portion of the SAT has dropped some 50 points in six years, more than twice the drop reported for the rest of the nation; and for the first time, freshman scores now average below 500 at one of the campuses (UCLA). This is particularly distressing because SAT predicts so well to performance in courses taken at the University. The conclusion seems inescapable: the University is now operating at a much lower academic level than formerly. The latest survey by the American Council on Education indicates that grade inflation in the high schools continues unabated. Consequently, our present reliance upon high school grades virtually guarantees a further drop in academic standards.

In addition to determining which students are eligible, admission standards are a powerful influence upon the preparation students receive in high school. When the B average is earned so easily (too easily according to the students' own reports to the ACE survey), there is less incentive to master the material essential for University-level work. This is true at our prime feeder schools, where currently as many as 50 percent of the graduates are eligible for the University of California. During the past half-dozen years, years in which total freshman enrollment at the University has increased by 30 percent, the absolute number of freshmen with high SATs has dropped by 40 percent. A parallel drop occurs for students from the less academically oriented high schools where fewer than 10 per-

cent are eligible for the University and where a B average is often no guarantee of the ability to read a freshman text or even to do elementary arithmetic. The absolute number scoring below 400 has almost tripled during this same period. Although most of these low-scoring students are regularly admissible to the University, they have little chance to participate in those academic features of the University that distinguish it from a community college. Regardless of the academic level of the high school, the University's reliance on a B average is a message to students that they need not take the most rigorous courses or achieve any absolute level of mastery. Indeed, students maximize their chances of being admitted to the University by taking the easiest permissible route through the high school curriculum. In this sense, the University's single-minded reliance on grades is partially responsible for the current crisis in academic standards.

The Task Force Recommendations

The students and administrators composing the overwhelming majority of the President's Task Force on Admissions appeared to center their concern upon another problem: affirmative action. Whether based on GPA or SAT, it was assumed that higher standards would reduce the proportion of minority enrollments. It is in this context that one can understand the Task Force recommendation to drop the SAT. Although intended to compensate for possible effects of an increased English requirement upon the eligibility pool, the recommendation to reduce the required GPA may also be interpreted as a reflection of the same concern.

However, the proposed lowering of standards would represent an aggravated violation of the Master Plan for Higher Education, the plan that requires the University to select its students from the most able 12.5 percent of the graduates of public high schools in California. The present requirement of a 3.1 average results in the admission of students from the second 25 percent and in some cases from the bottom half of the high school class with respect to SAT. The current national average for high school juniors and seniors on the SAT (Verbal), based on a representative sample of all students, including those not going on to college, is about 365. Some 7 percent of UC freshmen already score below this figure, and thus below the 50th percentile of all high school seniors; approximately 25 percent score below the 75th percentile.

Two additional recommendations by the Task Force were designed to moderate the magnitude of this violation of the 12.5 percent rule. One is that certification should be required that the applicant for admission can read at 12th-grade level. To be effective, this recommendation needs a stan-

dardized test of reading. The most widely used such test for applicants to university-level education is again the SAT (Verbal) which contains a subscale on reading comprehension. We have seen that a cutoff at the 365 average would screen out the 7 percent of our current admissions scoring below the 50th percentile and thus curtail the most flagrant violations of the Master Plan. Considering that reading is essential for any legitimate program of study at the University and that the minimal level would not be enforced before 1980, this recommendation seems modest enough. However, a cutoff at 365 (i.e., the 50th percentile) would scarcely insure that the University was drawing from the top 12.5 percent.

The second of the additional recommendations is to require a fourth year of English. But what student interested enough in the University to fulfill the present A-F requirements would be dissuaded by an additional year of English (which at most high schools includes a wide variety of speech, journalism, and other less standardized courses)? Some 94 percent of UC freshmen already have four years of high school English. It would seem difficult to defend the claim that this requirement reduces the eligibility pool to the top 12.5 percent.

The net effect of the Task Force's recommendations would be to increase the already inflated pool. They would also signal the high schools that the University was dropping its standards. The message would be that high school teachers are grading students too severely so that the University must compensate by lowering the grade point average required for admission.

This message to the high schools would be reinforced by the Task Force recommendation that transfer students no longer be required to take the A-F courses. This was a provision of the "experiment" on Increased Accommodation of Transfer Students which was supposed to have ended last year. What it tells the high school counselors is that their marginal students need not take algebra or English; for if such students are willing to start at a community college, the University will not be concerned about their basic preparation. This would be a most unfortunate message at a time when there appears to be universal agreement that high school students are not getting adequate preparation for the University in these areas.

The Task Force's recommendation that the SAT be dropped completely would weaken future efforts to maintain standards at the University. Had there been no SAT, there would have been no record of the decline in academic standards. There would have been no basis for comparing students with students at other leading Universities, most of which require the SAT. Without the objective testimony from this nationaly standardized test, the present decline in academic standards would be expected to accelerate.

The primary objection to the SAT is that it is regarded as discriminatory by some minority spokesmen. This attitude is unfortunate because the test provides a useful measure of the minority student's preparation for the University. Indeed, the review commissioned by the American Psychological Association (Cleary et al., American Psychologist, 1965) showed that the SAT provides the same predictions of future academic success for minority as for nonminority groups. Furthermore, evidence was presented to the Task Force that freshmen with low SATs make sorry records at the University. Admitting students whose poor preparation has programmed them for failure seems educationally unjustifiable and a poor prescription for the student's own sense of self-worth.

The Task Force does recommend that the Math and English achievement tests (now standardized against the SAT) be required of all applicants--but with the stipulation that they not be a basis for admission. Since these tests are not used so widely, they have not acquired the negative connotations of the SAT. However, this doubtful advantage would disappear when, with added problems of interpretation, attempts would be made to use them to chart the further decline of the University.

The over-riding concern of the Task Force was to increase minority admissions to the University. This seems an admirable objective insofar as there are minority students prepared for University work but kept out by inappropriate considerations. However, among those minority students currently eligible, the percent who actually enroll is much smaller than for nonminorities. A major effect of the Task Force's recommendations to lower the GPA and eliminate the SAT would be an increase in the number of unprepared nonminority students.

Much more sound, in the long run, are the currently vigorous efforts to recruit those minority students best prepared for work at the University. Even students not meeting the usual requirements can be admitted by special action when there seems promise for future academic achievement. Those students not yet ready for the University are eligible for either the State University and College System or a community college. No evidence was presented to the Task Force that the University had any special competence to provide better education for these latter students. There thus seems no compelling reason to lower admission standards for the entire University.

An institution designed to advance the frontiers of knowledge cannot also function as a community college. That is the philosophy of the Master Plan for Higher Education in California which provides every high school graduate an opportunity to attend a college appropriate to the student's current level of intellectual competence. Consequently, there must always be an opportunity to transfer into the University. However, the Master

Plan predicates the existence of the University upon the distinction between its functions and those of the other segments of higher education. If we continue to nibble away at this distinction, there will no longer be any reason to maintain the University as a separate institituion. It seems unlikely that the State would continue to provide special support for an institution that no longer had any special claim to academic excellence. The price of continued decline in academic standards would be the destruction of the University as we now know it.

The BOARS Solution

The Regents have not delegated the establishment of admission standards to administrators and students but rather to the Board of Admissions and Relations with Schools of the Academic Senate. BOARS has been working on the problem of declining standards for the past three years. A subcommittee was charged to develop new standards. The result was a specific proposal incorporating high school grades and SAT scores into a weighted average which would be used to select the most able applicants for regular admission to the University. Considerable evidence was presented that a combination of test scores and grades is the most valid procedure for selecting students best able to handle University-level courses, and indeed it appears to be the most widely used selection criterion at all levels of higher education. This proposal was approved unanimously by BOARS and later endorsed by the University Educational Policy Committee. Its presentation to the Academic Senate was delayed to allow completion of the eligibility survey by the California Post-Secondary Education Commission and to allow input from the President's Task Force on Admissions.

It was hoped that the CPEC eligibility survey could be used to determine the 12.5 percent cutoff according to the BOARS formula and also to determine its effects upon minority enrollments. This proved impossible. It now appears that admission cutoffs will have to be adjusted to the enrollment which present facilities can accommodate, with further refinements when relevant eligibility data become available. Our most useful information on minority enrollments appears to come from a study conducted by Klein and Doby on students already enrolled at UCLA. This study showed that higher standards reduce the proportion of minority enrollments but that the magnitude of the reduction is almost completely independent of whether admissions are based on GPA alone or on the BOARS combination of GPA and SAT. What this means is that the question of how the top 12.5 percent should be defined can be settled independently of concern for affirmative action.

It was also hoped that the Task Force on Admissions, with its emphasis on affirmative action, would propose useful ways of improving the pre-

paration of minority students. The recommendations that the University intensify collaborative efforts with certain high schools is thus most welcome. An independent, ad hoc committee of the Academic Senate, under the Chairmanship of Alexei Maradudin, has already made encouraging steps in this direction.

Although especially conspicuous in the case of minority students, the problem is a much more general one. Students are coming to the University unprepared. Increased emphasis on objective performance measures would send a clear message to high school students: the University wants its potential applicants to take those courses offering the best preparation for intellectual achievement; the University is concerned that students earn high grades in such courses; but since grading standards vary so greatly between different courses and schools, grades alone can not provide an adequate assessment of preparation. When admission to the University is at least partially contingent upon mastery of basic intellectual skills, those desiring to come to the University will take the more rigorous courses. The best preparation for the standardized tests is to take those programs of study most clearly college preparatory in nature.

It is obvious that the crisis in standards is not due solely to grade inflation in the high schools. Professors at the University adapt to the declining standards, which means lessened demands upon their students. This gets back to the high schools. It is a vicious circle that must be broken at each of its parts. The University of California has been a model for public universities throughout the country. It should now take the leadership in turning around the decline in intellectual standards.

Minority Report of the President's Task Force on Undergraduate Admissions

Parker Lee
Student Body President 1975-1976, Davis Campus

This minority report is being written to promote the concept of alternative predictors of academic success and alternative admissions procedures. I feel the Task Force did not fully address the charges of President Saxon concerning these crucial areas. Specifically, I am promoting the 90-10 Admissions Model, which received extensive discussion and considerable support during the ten month life of the President's Task Force on Admissions. This Model is described as Proposal II in Appendix B.

The 90-10 Admissions Model is responsive to the concerns of students, faculty, legislators, parents, and the public for experimentation and flexibility in U.C.'s admissions policies. This model provides a means of recognizing other predictors of academic success and potential. Further, it demonstrates more equity toward the individual student. Experimentation of this nature is drastically needed in light of the period of rapid change that California's educational system has experienced in the last decade.

As noted in the report, objective criteria may not be the best predictor of academic potential for students admitted in the margin near the cutoff point, where there are very small differences in GPA. The 10 percent category would be used to identify high potential, low risk students that may be considered technically ineligible under the objective criteria of the 90 percent category. Thus, the 90-10 Model would encourage the admission of students to the U.C. system with special talents and abilities.

The criteria used in the 10 percent category would be more flexible than the objective category, using criteria that are not numerically quantifiable. The 90-10 Model would allow campuses to select those students by a more humane process and to use those methods and predictors that they feel have the best chances of success. Thus, another advantage of the proposed model is that it would give the campuses more flexibility by allowing them to design and test alternative admissions criteria for the 10 percent group. For example, the Incentive Model by Winston Doby, UCLA, could be administered within the 90-10 Model. A systemwide study group would be set up to monitor the various campus experiments and to conduct reviews as to their effectiveness.

One argument against the subjective category is that it could become arbitrary and therefore inappropriate for a public institution. However, systemwide guidelines could be implemented to monitor and maintain the integrity of the subjective category, using such criteria as exceptional

achievement in one area, perseverance and achievement in spite of handicaps, or outstanding extracurricular or community service activities. Another argument against the 90-10 Model is that it is unprecedented; however, some campuses employ subjective criteria in the redirection process and many private institutions use a subjective procedure for admissions.

In order for the University of California system to maintain a progressive and leading role in education we must have a means of recognizing individual differences in aptitude and achievement. I believe that the merits of the 90-10 Admissions Model far outweigh its possible problems and answer the concerns of many communities interested in seeking constructive experimentation within the admissions procedure. Now is the time to test various admissions methods to develop a process more responsive to the needs of California's present population. It is my hope that the Board of Regents will concur with this report and will instruct the President's Office to develop and implement such a program.

CHAPTER II: PRIMARY TASK FORCE CONCERNS

In its deliberations the task force had three primary concerns: (1) anticipating the need to reduce the size of the eligibility pool; (2) incorporating considerations of access and opportunity for disadvantaged students, whenever possible, in the admissions process; and (3) fostering increased preparation among incoming students. Each of these concerns is described below.

The Size of the Eligibility Pool

The University's eligibility pool is defined as those graduating high school seniors who would be eligible for admission if they chose to apply. Under the Master Plan, the University's eligibility pool should comprise 12-1/2 percent of the California public high school graduates.

Periodically, eligibility studies have been conducted to assess the size of the pool. Both the 1961 and 1966 studies showed that the UC eligibility pool at those times had grown somewhat beyond the 12-1/2 percent level (14.8 percent and 14.6 percent respectively), and accordingly, the University took steps to reduce the pool to its mandated size. Another eligibility study was conducted by the California Postsecondary Education Commission (CPEC) in 1976. This study was being conducted as the task force began its deliberations. Even before the results were known, the task force anticipated the need to reduce the pool, but it was not until December 1976 that the current eligibility rate of 14.8 percent was determined.

Before the results of the eligibility study were known, speculation on the size of the current UC eligibility pool varied considerably with some estimates exceeding 20 percent. In order to make a somewhat educated guess of the outcome of the eligibility study, the task force staff drew a small subsample of the earliest Eligibility Study transcripts. This very rough subsample indicated that the eligibility pool was about 17 percent (plus or minus 5).

In contemplating the alternatives for reducing the pool, it was recognized that significantly different measures might be required if the pool were 25 percent than if it were 15 percent. The task force's own data, however, indicated that the requirement of a fourth year of English would have a dramatic effect on the size of the pool. Table 1 below, for example, shows that only 7.3 percent of the high school seniors have earned a GPA of 3.0 or higher and taken four years of high school English.

TABLE 1

Percentage of Eligible Students x GPA

Under Current Standards and Under

Current Standards Plus a Fourth Year of English

	Current Standards	Current Standards Plus a Fourth Year of English
3.80 - 4.00	5.8%	3.1%
3.60 - 3.79	2.8	1.3
3.40 - 3.59	2.7	1.1
3.20 - 3.39	2.5	1.1
3.00 - 3.19	1.0	.7
Total Eligibility Pool	14.8%	7.3%

Of course, more students may take a fourth year of English in the future if it is required for University admission, but over two-thirds of the otherwise eligible students would have to take four years of English before the pool would exceed the 12-1/2 percent level. After much discussion, the task force agreed that adding a fourth year of English to the A-F requirement and making no further changes, would return the eligibility pool at least to its mandated size. Eliminating the current SAT requirement for students in the 3.00-3.09 GPA range, as is recommended by the task force, will make only a minor difference in the pool size, but it will serve to compensate partially for the overreduction of the pool by the English requirement.

A phase-in period for the recommended modifications will be required in order to avoid penalizing students who are progressing through their secondary schools according to University produced charts on required courses and GPA. This phase-in period should be accompanied by careful publicity, given the slowness with which new information replaces old in California's educational guidance system. Fall 1980 seems like a reasonable date for the proposed modifications to go into effect.

Access and Opportunity Considerations

From the outset, the task force explicitly sought means to provide continuing access for educationally and financially disadvantaged minority students in the University's undergraduate admissions process. The task force held the strong belief that it is appropriate and necessary for the University of California to be responsive through its regular admissions process to the educational needs of capable students from California's substantial minority population.

As part of its concern for access and opportunity, the task force was aware that major upward changes in admissions standards would have a disproportionately large effect on the minority enrollment. Recognizing this problem, the task force sought to recommend a fair, understandable admissions policy which, while raising admissions standards, would have minimal negative effects for minority enrollments and would encourage all students to pursue a more rigorous course of study in secondary school.

To assist the task force in accomplishing this goal, the members drew from their own experience with minority recruitment programs and from several outside sources. Included among the latter were the admissions-related recommendations contained in the Chicano Task Force Report and the Report to the President from the Student Affirmative Action Task Groups (SAA Task Groups), as well as information gleaned from informal talks with affirmative action and Educational Opportunity Program (EOP) recruiters.

Access considerations had ramifications in several areas of the task force discussions. Generally speaking, admission requirements such as grade point average and specified courses were preferred by affirmative action/EOP personnel. These people believed, and the task force agreed, that the University's admissions criteria should embody standards a student can attain through hard individual effort. To the extent that years of effort can be perceived as irrelevant in the face of seemingly arbitrary test requirements, a University education will be seen by disadvantaged persons as something largely beyond reach. A second concern was the need for an admissions process that is simple to understand. University outreach personnel pointed out that a complicated admissions process places a disproportionate burden on minority students, most of whom are in urban and rural communities where counselor/student ratios are low and misinformation about postsecondary education is common. A third concern was the desirability of carefully monitored admissions experiments with alternate admissions criteria. Another concern was regular vs. special admissions. Affirmative action/EOP personnel maintained that special action should not be the major route of admission for minority students, since the number of special admit slots is limited and since minority students could be stigmatized and labeled as "special". A final concern of the task force was to strengthen and continue recruitment and outreach activities.

The task force believed that its recommendations were responsive to most of these concerns. The recommended use of GPA and a strengthened course pattern are realistic standards that minority students can attain through diligent effort. The modified admissions standards will be simple to understand. The special admissions provision is recommended, not as a substitute for admitting minority students through the regular admissions process, but as a means of increasing access beyond the regular admissions process. The recommendation for the University to intensify collaborative efforts with the high schools is intended to support and strengthen recruitment and outreach programs for minority students.

Emphasis on Increased Preparation

The task force also believed that, where possible, changes in the admissions requirements should constitute a constructive effort to improve the academic preparation of incoming students. This approach would benefit all incoming students in two ways. It would help them obtain the academic skills necessary for University work, and it would assure both faculty and students that classroom instruction would not have to be slowed down in order to accommodate students with insufficient skills.

The concern for increasing academic preparation had been previously expressed in the Student Affirmative Action Task Force Report where it was recommended that: "BOARS should explore, in conjunction with the Department of Education, various means of strengthening the English and mathematics preparation of incoming students. Such means might include increasing course requirements and the formalization of ongoing communication on subject matter between UC faculty members and high school teachers." The task force felt that the time has come to implement this idea.

Several elements of the task force recommendations were designed, in part, to address the concern for increasing the level of academic preparation among entering students. Specifically the proposed modifications to add a fourth year of English, to impose a reading proficiency requirement, and to use achievement tests for diagnostic purposes all address this point. In addition, the task force urged the University to involve communities more deeply in the educational process by sending freshman performance data to school boards as well as high school principals. It is hoped that additional community involvement will help high schools strengthen their academic programs.

CHAPTER III: TRADITIONAL ADMISSIONS CRITERIA

This chapter summarizes the task force discussions on the following aspects of freshmen admissions: the required course pattern, GPA, standardized tests, reading competency, and the special action admissions program. The following discussion attempts to provide some background on why the proposed modifications were recommended by the task force.

The Required Course Pattern (A-F Requirements)

Under current admissions requirements (reproduced in Appendix C), the University requires incoming students to have completed a certain pattern of high school academic courses, known as the A-F requirements. These courses are intended to assure that incoming students have the academic skills necessary for University work.

Although many students have taken more than the minimum number of A-F courses in high school, the task force was concerned over the apparent decline in academic skills among incoming freshmen, as evidenced, for example, by the growing number of students who must enroll in Subject A courses.

In order to foster a higher level of verbal skills, the task force recommended that the required number of English courses be raised from three to four years. This would mean that the typical high school student would take an English class every term. It was hoped that such a requirement, by specifying more training in verbal skills, would help students succeed more easily in their University work.

One argument against increasing the English requirement was that any increase in the number of required high school courses would reduce a student's flexibility for taking electives. In rebuttal, if, on the average, students take four substantive courses each term, they will take sixteen units during the ninth through twelfth grades. Even if twelve units were required under the A-F pattern (instead of the current ten unit requirement), a student would be able to take one elective each term.

A second question centered on the value of such a requirement. If a student did not develop sufficient skills after three years work in English, could one assume that a fourth year would make a difference? And since most of the incoming UC freshmen in 1974-75 had already taken more than the minimum of three years of English,[1] would a fourth year help? The

[1] Responses to a voluntary question on the 1974-75 College Entrance Examination Board (CEEB) Student Descriptive Questionnaire show the mean number of years of study among UC enrollees for the following subjects: English - 3.89; Math - 3.50; Foreign Language - 2.82; Biological Science - 1.44; Physical Science - 1.59; and Social Studies - 3.23.

task force's response to this question was that the nature of the required English courses is as important as the number of courses that the students take. The Academic Senate's Board of Admissions and Relations with Schools has recently issued new guidelines for courses acceptable under the English requirement (see Appendix D), and these new guidelines should help students gain better verbal skills from the required English courses. In addition the task force specifically recommended that a full year of course work in composition should be taken during the junior and senior years. Taken together, the qualitative changes and the additional required year should help upgrade verbal skills.

Before adopting this recommendation, the task force wanted to make certain that sufficient opportunities to take the additional year of English were available to all students. To verify this point, the staff conducted an informal survey of high schools in rural and urban areas, both in the northern and the southern parts of the state. Though there were differences, every kind of high school offered more than the minimum number of A-F courses. High schools may have to develop an additional course or two in English composition, but the phase-in period is designed to permit this. On balance, students should be able to find the courses they need to take an additional year of English. One possible problem is that an adequate number of different courses does not mean there will be an adequate number of places in those courses for all the students who might want to enroll. The task force felt, however, that the phase-in period should permit high schools to increase enrollment opportunities in English courses, if that should prove necessary.

In addition to increasing the English requirement, the task force also considered recommending an additional year of mathematics, but decided against it. The argument in favor of such a requirement was that students who had taken only the required years of high school math found their University and career options severely limited. This argument, however, did not convince the task force that there was sufficient need to justify an additional requirement. The task force did want to urge high school counselors and affirmative action recruiters, however, to encourage all potential University students to take more than the minimum number of mathematics courses in high school.

After initially discussing the idea of a strengthened English requirement, the task force considered two possible modifications of the requirement. One was a proposal that students who attain a certain score on the CEEB English Composition Achievement Test be excused from the fourth year of English. Although the principle of substituting a performance criterion for "seat time" was easy to embrace, the details were difficult to work out to the satisfaction of the task force and the modification was not adopted. Another proposed modification was to accept the third year of a foreign language in lieu of the fourth year of English. The rationale was that foreign language courses often contain more grammatical instruction than English courses and would thus contribute to the development of a student's grammatical skills. This idea was intriguing to several task force members,

but seemed to complicate requirements unduly. The group did not choose to modify its original proposal for a fourth required year of English with one year specifically devoted to composition.

Grade Point Average (GPA)

An applicant's performance in high school, as measured by grade point average (GPA), remains the best single predictor of success in college.[2] Consequently the task force incorporated GPA as a major element in each admissions proposal it considered. The task force was aware, however, that great care was needed in setting a specific GPA cutoff point.

It could be argued that since high school grade inflation has caused the eligibility pool to increase, the GPA cutoff should be correspondingly raised in order to discount grades by the amount they have inflated. If yesterday's 3.0 is the equivalent of today's 3.4, why not just raise the cutoff point to 3.4? The answer to this question is that there would be major dangers in this course of action.

First, the value of GPA as a predictor of academic success is based on a broad rather than a narrow range of GPA scores. While, in general, students with a GPA of 3.5 do better than those with a 2.5, there is less certainty that a student with a 3.5 will perform better than a student with a 3.4. With higher cutoff points, the range of acceptable GPA's becomes more compressed, and its value as a predictor of academic success is correspondingly lessened. Partially for this reason, the task force was reluctant to accept the possibility of significantly raising the GPA cutoff point.

A second reason for questioning a substantially higher GPA requirement is that it would only increase the pressure for further grade inflation, with all its attendant problems. With a higher requirement, a grade of "B" could be seen as a bad mark, and students could feel that they have very little leeway in their performance. Many potentially good University students may be altogether discouraged from college work, especially when there is no continual reinforcement from outside the high school to aspire to the University. Other grade conscious students might focus on grades at the expense of course content, seeking out easy courses which can result in higher grades but do not teach the academic skills necessary for University work. The timing of a new, substantially higher GPA cutoff would also be unfortunate since there are preliminary indications that grade inflation may have peaked.

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[2] Alexander W. Astin, Predicting Academic Performance in College (New York: Free Press, 1971).

After weighing these concerns, the task force concluded that the GPA cutoff point be set at 3.0.

Standardized Tests

Perhaps more than any other contemplated admissions element, standardized tests, such as the Scholastic Aptitude Test (SAT) and the American College Testing program (ACT), have stirred controversy. Both proponents and opponents of the use of these tests present forceful arguments, several of which are presented below.

Proponents base most of their arguments on considerations of quality. They state that tests can help identify applicants who will succeed at the University and that GPA used in conjunction with performance tests becomes a better predictor of subsequent college performance than GPA alone. They argue that test scores are simple to understand, while the computation of a student's A-F GPA is a complicated process, often poorly understood by students and parents. They reason that, since the test is standardized, it serves as a control for differential high school grading practices and as a tool to facilitate student self appraisal. They also point out that a performance test will help assure both students and teachers that all incoming students possess a minimum level of academic skills.

Opponents of the test base their arguments mostly on considerations of access and point out that the test is disproportionately hard on disadvantaged students. First, they see the tests--and much of the academic work which the tests measure--as an extension of the dominant Caucasian, middle-class culture. In such a climate disadvantaged students are penalized almost unavoidably, as is suggested by the correlation between test scores and family income. Second, they note the lower distribution of test scores for disadvantaged students; this means that a disproportionate number of disadvantaged students is clustered near most of the contemplated test score cutoff points. Near these cutoff points a 50 point variation, which is the result of a few test items, can be crucial to admission. Third, opponents claim that the tests are a cause of great discouragement for minorities as well as many other students. Minorities often feel doomed from the outset by the test and consequently either do not take the test or do not concentrate on the test when they are taking it. Minorities feel the test, unlike GPA or an additional course requirement, is something arbitrary and beyond their control, and they are discouraged that a one-day test can negate the accomplishments of four years of classroom work. Fourth, opponents claim that disadvantaged students are sometimes the victims of poor high school instruction, especially in minority schools. Students in these schools may work hard for several years, learning everything that is taught and receiving good grades. If their teachers have not been able to teach as much as their counter-parts in middle class schools, should the students be penalized?

In addition to considering these arguments pro and con, the task force noted that since most students take the test in the fall of the senior year, the results are not available in time for students to improve their skills and retake the test. This pattern stands in contrast to the possibility of using standardized achievement tests as a diagnostic tool, perhaps in the junior year, or even earlier, when there is still time to make up deficiencies.

After discussing all these arguments and considerations, the task force considered five possible ways in which tests could be used, if at all: (1) as an alternate path for admission (i.e. the Admission by Examination Alone provision); (2) as part of an admissions index (e.g. the BOARS proposal); (3) as a "floor" requirement specifying a minimum score that all regularly admitted freshmen would have to meet or exceed; (4) as a diagnostic tool for counseling and placement but not as an admissions parameter; and (5) not at all. Each of the possibilities is discussed below.

The Admissions by Examination Alone provision already exists as an option, but not a requirement, for all applicants. Under this option, an applicant may be regularly admitted, independent of high school GPA or course deficiencies, if he or she submits scores of at least 1100 on the combined SAT and at least 1650 on three achievement tests, with no less than 500 on each test. This option has existed for many years, but it is not widely used. (Last year, for example, only seven percent of the otherwise ineligible freshmen were admitted by this method.) This option is essentially an alternate path to admission, and the test can be regarded as an alternate predictor of academic success. The task force was in favor of the flexibility provided by this option and concluded that the test scores required under this provision are sufficiently high to indicate adequate preparation for University work. Recommendation #3 advocates the continuance of this provision.

As a second possible use of standardized tests, scores could be combined with GPA, perhaps in an index such as the BOARS proposal. (The BOARS proposal is specifically discussed in Chapter V.) Such an index would determine an applicant's admissibility on a sliding test score scale: in general this would mean that the higher the test score, the greater an applicant's chance for admission. The use of such an index would thus stress the importance of standardized tests in admissions decisions, and all the arguments, both pro and con, surrounding the test would apply. The majority of the task force did not endorse this use of tests, but there was a minority view favoring this proposal.

A third alternative was to use the test as a floor requirement. One specific proposal considered by the task force was to require each applicant to achieve a minimum score (perhaps somewhere in the range of 400-440) on the verbal part of the SAT. The advantage of this approach is that a fixed scale rather than a sliding scale would be used: it would make no

difference in determining admissibility whether an applicant achieved the minimum score or exceeded the minimum by 300 points. The rationale for such a use of the test was twofold. First, it would assure that all entering freshmen possessed the verbal skills necessary for University work. Second, it would help to focus a high school student's academic preparation by setting a measurable standard; high schools would be given a teaching goal and students would be given a learning goal. The majority of the task force did not accept this proposed use of the SAT.

The fourth possibility was to use standardized tests for diagnostic, counseling, and placement purposes. Under this proposal applicants would still be required to submit test scores but these scores would not be used for admissions decisions; instead, they would be used to identify skill deficiencies and to facilitate academic counseling. The most appropriate test for this purpose is not an aptitude test but an achievement test. Achievement test scores could help match up students with the proper University courses, especially where courses are structured sequentially. Moreover, achievement tests may give students valuable feedback on the level of their skill. Currently, campus facilities such as the Davis Learning Assistance Center, and the San Diego OASIS Program (Office of Academic Support and Instructional Services) provide opportunities for students to upgrade their skills; achievement tests could help students take better advantage of these facilities.[3] The task force agreed on this use of achievement tests and recommended that students be required to submit English and math achievement test scores for such diagnostic and counseling purposes.

A fifth possibility, of course, is not to require any tests at all. Under current standards the SAT is not used in the majority of admissions decisions and many people have argued that it therefore should not be required. The task force agreed that if the test is not being used, it should not be required. Section (e) of the first recommendation therefore advocates the discontinuance of the current admissions requirement to present CEEB scores.

Reading Competency

Although reading competency, per se, is not a traditional admissions criterion, it was regarded by the task force as an important consideration in the light of the difficulties among entering students with basic learning skills. Reading ability, perhaps even more than writing ability, is crucial to success in college, for all students must have a high level of reading comprehension. In addition a specific reading requirement should help students improve their ability to write.

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[3]Similar facilities on other campuses include the Berkeley Student Learning Center, the Riverside Learning Studies Skills Center, the Los Angeles Learning Skills Center, the Irvine Learning Skills Center, the Santa Barbara Reading Studies Center and the Santa Cruz Tutorial Center.

In recommending a twelfth-grade reading competency requirement, the task force recognized that it is advocating a concept which needs to be refined into a set of operational procedures. Conceptually, a twelfth-grade reading requirement will be easy for the public to understand, but current high school and University procedures may not be adequate to assess or to certify a student's level of reading competency. Nevertheless, the task force felt that the concept was meritorious and that it could be operationalized after appropriate consultation with high school and University personnel during the phase-in period.

Admission by Special Action

The special admissions program permits the University to accept a small proportion of freshmen and transfer students who do not meet all the formal admissions requirements. For freshmen, this proportion is 4 percent of the total number of freshmen admitted; for advanced-standing transfer students, the proportion is 4 percent of total applicants.

This program was developed in the 1960's to achieve two objectives. The first was to ensure the humaneness of the admissions process. An applicant, for example, may fall just below the required cutoff points but may have demonstrated considerable potential in other ways. Using the special action provision a campus may accept this kind of student. The second objective of this program was to increase minority enrollments at the University.

Recent statistics on the special action freshmen admitted in the fall quarter 1975 illustrate the success of this program:

--68 percent came from disadvantaged backgrounds

--76 percent of those admitted enrolled at the University

--83 percent of those who enrolled in the fall quarter 1975 completed the spring quarter 1976

--the mean cumulative GPA for special action admits completing the spring quarter was 2.34, compared to 2.89 for regular admits.

Similar statistics are available for advanced-standing special admits:

--51 percent came from disadvantaged backgrounds

--80 percent of those admitted enrolled at the University

--76 percent of those enrolled in the fall quarter 1975 completed the spring quarter 1976

--the mean cumulative GPA for special action admits completing the spring quarter was 2.47 compared to 2.89 for regular admits.

In light of the successes of this program, the task force recommended that it be continued in the present form.

CHAPTER IV: ALTERNATE PREDICTORS OF ACADEMIC SUCCESS

The fourth charge to the task force was to consider the use of alternate predictors of academic success. Accordingly, the task force began searching for alternate predictors and considering ways in which alternate predictors could be used. This was a difficult task because identifying alternate predictors is highly problematical. Several possibilities were considered, and each was evaluated in terms of its ability to assist the University in its admissions process. The task force, however, could not agree on a strategy for using alternate predictors. GPA remains the primary predictor and the provision for Admission by Examination Alone remains the only alternate predictor recommended by the task force.

From the outset, the task force was aware that the use of alternate criteria would be complicated by the fact that the eligibility pool is limited to 12-1/2 percent. Whether or not alternate predictors are used, the University cannot admit more than the upper 12-1/2 percent of graduating high school seniors. Thus, opening an experimental avenue of admission for a new group of applicants would mean that an equal number of students must be eliminated from the pool.

Keeping this constraint in mind, the task force decided that if alternate predictors were to be used, they should be supplementary to rather than substitutes for a primary predictor, such as GPA. The task force saw no need to measure every applicant against alternate criteria. Instead alternate predictors were considered as a means of differentiating among applicants near the margin where small differences in GPA, which may be crucial to admission, are not necessarily meaningful in predicting success. Under one proposal, a GPA range (for example 3.00-3.09) would be defined instead of a rigid cutoff point (e.g. 3.05). Since the GPA range was to extend below the rigid GPA cutoff point, it would not be possible to accept all students who fell in the marginal GPA range. All applicants within this range would be evaluated on the basis of additional information (i.e. alternate predictors) to determine which ones would be most able to benefit from a University education.

Students could be selected from the marginal GPA range by two different approaches. Either specific cutoff points for specific alternate predictors could be used, or campuses could select students by a subjective evaluation of an applicant's entire record. If the subjective judgment process were used, a control figure could be set to limit the number of students admitted from the marginal GPA range. The first approach (i.e., specifically defined cutoff points) would preserve the objectivity of the admissions standards and would maintain the uniformity of criteria

on all University campuses. The second approach (i.e. the control number approach), would provide a greater flexibility. After much discussion, the task force could not agree to employ either approach.

Although the task force did not recommend the use of alternate predictors (except for Admission by Examination Alone), the following criteria were considered as possible alternate predictors: class rank, number of academic units taken in high school, outstanding individual achievement in other areas, and subjective evaluations. Each of these is discussed below.

Class Rank

Class rank was used as an alternate admissions criterion several decades ago. At that time, students who ranked in the top 10 percent of their high school graduating classes were regularly admissible to the University. The advantage of using class rank is that it could compensate for grading differences among high schools. For example, a 2.9 GPA from a school with a systematically tough grading policy could be the equivalent of a 3.1 GPA from a high school with easy grading practices. Near the GPA cutoff point, this kind of grading difference could be crucial to admission. There were, however, drawbacks to the use of class rank. Schools vary greatly in the proportion of students who aspire to college and thus take academic programs; in fact, the highest GPA's in some schools are achieved by non-academic students who take a preponderance of vocational courses. Such non-academic students could be filtered out by using A-F GPA, as opposed to overall GPA, but this process would have complications of its own: if a high school only had ten college bound students, the class rank provision would hardly be meaningful.

Number of Academic Units

A second specific proposal for an alternate predictor was the number of academic units a student had taken in high school. This proposal grew out of an interesting phenomenon that was noted in the admissions office at UCLA: the number of academic courses a student had taken in high school was a somewhat better predictor of academic success than the student's GPA. This phenomenon suggests that in choosing between two students, one of which had a slightly higher GPA but took few academic courses than the other, the University would do better to prefer the student with a lower GPA but more academic preparation. The task force was intrigued with this idea, and an "Incentive Admissions Model" was developed on the basis of this insight. (The Incentive Model, along with a suggestion to reward

students for taking rigorous academic courses in high school, is included in Appendix E.) Under the Incentive Model a student would receive extra credit toward admission for having taken more than the minimum number of required academic courses. This could be accomplished, for example, through an index which combines GPA, test scores, and the number of academic units taken above the minimum. The cutoff points for this index could be set on the basis of GPA and test scores. Thus some students, who on the basis of GPA and test scores alone would fall just below the cutoff point, could supplement their index score by taking additional academic courses. In some cases, students could qualify for admissions by means of the increased index score.

Conceptually, the Incentive Model contains several attractive features, especially for minority students. It attempts to maintain high standards and to provide students with an opportunity to earn "additional credit" toward meeting those standards. Moreover, this "additional credit" is designed to foster an upgrading of academic skills and to prepare the student to do better academic work at the University.

In trying to apply the Incentive Model to all students, however, the task force concluded that minority students would be relatively disadvantaged by the Incentive Model. Opportunities among disadvantaged students for additional academic courses are sometimes limited by work or family considerations. Minorities may also be less able to attend summer school, and the number of academic course offerings are sometimes limited in high schools with a significant proportion of minority students.

Outstanding Achievement

A third possible alternate predictor of academic success was outstanding individual achievement, e.g., having published a poem, having patented an invention, having won a special prize or achieved some other major, independent accomplishment.

Admittedly, this provision would probably be applicable to a very small number of people each year because most University applicants with outstanding achievements are already eligible on the basis of existing criteria. It is possible, however, that a person with an outstanding achievement may have concentrated on their achievement to the detriment of high school grades and that such a person may feel more challenged at the University.

Subjective Judgment

Another alternate method of selecting students would be subjective judgment. Whereas the University's current admissions requirements do not include subjective judgment, several campuses use a subjective evaluation process in redirecting students. For at least 50 percent of applications to be retained, a committee evaluates each applicant, and a subjective decision is made on the basis of all the information in the application. Involvement in student government or extracurricular activities could reveal leadership potential. Special achievement or accomplishment, perhaps in the arts or science or even some nonacademic area, could pinpoint students with strong motivation and ability. Well-defined career goals, supported by demonstrated involvement in associated activites, could also be used. Special circumstances could be considered. Outstanding letters of recommendation could be weighed. In general, any evidence of an applicant's outstanding qualities could be considered under a provision for subjective evaluation.

Experience has shown that this subjective evaluation process takes a little more time than the evaluation of applications solely by objective criteria but that the process is accepted as valid. (It should also be noted that all campuses use subjective criteria to some extent, along with objective criteria, in the graduate and professional school admissions process.) In addition, many private schools employ subjective criteria in their admissions processes. As this practice is used by the highest quality private schools, there is no apparent stigma of low quality associated with the use of subjective criteria.

In discussing the use of subjective judgment, the task force considered several arguments both in favor of and opposed to this practice. The following arguments were made in support of subjective criteria. First, the current use of subjective judgment in the redirection process, and in the graduate admissions process, demonstrates that it can be done successfully. Second, subjective judgment could be useful in choosing among students who are near the GPA cutoff point since a wide variety of considerations could be taken into account. Third, the flexibility for making subjective judgments could provide an opportunity to conduct various admissions experiments to help identify valid, alternate predictors of academic success. Fourth, a provision for the use of subjective judgment could give the regular admissions process a greater flexibility which would make it easier to achieve diversity in the entering freshman class.

Several arguments were raised against permitting subjective judgment in the regular admissions process. First, the use of subjective judgment would mean that students could not know in advance whether or not they

would be admitted to the University. Second, the same student might be admitted at one University campus and rejected at another. Third, research has demonstrated that, in general, objective selection criteria are more successful than subjective ones in predicting a defined outcome. Fourth, it is unclear what new groups of students would be admitted under the subjective criteria.

After discussing the advantages and disadvantages of subjective judgment, the task force could not agree on a way to use subjective judgment - or any other alternate predictors - in the regular admissions process. One of the alternate proposals (the 90-10 model described in Appendix B) would have permitted the use of these alternate predictors for 10 percent of the freshman class. The final proposal adopted by the task force does not provide for the use of alternate predictors.

CHAPTER V: ALTERNATE STRUCTURES OF ADMISSIONS CRITERIA

The previous sections of this report have discussed various criteria that could be used in the admissions process. These criteria could be combined in a number of different ways. Four different structures were considered by the task force and are discussed below: (1) the BOARS Proposal; (2) alternate admissions paths; (3) a combined approach, and (4) the recommended proposal.

The BOARS Proposal

One alternative to the current admissions process was suggested by the Board of Admissions and Relations with Schools (BOARS) in December 1975. The BOARS Proposal (reproduced in Appendix F) combined high school GPA and SAT test scores into an index as follows:

Index score = (SAT verbal) + (SAT math) + 500 (GPA).

The proposal also recommended admission for "any (high school) graduate who meets the other requirements and who scores among the top 5 percent of high school seniors with respect either to GPA or to combined SATs, regardless of his score on the second measure (GPA or SAT)".

Even before the task force was convened, the BOARS Proposal had stimulated wide discussion. Some potential implications of the BOARS Proposal were discussed in a paper by Stephen P. Klein and Winston C. Doby entitled "An Examination of Certain Qualitative Characteristics and the Academic Performance and Progress of UCLA Students Who Would Have Been 'Accepted' vs. 'Rejected' By Various Admissions Policies". This paper, in turn, stimulated a response by Allen Parducci, chairman of the BOARS Committee, "Some Practical Implications of the Klein-Doby Study". The task force took into consideration the arguments presented in each of these papers.

Throughout the task force deliberations, the BOARS Proposal served as a useful benchmark against which to measure other admissions models. The task force repeatedly referred to a preliminary subsample of data to compare the students selected under the BOARS Proposal with the students selected under other proposals. As might be expected, there was often a great deal of overlap. Thus, discussions often concentrated on the relatively small proportion of applicants who would be admitted under one model but not under another. For example, the BOARS Proposal would

admit applicants with good test scores but a GPA slightly under the present cutoff point; it would exclude applicants with less than average test scores who also had a GPA just slightly above the cutoff point. Minority spokespersons objected to the BOARS formula because they felt minorities would suffer disproportionately under the proposal. In general, the task force perferred to avoid the disadvantages of using standardized tests as part of an admissions formula.

Alternate Admissions Paths

Another approach could utilize several different paths for admission. Under this approach several different criteria could be used simultaneously (e.g. a GPA requirement, a test score requirement, a class rank criteria), and any applicant who met any one of the criteria would qualify for admission. The advantage of this kind of structure is that it could provide a greater flexibility in the admissions procedure by recognizing several different measures of competence. Applicants who fell just below the cutoff point on one criterion might be able to qualify on the basis of a second, separate criterion. The disadvantage is that alternate admissions paths would be difficult to explain and administer, and students could become confused over the University's admissions standards, especially if counseling opportunities were inadequate. It would also be difficult to set the various cutoff points to predict accurately an accumulative eligibility pool of 12-1/2 percent.

A Combined Approach

A combined approach, such as the 90-10 Model described in Appendix B, was another alternative. Under the 90-10 Model, 90 percent of the regular admits would be selected on the basis of their high school GPA's alone; a GPA cutoff point of perhaps 3.1 could be defined for this purpose. The remaining 10 percent of the regular admits would be selected by alternate criteria from students with high school GPA's in the range of 3.00-3.09. Though this approach received substantial support from the task force, it was not ultimately adopted.

The Recommended Proposal

In terms of structure, the recommended proposal is similar to current admissions standards. Each of four distinct, objective requirements must be met: 1) completion of the revised A-F course pattern, 2) presentation of

achievement test scores--even though the scores themselves will not influence the determination of admissibility, 3) certification of reading competence at the twelfth grade level or higher, and 4) attainment of an A-F GPA which equals or exceeds 3.0. This structure may be the easiest of the alternatives to explain to students, counselors, and parents, and its simplicity is a distinct advantage. High school students will be able to determine for themselves in advance whether they are admissible, and they will be able to design their high school programs in order to meet the requirements.

CHAPTER VI: THE INCREASED ACCOMMODATION OF TRANSFER STUDENTS (IATS) EXPERIMENT

Current admissions requirements for transfer students were set in 1961. On the basis of statistical evidence, these requirements made a distinction between applicants who were eligible vs. ineligible for admission to the University as freshmen. A student eligible as a freshman could transfer to the University any time after having established an overall grade point average of 2.0 or better in another college or university. A student ineligible as a freshman was required to earn a grade point average of 2.4 or better in at least 84 quarter units (56 semester units) of college work.

For several years, however, community colleges, as well as other segments of higher education in California, have been urging the free flow of students from lower to upper division without unwarranted restrictions. One contention is that the 2.4 grade-point average required of applicants scholastically ineligible from high school (as opposed to 2.0 for those eligible from high school) is an artificial barrier imposed upon students who have proven their ability to undertake college work successfully. Another contention is that after a student has completed two full years of academic study the high school record is irrelevant, and the applicant should not be required to make up high school subject deficiencies.

In order to test these contentions, an experiment in advanced standing entrance requirements was proposed originally to the Board of Admissions and Relations with Schools (BOARS) in December 1970 and subsequently approved in 1972 by the Assembly of the Academic Senate and The Regents:

1. That for a period of 4 years beginning Fall 1973 advanced standing students be admitted to the University of California on the basis of work completed in their collegiate institutions without reference to high school record.

2. That for this period the basis of admission for advanced standing students who were inadmissible in freshman standing would be a 2.0 grade-point average based on a minimum of 56 transferable units.

3. That the appropriate Senate regulations concerning admissions be suspended during the 4-year, experi ental period and that the results of the experiment be reported to the Assembly.

In order to assess this experiment, two experimental groups and two control groups were defined as follows:

Experimental Groups:

Group J -- Students ineligible as freshmen who transferred to the University after 56 semester units of college work with a GPA of 2.00-2.39.

Group K -- Students ineligible as freshmen who completed 56 semester units of college work with a GPA of 2.40-4.00 but who had more than two units of high school subject deficiency.

Control Groups

Group M -- Students eligible from high school who transferred with a GPA of 2.00-2.39.

Group N -- Students eligible from high school who transferred with a GPA of 2.40-4.00.

Data were collected, by group, on 4,753 transfer students who entered the University during the 1973-74 academic year. Table 2 below presents a persistence typology for those students. In that typology, students are classified in one of four categories:

Graduates (students who graduated sometime between the Spring 1974 and the Spring 1976 quarters);

Persisters (students who enrolled continuously since entrance in 1973-1974 through the Spring 1976 quarter but did not graduate after that quarter);

Stop outs (students who were not enrolled for one or more quarters since entering but who were enrolled for the Spring 1976 quarter and did not graduate after that quarter);

Others (students who were neither graduates, nor persisters, nor stop outs; many of these students may in fact be drop-outs, but others may return and eventually graduate).

TABLE 2

Persistence Typology X Group

	Graduates	Persisters	Stop outs	Others	TOTAL	
Group J	28%	7%	5%	61%	101%	(N = 1225)
Group K	37	5	4	54	100	(N = 906)
Group M	41	5	3	51	100	(N = 175)
Group N	54	4	2	40	100	(N = 2447)
TOTAL	44%	5%	3%	48%	100%	(N = 4753)

Table 3 presents the mean cumulative grade point averages, by group, for the transfer students enrolled in the Spring 1974 and the Spring 1976 quarter.

TABLE 3

Mean Cumulative GPA's X Group

	Mean Cumulative GPA - Spring 1974	Mean Cumulative GPA - Spring 1976
Group J	2.33	2.48
Group K	2.77	2.83
Group M	2.78	2.81
Group N	3.04	2.96
TOTAL	2.83	2.79

Several additional tables on the IATS experiment are presented in Appendix G.

On the basis of the data collected, the task force concluded that the performance of Group K was roughly comparable to at least one of the control groups but that the performance of Group J was noticeably poorer. Therefore, the task force recommends that transfer students ineligible as freshmen should be required to earn a GPA of 2.4 or higher in at least 56 transferable semester units of college work, but that they should not be required to make up deficiencies in A-F subjects.

APPENDICES

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO — SANTA BARBARA • SANTA CRUZ

Office of the President

BERKELEY, CALIFORNIA 94720

April 5, 1976

INTERNAL CORRESPONDENCE

VICE CHANCELLOR EUGENE COTA-ROBLES
PROFESSOR WILLIAM FRETTER
VICE PRESIDENT ROBERT JOHNSON
STUDENT BODY PRESIDENT PARKER LEE
PROFESSOR ALLEN PARDUCCI
VICE PRESIDENT DONALD SWAIN
PROVOST JOSEPH WATSON
STUDENT BODY PRESIDENT CARLA WILKERSON

Dear Colleagues:

Important concerns about undergraduate admissions practices have recently emerged. Therefore, it would be desirable, I believe, to constitute a Task Force on Admissions Practices and I am asking that each of you serve as a member of the Task Force, under the chairmanship of Vice President Swain, to consider these concerns. By their very nature, admissions issues involve the vital interests of the faculty, students, and administration. I have accordingly asked representatives of all these groups to participate.

Specifically, I am asking the Task Force to review the following matters:

1. What steps, if any, should be taken to anticipate the results of the California Postsecondary Education Commission (CPEC) study of the University's eligibility pool which may show that our eligibility pool has grown somewhat larger than 12 1/2 percent of high school graduates? What timing do you recommend for implementing any admissions changes that may be required as a result of the CPEC study?

2. What recommendations should be made, in connection with a review of admissions practices and policies, to recognize the urgent need for student affirmative action as pointed out in the Chicano Task Force Report and the Student Affirmative Action Task Force Report?

3. What are the academic, administrative, affirmative action, and procedural implications of the recommendation which proposes that performance test scores be coupled with high school GPA as the basis for admitting undergraduates?

4. What alternate predictors of academic success, if any, should the University consider in its undergraduate admissions procedures (instead of test scores and GPA)? What alternate admissions procedures, if any, should be considered?

5. What is your assessment of the University's experiment in reduced minimal admissions requirements for transfer students? (Data summarizing three years of experience will be made available to the Task Force.)

Because of the wide interest in the mission of this Task Force, I ask that you agree at your first meeting on a procedure to assure thorough discussion of these important matters and a timetable which will provide for submission of a written report to me no later than October 1, 1976. Upon receiving your report, I plan to circulate it for consideration by the Academic Senate, the Student Body Presidents' Council, the Chancellors, and other appropriate administrators.

To assist the Task Force, I am asking Lyle Gainsley, Director of Admissions, and University Registrar, Kati Haycock, Staff Coordinator for Vice President Johnson, and Winston Doby, Executive Director of Academic Services at the Los Angeles campus, to serve as staff consultants to the Task Force. Vice President Swain is prepared to make additional staff available as may be necessary for the successful completion of the work of the Task Force.

Thank you for your willingness to accept this important assignment. No response to this letter is necessary unless you are unable to participate. Vice President Swain will be in touch with you soon to set up your first meeting.

Sincerely,

David S. Saxon
President

cc: Chancellors
Vice President McCorkle, Jr.
Assistant President Everett
Professor Wilson
University Registrar Gainsley
Executive Director Doby
Staff Coordinator Haycock
Co-Chairs, Student Body Presidents' Council

APPENDIX B

OTHER ADMISSIONS PROPOSALS

Three alternate proposals were considered by the task force in addition to the recommended proposal. Each received some support by the task force, and each is briefly described below.

I. 90-10 Proposal with Verbal SAT Floor

Regular admits would be selected as part of either the 90 percent or the 10 percent group, as defined below.

90 Percent Group. Any applicant who meets all the following requirements is automatically admissible:

1. A-F GPA $\geq$ 3.1
2. A fourth year of English, in addition to current A-F requirements
3. Verbal SAT score $\geq$ 50th percentile

At least 90 percent of the entering freshman class at each campus must be admitted under this provision.

10 Percent Group. Applicants who meet all the following requirements qualify for further consideration; they are neither automatically rejected nor automatically admissible:

1. $3.0 \leq$ A-F GPA < 3.1
2. A fourth year of English, in addition to current A-F requirements
3. Verbal SAT score $\geq$ 33rd percentile

Each campus will develop and implement, within systemwide guidelines, a set of criteria to select at most 10 percent of the entering freshman class from this group of students who have qualified for further consideration. The campuses will report yearly to the Academic Vice President on: (1) the number of students admitted under each of the campus defined criteria, and (2) the progress of students admitted under this provision in previous years.

All students admitted under both the 90 percent and the 10 percent categories would be regular admits; all would have satisfied A-F, GPA, and SAT floor requirements. The special admissions provision would be retained for students who did not meet all the floor requirements.

This proposal would have provided flexibility in selecting students at the margin and an opportunity to conduct statistical experiments on the value of specific alternate criteria. This proposal received minimal support from the task force.

II. 90-10 Proposal with No Verbal SAT Floor

This proposal was identical to Proposal I except that the verbal SAT floor requirement would be dropped. Thus, the advantages of Proposal I would still apply, and objections to the use of the SAT would be overcome. This proposal received substantial support from the task force.

III. Fourth Year of English as Only Modification

This proposal is a simple modification of current admissions practices. The only change would be the addition of a fourth year of English which would serve to reduce the eligibility pool to the 12-1/2 percent level. This proposal received substantial support from the task force.

The Recommended Model

The recommended model also purposes a fourth year of English and makes three additional modifications to current requirements: (1) it adds a reading competency requirement; (2) it drops all use of the SAT; and (3) it includes the presentation of math and English achievement test scores. This proposal received the strongest support from the task force.

University of California Admission Requirements

ADMISSION AS A FRESHMAN — CURRENT REQUIREMENTS

The University defines a "freshman applicant" as a student who has graduated from high school but who has not enrolled since then in a regular session* in any collegiate-level institution. If this definition does not apply to you, you must meet the requirements for admission as an advanced standing student.

Freshman Admission Requirements To be eligible for admission to the University as a freshman you must meet the Subject Requirement, the Scholarship Requirement, and the Examination Requirement, which are described below.

If you are not a resident of California you must also meet certain additional requirements that are discussed in the following pages. As a nonresident applicant you must show exceptional academic promise in order to qualify for admission.

Subject Requirement You must complete certain high school subjects with at least a grade of C in each semester of each course. (Counselors often refer to this as the "a to f" requirement.) If you are a graduate of a California high school, these courses must appear on a list that your high school principal has certified meet the course descriptions below and that he has placed on file with the Director of Admissions. If you are a graduate of an out-of-state high school, the Office of Admissions will determine if your courses are equivalent.

a. History 1 year
One year of United States history, or one-half year of United States history and one-half year of civics or American government.

b. English 3 years
Three years of English—composition, literature, oral expression. Not more than one will be accepted from the ninth grade.

c. Mathematics 2 years
Two years of mathematics—elementary algebra, geometry, intermediate and advanced algebra, trigonometry, calculus, elementary functions, matrix algebra, probability, statistics, or courses combining these subjects. Nonacademic courses such as arithmetic and business mathematics may not be used.

d. Laboratory Science 1 year
A year course in one laboratory science, taken in the tenth, eleventh, or twelfth grade.

e. Foreign Language 2 years
Two years of one foreign language. Any foreign language with a written literature may be used.

f. Advanced Course 1 or 2 years
This requirement must be satisfied by one of the following:

Mathematics
A total of one year of advanced mathematics—intermediate algebra, trigonometry, or other comparable mathematics courses.

Foreign Language
Either an additional year in the same language used for "e" above or two years of a second foreign language.

Science
A year course in any laboratory science completed subsequent to the laboratory science used for "d" above.

Elective Courses
The ten to eleven units in the subjects listed above are the only units used in computing the grade point average for the scholarship requirement below. However, a total of fifteen high school credits* is required for admission to the University. The elective units provide an excellent opportunity for you to strengthen your preparation for University curricula. Additional courses in mathematics are essential in the preparation for majors in engineering, mathematics, the sciences and many other fields of study. A fourth year of English, including composition skills, is highly recommended for all students.

Scholarship Requirement Not only must you earn at least a C in each of the courses required for admission, you must also earn an overall average of B in those on the list which you take after the ninth grade. If you are a nonresident applicant, your grade-point average in the required subjects must be 3.4 or higher. (A 3.0 average is equal to a B average.)

In determining the required B average, the University will use a semester grade of A in one course to balance a semester grade of C in another. Grades you received in courses taken in the ninth grade or earlier are not used in determining your scholarship average. The grades that appear on your official high school transcript, including those earned in accelerated and advanced courses, are the grades the University will use in evaluating your record. Grades are counted on a semester basis unless a school gives only year grades.

You may repeat up to a total of two semester courses, in which you received a grade of D or lower, in order to meet the subject and scholarship requirements. The grades you earn in repeated courses, however, will not be counted higher than C in determining your scholarship average. If the courses you repeat were taken before the ninth grade, they will be treated as if you were taking them for the first time.

Examination Requirement† All freshman applicants must submit scores from the College Entrance Examination Board tests listed below. If you are applying for admission to the fall quarter, you should take the tests no later than January of your senior year. The following tests are required:

1. Scholastic Aptitude Test (The verbal and mathematics scores you submit from this test must be from the same sitting.)
2. Three Achievement Tests, which must include (a) English Composition, (b) one from among the social studies or one from among the foreign languages, and (c) one from mathematics or one from among the sciences.

If you are a California applicant and your scholarship average in the required high school subjects is from 3.0 to 3.09 inclusive, you must earn a total score of 2,500 or higher in these tests. If your scholarship average is 3.1 or higher, you must take the

* This does not include attendance at a summer session immediately following high school graduation.

* A year course in high school is equivalent to one credit.

† This requirement does not apply to applicants who have completed at least 12 quarter or semester units of transferable college credit subsequent to high school graduation.

CEEB tests, but your scores will not be used to determine your eligibility.

Admission by Examination Alone If you do not meet the scholarship and subject requirements for admission, you can qualify for admission as a freshman by examination alone. To do so, you must take the same CEEB tests discussed above but must earn higher scores. The required total score on the Scholastic Aptitude Test is 1,100, and you must earn at least 500 on each Achievement Test. If you are a California applicant, your total score on the three Achievement Tests must be 1,650 or higher. If you are a nonresident applicant, your total score on the three Achievement Tests must be 1730 or higher. High school graduation is also required for students who qualify for admission by examination.

ADMISSION IN ADVANCED STANDING

The University defines an "advanced standing applicant" as a high school graduate who has been a registered student in another college or university or in college-level extension classes other than a summer session immediately following high school graduation. An advanced standing applicant may not disregard his college record and apply for admission as a freshman.

Advanced Standing Admission Requirements As you will see below, the requirements for admission in advanced standing vary according to your high school record. If you are a nonresident applicant, you must also meet the additional requirements described at the end of this section. If you have completed less than twelve quarter or semester units of transferable college credit since high school graduation, you must also satisfy the examination requirement for freshmen.

The transcript you submit from the last college you attended must show, as a minimum, that you were in good standing and that you had earned a grade-point average* of 2.0 or better.

If your grade-point average fell below 2.0 at any one college you attended, you may have to meet additional requirements in order to qualify for admission.

As an advanced standing applicant you must also meet one of the following conditions:†

1. If you were eligible for admission to the University as a freshman, you may be admitted in advanced standing any time after you have established an overall grade-point average of 2.0 or better in another college or university.
2. If you were not eligible for admission as a freshman only because you had not studied one or more of the required high school subjects, you may be admitted after you have:
   a. Established an overall grade-point average of 2.0 or better in another college or university,
   b. Completed, with a grade of C or better, appropriate college courses in the high school subjects that you lacked, and
   c. Completed twelve or more quarter or semester units of transferable college credit since high school graduation or have successfully passed the CEEB tests required of freshman applicants.

Note: If you choose not to make up subject deficiencies, you may become eligible by the provision which follows.

3. If you were ineligible for admission to the University as a freshman because of low scholarship or a combination of low scholarship and a lack of required subjects you may be admitted after you have earned a grade-point average of 2.0 or better in at least 84 quarter units (56 semester units) of college credit in courses accepted by the University for transfer.

Nonresident Applicant A nonresident applicant who met the admissions requirements for freshman admission must have a grade-point average of 2.8 or higher in his college courses that are accepted by the University for transfer credit.

If a nonresident applicant was lacking any of the required subjects in high school, he must complete college courses in those subjects with a grade of C or higher. A nonresident applicant who graduated from high school with less than a 3.4 grade-point average in the subjects required for freshman admission must have completed at least 84 quarter units (56 semester units) of transferable work with a grade-point average of 2.8 or higher. Upon successful completion of that work two units of the required high school subjects may be waived.

* Your grade-point average is determined by dividing the total number of acceptable units you have attempted into the number of grade points you earned on those units. You may repeat courses that you completed with a grade lower than C up to a maximum of 16 quarter units without penalty.

The scholarship standard is expressed by a system of grade points and grade-point averages earned in courses accepted by the University for advanced standing credit. Grade points are assigned as follows: for each unit of A, 4 points; B, 3 points; C, 2 points; D, 1 point; I and F, no points.

* Except Latin examinations which earn five quarter units each.

† The advanced standing requirements for admission listed here are experimental and will be in effect for applicants applying to terms from the Fall Quarter 1973 through the Spring Quarter 1977.

History of Admissions Requirements

UNDERGRADUATE ADMISSIONS

Historical Development

1. Administrative Structure

Since its establishment in 1868, the University has employed a variety of undergraduate admissions criteria. In the act establishing the University, The Regents were directed to set the "moral and intellectual qualifications for admission." Because of extensive faculty participation in the admissions program, the right of decision on admissions policy was formally transferred to the Academic Senate in 1885, subject to final approval by The Regents.

The Board of Admissions and Relations with Schools, charged by the Academic Senate to regulate the examination and classification of all applicants for admission to undergraduate status, was created in 1920 to absorb the admissions activities of four committees of the Senate.

Prior to 1931, the executive officers dealing with admissions were the University Examiner (admission to advanced standing) and the Registrar (admission to freshman standing. In 1931 all administrative functions relating to undergraduate admissions were centralized in the Office of the Director of Admissions. In 1956, the administrative responsibility for both Admissions and Relations with Schools was further centralized in one executive office, the Director of Admissions and Relations with Schools. In 1959, these administrative responsibilities were assigned to the Office of the President, Educational Relations, with a Universitywide Director of Admissions and a Universitywide Director of Relations with Schools providing University-wide policies and procedures to Admissions Officers and Officers of Relations with Schools on the nine campuses.

2. Admission to Freshman Standing

A summary of admissions practices followed by the faculty is outlined below:

1869-81 Oral Examinations.

1881-84 Written examinations, with algebra and geometry required for Agriculture and Mechanic Arts, and classical language added for Letters.

1884-1917 On the basis of official accrediting of high schools by the University, the recommendation of the high school principal was accepted in lieu of examinations in any required subject. Examinations were required of the applicant in subjects not recommended. Admission by examination was continued.

1917-18 All students recommended by the military forces for enrollment in the Student Army Training Corps were admitted.

1919-31 Admission granted to the applicant on the recommendation of the school principal, as distinguished from the recommendation that the courses taken by the applicant exempt him from all or part of his entrance examinations.

1931-33 The subject pattern below was established and admission granted on the achievement of eight units of A or B grades in the ten required units. The senior high schools objected to the scholarship requirement, 8 units of A or B grades, on the grounds that they did not wish to be responsible for grades given in the 9th grade of junior high schools; therefore, in 1933, the "B" average in those courses of the required pattern completed in the 10th, 11th, and 12th grade was substituted for the 8 units of A or B grades.

(a) United States history or United States history and Civics..1 unit
(b) English.....3 units
(c) Mathematics (elementary algebra and plane geometry).....2 units
(d) Chemistry, or physics, or biology, or zoology or botany, or physiology, or physical science (if a third-year or fourth-year subject with laboratory).....1 unit
(e) Foreign language (in one language).....2 units
(f) Advanced mathematics; or chemistry, or physics, if not offered under (d), or additional foreign language in the language offered under (e) if another language, 2 units will be required).....1 (or 2) units

1933-60 When concern was expressed in 1931 by high school teachers and principals about the degree to which the required subjects would limit or control the secondary school program, the problem was largely solved by asking the high school principal to be responsible for the content of courses and certification of the content to the University. Hence, the principal has the duty of indicating which courses in his/her high school should be used to meet the subject and scholarship requirements for admission.

A number of "variant" methods of admission were established in 1934 to provide for the applicant who did not plan his high school courses for admission to the University, but who did demonstrate a high level of scholastic ability. These alternatives included 1) placing in the highest 10% of high school class, 2) earning 12 A or B grades in last three years of high school 3) six A or B grades in last two years of high school, 4) exceptions to the rules.

In 1958, 15% of California high school graduates were found to be qualified for admission to freshman standing in the University of California. One result of the Master Plan for Higher Education in California, enacted in 1960, was that all variant methods of qualifying for admission, except the College Entrance Examination Board plan, were discontinued to conform to the master plan requirement that the University select its undergraduate resident students from the top one-eighth (12 1/2%) of California public secondary school graduates.

The subject and scholarship pattern for admission as a freshman remains essentially the same today, except for slight alterations which were designed to reflect certain realities through the years of changing curricula both in the high schools and in public higher education. Some of these changes are in the required subjects themselves:

(c) Mathematics requirement was expanded to include any two units of college preparatory mathematics, no longer restricting the courses to elementary algebra and plane geometry.

(d) Laboratory Science requirement was expanded to allow for a one-year course taken in the 10th grade, no longer restricting the use to the 11th or 12th grades.

(f) Advanced Course: The Science option was changed from a choice of either Chemistry or Physics to any laboratory science course completed subsequent to the laboratory science used for (d).

1968 In 1968, the University began to require applicants for admission to freshman standing to present scores in the College Entrance Examination Board's Scholastic Aptitude Test and three Achievement Tests in addition to the subject and scholarship requirements. The primary reason for this requirement was that the tests could be used to bring an inflated eligibility ratio (14.58% in a 1965 eligibility study) into line with the 12 1/2% eligibility ratio prescribed by the Master Plan.

Admission by the College Entrance Examination Board's examination alone has long been and continues to be an alternate method of admission to freshman standing.

3. Admission to Advanced Standing

The rules of the Academic Senate direct the Board of Admissions and Relations with Schools to "maintain the standard of preparation required of students who enter the University directly from California secondary schools. Advanced Standing credit is granted for work of quality comparable to that required of students in this University".

The University receives transfers from many colleges, in addition to those who transfer from the community colleges, and each campus receives transfers from other campuses.

1926-33 When the Board of Admissions discovered that students from affiliated junior colleges were being admitted with records which would have resulted in dismissal from the University, it asked the junior colleges not to recommend any student with more than a 14 unit grade point deficiency. In 1926, transfer students ineligible from high school were required to present 60 units with satisfactory grades (not poor or barely passing); by 1933 these same students were held for 60 units with a satisfactory average or 15 units with a distinctly high average and all high school deficiencies removed.

1940-55 In the late 1940's and early 1950's a great deal of innovation and experimentation with admission requirements occurred. During this period, transfer students scholastically ineligible from high school were required to make up all high school subject deficiencies and to present;

60 semester units with a 1.0 (C) average or
40 semester units with a 1.2 average or
30 semester units with a 1.3 average or
15 semester units with a 1.5 average

In addition, the junior standing plan was introduced as an experiment. Under this plan high school subject deficiencies did not have to be made up if the transfer student presented 60 semester units with a grade point average of

1.0 (C) and had completed all requirements for junior standing in a college or school of the University.

Studies of the performance in the University of students admitted under the "sliding scale" categories showed that applicants with a scholarship average below 1.3 performed less well than those between 1.3 and 1.5 and the latter group had less than a 50% change of success.

1956 By 1956 after discussion with junior college representatives, who at that time were anxious that their transfer students compare favorably with the native student, the 40 unit with 1.2 grade-point average rule was dropped as was the 15 unit with 1.5 rule. At the same time, the grade-point average required for transfers with 30 units, 60 units, or junior standing was raised to 1.4 (now 2.4) and those students with 30 to 59 units were, very briefly, required to submit test scores.

1961 In 1961, the Board of Admissions and Relations with Schools passed the rule requiring 56 units with a 2.4 grade-point average and permitting the waiver of two units of high school subject deficiencies. At the same time, it dropped the junior standing plan.

1972 In the decade of the 1960's and into the early 1970's, society's increasing awareness of the need for improved access to public higher education for a broader representation of society, and especially for disadvantaged minorities, contributed to the approval in 1972 by the Academic Senate and The Regents of an experiment for the admission of transfer students. The four-year experiment allows students to transfer to the University without reference to their high school records if they present 56 transferable units with a 2.0 (C) average.

Recently Revised English Requirement

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

BERKELEY, CALIFORNIA 94720

December 23, 1976

To the Principal:

Last June, I wrote to you about the certification of courses to be used in satisfaction of the University's admission requirements. My letter stated that, "Such courses as drama, journalism, and speech will no longer be acceptable for admission purposes if completed after June 1977." This change was approved by the Board of Admissions and Relations with Schools (BOARS).

In recent weeks, the University has received numerous comments and suggestions about this modification. Taking note of the many comments, BOARS has acted to clarify its description of the English requirement, which now reads as follows:

(b) English - - - - 3 units. These must consist of six semesters of English composition and literature, university preparatory in nature. All English courses certified to meet this requirement must have substantial, recurrent practice in writing expository prose compositions of some length.

Note: Courses in drama, journalism, and speech will no longer be acceptable for admission purposes if completed after June 1977 unless they also have substantial, recurrent practice in writing expository prose compositions of some length.

Minimum Performance Objectives

The minimum performance objectives after three years of high school English should be:

1. The ability to write a composition of at least 500 words demonstrating:

   a. the selection of a main idea and the development of that idea through argument and example:

   b. control of diction (appropriate word choice) and clear sentence

construction (the avoidance of vagueness and ambiguity);

c. command of mechanics (standard spelling and punctuation).

2. Literature. The ability to analyze a literary passage, to determine theme and methods of characterization.

Please note that courses in drama, journalism, and speech will continue to be acceptable provided, however, that they contain "substantial, recurrent practice in writing expository prose compositions of some length." As in the past, the responsibility for certifying the courses to be used in assessing eligibility for admission to the University rests with the high school principal.

I regret any misunderstanding caused by my June letter and any inconveniences it may have created for you or your staff. I will be most grateful for your continued assistance and your advice about the University's admission program.

Sincerely,

Lyle C. Gainsley
Director of Admissions and
University Registrar

cc: President Saxon
Academic Vice President Swain
Professor William Fretter
Professor Allen Parducci

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

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BERKELEY, CALIFORNIA 94720

June 18, 1976

To the Principal:

The current list of courses offered by your school in partial satisfaction of the requirements for admission to the University of California is attached. Please review your list carefully and indicate any additions, deletions, or corrections on this list that reflect your planning for the 1976-77 school year.

I wish to emphasize the importance of this list to the University's admissions program. After the determination of appropriate preparatory courses, this office distributes copies of approved course lists to the admissions offices on the several campuses of the University. This ensures that applicants from your school who apply to any campus will be considered uniformly.

May I request that you give special attention to the list of courses to be submitted from your school. As you probably know, there is increasing concern about the preparation of students moving on to higher education. Accordingly, we are continually called upon to reassure our faculty that proper attention is devoted to the acceptance of the recommended pattern of courses from each California high school. You will note a revision in the acceptable courses to be used to satisfy the English requirement. Such courses as Drama, Speech, and Journalism will no longer be acceptable for admission purposes if completed after June, 1977. Additionally, you will note that minimum performance objectives have been provided for the English and foreign language requirements.

Since the new fall cycle will shortly be upon us, we ask for a prompt return of your list so that application processing will not be unnecessarily delayed. A statement of established guidelines for determining subject matter acceptability is enclosed for your information and guidance.

Your continued assistance in the preparation of these lists is most sincerely appreciated.

Sincerely,

Lyle C. Gainsley
Director of Admissions and
University Registrar

Enclosures (2)

UNIVERSITY OF CALIFORNIA

Office of
Director of Admissions
and
University Registrar

The Certification of High School Courses to Meet Entrance Requirements of the University of California

The University of California requires the assistance of the California high school administrators in preparing course lists to be used by the Admissions Officers on the several campuses to determine the eligibility of applicants for admission. Each principal is, therefore, asked to certify within the areas defined below, courses that will assist with the selection of students to be admitted to the University. High school counselors will also find that these lists can facilitate program planning for the University-bound student.

The content of these lists is very important to the student, the high school and the University. The inclusion of unsuitable courses may result in the admission to the University of students who are not qualified and whose performance may adversely affect the record of the high school. Conversely, failure to include all suitable courses can result in the exclusion of students well qualified to handle university work.

The subject areas and the required pattern of courses are specified by the Academic Senate of the University. This course pattern is considered necessary if the student is to be adequately prepared for university work. Normally, the rigorous grading in these courses establishes a good basis for prediction of success in the University.

As adopted by the faculty, the required subject areas for admission purposes consist of:

(a) History - United States history and civics

(b) English - English composition and literature

(c) Mathematics - college preparatory mathematics

(d) Laboratory Science - a year course including laboratory offered in the tenth, eleventh, or twelfth grade in a physical or life science

(e) Foreign Language - courses in grammar, vocabulary, reading, composition, and aural and oral skills

(f) Advanced Course - three options: (1) advanced mathematics beyond that presented for (c) above; (2) foreign language in addition to that offered in satisfaction of (e) above; or (3) a year course in a laboratory science completed subsequent to the science offered under (d)

The present high school curricula contain appropriate formal courses in these areas not readily identified except by the high school. For this reason, up-to-date lists are essential. Therefore, we ask each California high school principal for a certified list each year. Ordinarily this requires only the updating or revalidating of the list for the previous year.

In certifying courses to meet the admission requirements, the principal should bear in mind that if more than the required minimum of certified courses appears on an applicant's transcript, those with the best grades will be used to determine eligibility.

Care should be taken to enter each course on the list in exactly the way it will appear on the student's transcript of record. Experience indicates that most of the difficulties encountered by our admissions staff in the evaluation of high school transcripts arise because the courses have not been entered on the student's record exactly as they have been submitted on the list to the University. The fact that the high school record is of major importance in determining admissibility requires that the transcript be accurate.

The course numbering system sometimes causes uncertainties. Some schools, for example, use Roman numerals to indicate year courses, while others use them for each semester course. Such usage should be clear. Schools should also indicate clearly whether a course, such as one in advanced mathematics, is a one-semester course or a year course. Succeeding semesters in a subject should be identified so there will be no difficulty in distinguishing a second semester from a repetition of the first semester.

The multiplication of courses in high school curricula makes it necessary to distinguish between <u>special courses</u> and <u>advanced courses</u>.

> For the purposes of admission, a special course is defined as a course that, as compared with standard or conventional courses, covers more material, requires greater ability or application on the part of the students. It also has more prerequisites in supporting disciplines, or presents a different treatment or approach, or a combination of these, but has no prerequisite in the subject of the course and requires at the outset no greater knowledge of the discipline than does the conventional course. (These courses are usually designated as "accelerated", "honors", "special", or by the initials of some study committee that devised a new approach to, or new treatment of, the subject.)
>
> An advanced course is defined as one that has as prerequisite a year course in the same discipline and, apart from brief review, presents material beyond that covered in the prerequisite course.

The following comments on each requirement are for guidance in certifying courses:

(a) History - - - - - - - - 1 unit. This requirement must be satisfied by one unit of United States history or ½ unit of United States history and ½ unit of civics or American government.

Note: Social science other than U.S. history and civics or American government is not acceptable.

(b) English - - - - - - - - 3 units. These must consist of six semesters of English composition and literature, university preparatory in nature.

Note: Such courses as Drama, Speech, and Journalism will no longer be acceptable for admission purposes if completed after June, 1977.

All English courses must have substantial, recurrent practice in writing expository prose compositions of some length.

The minimum performance objectives after three years of high school English should be:

1. The ability to write a composition of at least 500 words demonstrating:
   a. the selection of a main idea and the development of that idea through argument and example;
   b. control of diction (appropriate word choice) and clear sentence construction (the avoidance of vagueness and ambiguity)
   c. command of mechanics (standard spelling and punctuation).
2. Literature. The ability to analyze a literary passage, to determine theme and methods of characterization.

(c) Mathematics - - - - - 2 units. These must consist of subjects such as algebra, geometry, trigonometry, calculus, elementary functions, and mathematical analysis.

Note: Courses containing any significant amount of material in such areas as arithmetic and shop, consumer, or business mathematics are not acceptable.

(d) Laboratory Science - - - - 1 unit. This must consist of a year course in a laboratory science such as chemistry, or physics, or biology, or zoology, or botany, or physiology, or physical science. Both semesters must be in the same subject field.

Applied or vocationally slanted courses are not acceptable, nor are courses that permit the student to confine his attention to a narrow segment of some discipline, e.g., electronics.

(e) Foreign Language - - - - 2 units. These must be in one language. Any language in which there is a substantial literature is acceptable.

The minimum performance objectives after two years of a foreign language in high school should be:

1. Sustain a brief conversation on simple everyday topics demonstrating:
   a. good use of the whole sound system (good pronunciation).
   b. good use of the basic structural patterns in present and past tenses.
2. Summarize orally and in writing, the main points of a relatively simple reading passage not involving specialized vocabulary.

Important: At this level, emphasis should not be on the ability to describe grammatical features of the foreign language.

(f) Advanced Course - - - - - 1 or 2 units.

This requirement may be met by one of the following options:

Mathematics 1 unit
Advanced college preparatory mathematics beyond that presented to meet the (c) requirement.

Science - - - - - - 1 unit
A year course in laboratory science taken subsequent to the science offered under (d)

Foreign Language - - - - - 1 or 2 units
Third or fourth year of the foreign language used for the (e) requirement - - - - - - - - 1 unit

Second foreign foreign language - - - 2 units

Frequently an applicant has more than one unit of the above courses available for the (f) requirement. In such a case, the course most advantageous to the applicant will be used for the (f) requirement. The remaining courses will be scanned to determine if any advantage in grades will accrue by the substitution of any of these for any of the courses used for the (c), (d), and (e) requirements.

The Director of Admissions will examine the list submitted and communicate with the high school administrator regarding any course about which there may be a question. It will be helpful if descriptions or lists of major topics covered in unusual courses are attached.

APPENDIX E

Suggestions to Strengthen the Academic Preparation of High School Students:

THE INCENTIVE MODEL

DRAFT

An Incentive Model
For
Freshmen Admission to the University of California

By:

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This staff paper was prepared for the University of California Task Force on Undergraduate Admissions Practices to which the author is a Staff Consultant. Special thanks to Ms. Cyndy Lengnick who assisted greatly in its preparation.

INTRODUCTION

During the June 22, 1976 discussion by the President's Task Force on Undergraduate Admissions Practices on the topic of alternate admissions criteria, three categories of admissible students were identified. These included (1) students who would be eligible on the basis of objective criteria (defining the overwhelming majority of students in the 12.5 percent eligibility pool); (2) students who could be eligible on the basis of a combination of objective and subjective criteria (this category was proposed to define the remainder of the eligibility pool); and (3) students who could be admitted by special action.

A variety of objective criteria was suggested as appropriate variables for designing admissions models. One alternative proposed utilized high school grades, scholastic aptitude test scores and number of college preparatory units completed to determine admission to the University of California for first time freshmen. As requested, this staff paper expands the rationale and procedure for this model.

Consistent with the committee's discussion, this paper is based on the assumption that freshman admissions standards will have to be raised to reduce the eligibility pool to the required 12.5 percent of California's graduating seniors. Therefore, the real question becomes how should admissions requirements be changed to accomplish this end? As noted, alternative models for determining eligibility are also being explored as possible complements to this procedure.

RATIONALE

Admissions Principles

The following principles are offered as guidelines for judging the acceptability for a set of admissions criteria. These precepts have been developed from the judgment of personnel involved in the freshmen admissions process over a number of years and are suggested for committee deliberation.

Criteria for determining eligibility to the University of California should be:

1. Valid and Reliable

   Criteria should be intuitively acceptable and should have a relatively high correlation with success at the University--

however it is defined. This validity should not change significantly from year to year.

2. Fair

To the extent possible, criteria should be independent of demographic variables, such as sex, ethnicity; geographic location of applicant's home or school, family income, etc. In addition, criteria should be sensitive to academic diversity of high schools, taking such factors as college prep courses and opportunity to demonstrate aptitude for college success, into account.

3. Reasonably Easy to Administer

Given the quantity of applications to be processed, students should generally be evaluated on the basis of objective criteria. The data used for these evaluations should be quantifiable and should not be subject to interpretation, thereby making assessment possible by machine or trained admissions evaluators.

4. Encourage and Promote Improved Preparation of Incoming Freshmen

The criteria should be relevant to academic expectations at the University and should encourage students to acquire the necessary knowledge, skills, and abilities to do University work. The emphasis should be to encourage the acquisition of requisite competencies rather than satisfying an arbitrary gradepoint standard. This principle is based primarily on the premise that faculty expectations are geared well above minimum standards for entrance and students should be encouraged to measure up to these expectations. Part of the concern leading to the recent BOARS proposal to revise admissions requirements was the thesis that academic abilities of entering freshmen are declining.

5. As Simple as Possible and Easily Understood

Entrance requirements should be clear, unequivocal, and easy to interpret. In preparing for University entrance students begin taking courses as early as the 7th grade. This planning process, involving students, parents and teachers, continues through the senior year. At each step in the process, a student should be able to determine his/her standing relative to University eligibility.

These five principles are presented as a means of judging proposed admissions models.

Why Grades, Test Scores and Units?

In this section a brief assessment of high school grades, SAT scores, and high school units is provided, as measured by the five suggested principles.

Present undergraduate admissions requirements are based on two assumptions:

1. The best predictor of success in the University is high school scholarship; and

2. The study of specified subject patterns in high school gives a student good preparation for University courses and reasonable freedom in choosing an area for specialized study.

While there are many research studies which support the first assumption, little evidence has been found to support the second. It is, however, intuitively obvious, for clearly, certain disciplines (physical sciences in particular) depend heavily on high school prerequisites and all disciplines demand a certain level of verbal and quantitative skill. These skills are usually acquired through taking appropriate courses.

Based on these assumptions, objective admissions criteria should reflect a measure of performance in high school subjects and should require completion of a minimum core set of University preparatory courses.

Which Measure of High School Scholarship?

High school grades, rank in class or scores on achievement tests are all viable measures of performance in high school subjects, and can be used either independently or in some combination. Relative to the admissions principles (validity, fairness, ease of administration, preparation, simplicity) the three variables do not appear to be equally satisfactory.

Validity

Most validity studies have found high school grades or rank in class to have higher predictive validities than aptitude or achievement test scores. The evidence further suggests that the former two criteria are equally predictive since they are essentially derived from the same measures. Research studies also indicate that some combination (grades and test scores, or rank and test scores, but not grades and rank) is better than either variable used independently.

Fairness

The issue of fairness brings into focus the problem of unequal standards both within and between high schools. Any of the three variables (grades, rank, test scores) used alone would appear to be unsatisfactory. Use of rank in class as the sole measure of high school performance would tend to discriminate against the student from high quality, competitive schools, i.e., students ranking below the 87.5 percentile in competitive schools may actually be better in absolute terms than students ranking above this standard in less competitive environments. Use of test scores alone would tend to discriminate against low quality schools whose demonstrated ability is hampered by unequal opportunity to acquire skills in taking tests.

Recent arguments against the use of tests in admissions decisions have been based on the issue of test bias. Members of minority groups in particular, have voiced the concern that tests would deny admission to qualified minority applicants because these students, as a group, tend to perform less well on standardized tests than do majority applicants. These concerns initiated research focusing on predictive validity and content bias. The most recent studies have generally concluded that standardized tests are equally valid for minority and majority students with regard to prediction. Any content bias inherent in the test reinforced the predictive validity in that the same bias exists in the environment for which the test is designed to project performance. For example, the charge that the test is biased since it requires a strong command of the English language is a misuse of terms. Command of the English language is one of the factors the test is designed to measure since it is a requisite for success in a university environment.

Bias stemming from including test requirements in admissions evaluation can result from inappropriate use of test scores. A disproportionate number of minorities could be denied admission to the University if a use bias is inherent in the adopted admissions model, but this does not necessarily indicate unfairness in the test itself.

Use bias is also a potential factor relative to grades. Use of grades alone would tend to discriminate against students in competitive schools with high standards as well as students in low quality schools. The first case is obvious. Explanation for the second is that teachers in low quality schools are reluctant to give out A and B grades to students in college preparatory courses for fear that their standard "does not measure up with the better schools."

In conlcusion, evidence suggests that none of the three variables when used alone totally satisfy the standard of fairness.

Administration

From the University's administrative perspective, any of these three variables could be used as the measure of high school scholarship. There could, however, be a problem for the high schools to provide rank in class at the end of the 6th semester. In addition, rank in class is relative to a student's standing in his senior class and would have to be converted to percentile scores to neutralize the effect of size of the class on the meaning of the ranking. These calculations could become cumbersome. Providing grades or test scores would not entail these difficulties.

Preparation

Past experience suggests that use of high school grades to assess admissibility does not tend to promote improved preparation beyond the minimum standard. In fact, the opposite appears true. Under the current system, students naturally opt to take "nontransferrable" courses to protect their grade point average once the minimum A-F subject requirement is satisfied. In addition, students are likely to take an easier requisite course to obtain a high grade (speech rather than English composition) even though it may not equip them as well for University study.

Using rank in class, as opposed to grades, would not materially change the situation since this measure is derived from high school grades. Use of test scores would provide an external standard which should have some impact on preparation, although the extent of this impact is unknown. Using test scores alone, however, is not advocated because of the problem with equity which has already been discussed.

In summary, it is clear that neither grades nor rank in class appears to promote improved preparation as we have defined it. Using test scores would seem to partially satisfy this principle, but at the expense of violating other guidelines.

Simplicity

Use of grades, rank in class or test scores as admissions criteria satisfy the principle of simplicity.

Discussion Summary

The foregoing discussion argues that none of the three variables (grades, rank-in-class, and test scores) is fully satisfactory to be used alone as the measure of high school performance when judged by the five principles of validity, fairness, ease in administration, improved preparation and simplicity. The critical variables are validity, fairness and improving preparation. Therefore, it would appear that some combination of these variables, together with high

school units is necessary. (At this juncture, we will abandon discussion of using the high school rank because it is our expectation that this variable is being developed in a separate paper as an alternate means of attaining eligibility; and it correlates very highly with high school grade point average.) Precisely how grades and test scores should be used is proposed following a brief discussion of high school units.

What About College Preparatory Units?

The A-F subject pattern which is presently being used was established in 1931. This core set of required courses has undergone minor changes since that time and represents a minimum course requirement. Students may, and the better student does, elect to take more academic courses. The rationale used to establish this pattern was it provides the student an opportunity to develop essential competencies in verbal and quantitative skills; provides a breadth of preparation for subsequent work; and does not totally constrain the high school program.

In the absence of clearly developed and validated competencies which should be required of entering freshmen, requiring students to take courses which teach these skills remains the best substitute. The current practice of allowing high school principals to certify which courses satisfy subject requirements should be carefully evaluated, however.

With respect to the principles which should govern developing an appropriate admissions evaluation, using a specified pattern of courses appear to satisfy the standards of fairness and simplicity. Evidence on the validity of using courses taken in lieu of objective measures to determine competency is not available. The converse is clear; i.e., students who have not had an opportunity to study certain concepts will be lacking in specified skill areas. Unless the University is willing to drastically alter undergraduate curricula, it appears essential that we either define minimum competency standards or continue to reply on high school courses as prerequisities for our courses.

The use of course units as an admissions criteria could directly address the principle of improving the preparation of entering students. Present admission policy does not effectively encourage students to take courses beyond the minimum core course requirement.* In their effort to protect the grade point average, and probably for other personal reasons as well, most students target only toward completing the minimum A-F course requirement. Once this minimum is satisfied, they elect

*Most students are not aware of the University's practice of only using the best grades which satisfy the A-F requirement in calculating the high school grade point average. This practice does not reward students for taking more advanced courses.

to take "non-transferrable filler" courses to meet the high school graduation requirement.

In certain areas, particularly mathematics and perhaps English, the present requirements do not appear to adequately prepare students for University level course work. BOARS has resisted proposals to alter the A-F requirement to avoid placing unnecessary restrictions on the high school curriculum. The argument is that all students do not need the increased level of preparation in specified subjects and that requiring all students to do so is unfair.

In summary, it is intuitively obvious that course units alone, irrespective of graded indications of level of performance, would not be satisfactory admissions criteria. Combining a unit variable with grades and test scores, however, could have a positive effect on the validity and fairness principles while significantly influencing preparation of students to do University level work. A model for implementing this process is presented in the next section.

INCENTIVE MODEL

The previous section supports the utilization of high school grades, test scores, and units to determine freshman eligibility. A proposal for how they should be used is offered in this section.

Under the proposed model eligibility is determined by an index (I) defined as an incentive model of high school grade point average in college preparatory courses (HSGPA), Scholastic Aptitude Test score (SAT Total) and number of College Preparatory units completed in high school (UNITS):

$$I = 500\ (HSGPA) + (SAT\ TOTAL) + 100\ (UNITS\ Above\ 8)^*$$

The minimum index score (I) would be set to identify the top 12.5 percent of the State's graduating seniors.

The proposed factors of 500, 1, and 100 would give HSGPA the highest weight; units would receive approximately 1/2 the weighting of SAT. A maximum GPA (4.0) will yield 2000 points, while a maximum test score of 1600 and maximum units (16) would yield 1600 and 800 points respectively. The logic employed in arriving at these weights is contained in Appendix I.

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*The committee generally agreed that some core unit requirement was necessary but did not establish a specific number. We propose 8 units (3 English; 2 math; 1 history; 1 lab science; 1 advanced course) as the minimum core requirement.

Figure 1 provides a geometric illustration of the model. The plane cutting the solid corresponds to the index score required to define the top 12.5 percent. Examples are given for students who would be eligible if the index score were 2800.

Student	GPA	SAT	Units	Index
1	3.0	1000	3	2800
2	3.0	1300	0	2800
3	3.2	1000	2	2800
4	3.2	800	4	2800
5	3.0	-	8*	

Student 1 with a B average and 1000 on the SAT would have to complete 3 units above the minimum to be eligible. Similarly student 4 who has a 3.2 GPA but only scores 800 on the SAT would need to complete 4 additional units to be eligible, with a 3.0 GPA.

How Does the Model Rate When Judged Against the Principles Initially Established?

Validity

This model provides an opportunity for improving validity over that which is obtained when grades and test scores are used alone. Allowing students to "choose" to take more college prep units as a means of attaining eligibility is an indirect measure of the student's motivation. Students will then be taking more advanced courses to apply toward the units variable which justifies the additional weight accrued to these courses. Finally, since most students take the SAT in the Fall of the senior year, taking appropriate units during this year should produce an improved test score if the test were reported at the end of the senior year.

Fairness

The model neutralizes the unfair character of grades and test scores as outlined earlier. While no model will completely eliminate inequities resulting from qualitative differences between schools, home environments, etc., this model provides the student an additional means of attaining access. The student in the low quality school with a solid GPA and only fair test scores can still attain eligibility as can the student in the highly competitive school with more modest grades.

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*A student taking the maximum units and earning a 3.0 GPA would be eligibile regardless of his test score.

Administration

Use of the incentive model would place no greater burden on admissions evaluators than presently exist. In fact, it would simplify the process in that all college prep courses would count toward admission. Calculation of the index would be straight-forward and could be done by machine, if desirable.

Promotes Improved Preparation

The inclusion of units as a variable in the admissions model would have the greatest impact on improved preparation. Historically, our best students also are the students who take the most units and the worst students generally take fewer units. This information establishes a relationship which, although not necessarily causal, is intuitively acceptable.

This argument has been presented by advocates for increasing the A-F requirements in mathematics and English. Certain campuses (particularly San Diego and Los Angeles) have applied this reasoning in selecting Special Action students for admissions by giving preference to students with scholarship deficiencies over students with subject omissions. In summary, we feel the assumption of improved preparation bears more testing but has sufficient face validity to warrant inclusion.

Simplicity

The incentive model is straight forward and can be easily explained to students, counselors, teachers and parents. There are a number of ways in which the units could be used to "adjust" GPA and/or test scores which would result in approximately the same results, but which would require a table for interpretation. (For example, a formula could be devised whereby a student's GPA could be adjusted upward by a given amount for each additional college prep course taken.) Using the incentive model specifies the weights given to each variable in the model although the weights are not obvious due to scaling differences for the variables.

Summary

The University is faced with a serious dilemma in admissions: on the one hand it is very likely that admissions standards will have to be raised to bring our eligibility pool in line with the master plan; on the other hand, we have adopted an aggressive student affirmative action posture with the goal of eliminating under-representation of certain ethnic minorities by 1980.

One charge to the Task Force on admissions practices was to examine what alternate predictors of academic success the University should consider in its undergraduate admissions process (instead of test scores and GPA) and what alternate procedures might be considered for utilizing current criteria. The latter part of this charge is presumed to include how the existing criteria (GPA, Tests, and Units) might be used differently.

This paper offers a rationale and one alternate procedure for utilizing these variables to determine freshman eligibility which satisfies all the principles offered as guidelines for judging the acceptability for a set of admissions criteria. In particular, the model provides a means for raising admissions standards, yet includes equitable incentives for students to reach that standard. High school counselors will be able to advise students who are in doubt about their eligibility to better prepare themselves for college by taking additional college prep courses raising their grade point average and/or scoring well on the SAT. The student has a choice.

E-12

TABLE I

APPENDIX I

This appendix provides the logic employed in developing the weights to be applied to the HSGPA, SAT and UNITS variables in the incentive model. The formula proposed was:

$$I = 500\ (HSGPA) + 1\ (SAT) + 100\ (UNITS\ above\ 8)^*$$

Beginning with the weights proposed in the BOARS model (500 for GPA and 1 for SAT), and with limited emperical evidence, we sought to answer the question: What should a year course in college preparatory work be worth in terms of grade points or test score points?

1. GRADE POINTS

Relative grade point increase as a result of additional units should be of sufficient worth to motivate the students to take the additional courses. When students take advanced courses (third year math, science, English, etc.) it is conceivable that their grades would not improve. In fact, using the logic of the students, the chances are greater that the grade point average will decline. Assume, for example, a student whose current grade point average is 3.0 (over 8 units) took a third year of mathematics and received B and C grades for the two semesters. His grade point average would drop to 2.93, but he is probably much better prepared for University work. The value of taking the extra unit should exceed the loss in grade points (.07) if students are to be encouraged to improve their preparation in this manner. As a second example, if the student received two C's in the course, his grade point average would drop from 3.0 to 2.88. However, he should not be penalized with respect to admissibility. Using these two cases, we reasoned that an extra year course should be worth not less than .07 grade points and not more than .12 grade points if it is to accomplish the desired objective and yet maintain high academic standards for the University. As a first cut, we propose taking a score between these two possibilities (.10) as the initial value. Thus, every course a student takes above 8 would be equivalent to .10 in the grade point average. student took the maximum (8 courses) above the required core, and passed them all with C's or better, he would gain the equivalent of .80 in the grade point average. Thus, if the student began with a B average in 8 units, and if he received all C's in the additional advanced courses, his actual grade point average would drop to 2.5; however, he would gain a relative overall .30 grade points for his efforts in completing 8 additional year courses of college preparatory work.

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* The UNITS variable applies to all units completed above a minimum core of 8. Hence, a student completing 12 units would have a unit value of 4.

2. TEST SCORE POINTS

Assuming that college preparatory units are related to the skills, knowledge, and reasoning abilities tested by the SAT, it is logical to project that taking more college preparatory units (particularly the more advanced courses) and passing them, would improve a student's score on the SAT. At present, most students take the SAT test at the end of their junior year to have the results available for evaluation during the fall of the senior year. A determination needs to be made as to how much the test score would be likely to improve if a student took one extra relevant year course prior to taking the test.

Combining the grade point average and test score equivalents provides the weighting of 100 which is applied to the UNITS variable; 50 for grade point average gain (500 x .10) and 50 for SAT.

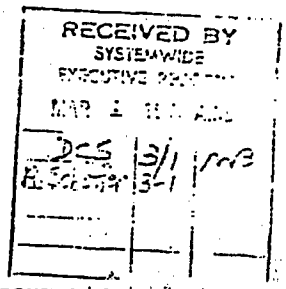
To summarize, the method employed in developing the proposed weights for HSGPA, SAT and UNITS is not based completely on empirical evidence. Most research studies support the HSGPA as the best single predictor of college success. Consequently, it should be given the greatest weight. Combining grades with test scores improves prediction, though only marginally, since these measures are not independent and, in general, SAT scores correlate slightly less well with college grades. Including a units variable in the formula should provide a third, and somewhat independent predictor, since units is principally a non-intellective variable. In addition, the inclusion of units provides a stimulus for improving student preparation to do University level work.

The model proposed would give approximately 45 percent weight to HSGPA, 36 percent to SAT, and 18 percent to UNITS. As a comparison, the BOARS proposal assigned approximately 55 percent to grades and 45 percent to test scores. This proposal retains the spirit of the BOARS proposal while adding a dimension which we hope will improve it's effectiveness. In particular, this model is designed to improve the equity of admissions evaluation for students from divergent high schools in that a student can demonstrate his ability to do University level work in three dimensions, one of which also measures his desire and perseverence.

Letter from Assistant Vice Chancellor Doby to Vice President Swain, February 25, 1977

LOS ANGELES: ACADEMIC SERVICES
ACADEMIC ADVANCEMENT PROGRAM
ADMISSIONS
FINANCIAL AID
REGISTRAR
RELATIONS WITH SCHOOLS

February 25, 1977



Donald Swain
Academic Vice President
Systemwide Administration
713 University Hall
Berkeley Campus

Dear Don:

The purpose of this memorandum is to amplify my comments made to you and later, to Allen Parducci, regarding what I perceive to be a need to further address the preparation issue in our admissions requirements. My comments are not necessarily intended as a minority report to the formal task force recommendations, so please feel free to use them as you deem appropriate.

Allen and I agree on the basic issue that admission requirements should be designed to encourage better preparation in high school. I offered this as a guideline for the evaluation of any admission standards in the "incentive model". Allen reiterated this concern in his memo of December 1, 1976. Allen and I further agree that an incentive, or preference, should be given to encourage students to take more rigorous programs of study, the crucial issue is how this can be accomplished.

The mechanism I proposed to accomplish this aim is to distinguish between "academically enriched" (AE) and "regular" courses which satisfy the A-F subject requirements and to provide differential credit for performance in these two classifications of courses. Thus, grades earned in AE courses would be evaluated on a different scale from grades earned in regular courses. One example of an appropriate scale might be as follows:

	AE	REGULAR
A	5	4
B	4	3
C	3	2
D	2	1
F	1	0

Implementing this differential would clearly provide some neutralization of the current concern that bright students avoid the rigorous courses to protect their grade point average.

I have been advised that the AE distinction already exists in most schools. However, this distinction would have to be designated on the student's transcripts in order for the admissions evaluators to assign appropriate grade point scales.

An alternate, yet more ambitious recommendation, is to give differential credit to grades earned in "elementary" as opposed to advanced courses. A variation of this procedure has been used at the Air Force Academy. Course credit would be designated as elementary or advanced within the following scale:

	ELEMENTARY	ADVANCED
A	4	5
B	3	4
C	2	3
D	1	2
F	0	1

The most sophisticated approach would be to provide an incentive for both the AE-regular distinction and the elementary-advanced dichotomy. It would then be possible to develop a set of scales which might be used in the following 2X2 matrix:

	ACADEMICALLY ENRICHED	REGULAR
Elementary		
A	5	4
B	4	3
C	3	2
D	2	1
F	1	0
Advanced		
A	6	5
B	5	4
C	3	3
D	2	2
F	1	0

Performance in an elementary AE course would have the same scale as a regular advanced course; and performance in advanced AE courses would have a mixed scale which gives more credit for A and B performance, but the same credit for "C and below" performance.

This combined approach appears more complicated in theory than would be the case in practice. The key would be the extent to which students know that differential credit is applied and the extent to which students know and understand specific course classifications within a given school.

All these recommendations are intended to take the high school course quality and difficulty into account as a means of encouraging students to become better prepared for university work. An important consideration in implementing any recommendation of this type, is whether it should be a part of the admissions policy of the University, or whether it should be incorporated in the "admissions working rules". In addressing this issue, we must focus on the intent: To encourage students to become better prepared to do University work by taking more rigorous courses. If a differential is to have a positive affect on this objective, the students must know that credit in AE courses is granted on a different scale than credit in regular courses. Therefore, if we choose the "working rules" option, we must insure that school personnel, counselors, students and their parents, are adequately informed. One caveat to this approach, is that relatively few students (and counselors) know of our current working rule of calculating only the highest grades in A-F courses, giving an advantage to students who take more than the minimum number of A-F subject requirements.

I hope these comments are helpful and if you think it appropriate, I would be happy to do more thinking on the practical considerations of implementing one or all three of these recommendations. I would be happy to discuss these recommendations further.

Sincerely,

Winston Doby cc

Winston C. Doby
Assistant Vice Chancellor
Academic Services

cc: Task Force Members
Chancellor Charles E Young
Vice Chancellor Charles Z. Wilson

APPENDIX F

THE BOARS PROPOSAL

Revised Admission Requirements Proposed by BOARS Subcommittee

The following proposals are designed to improve the academic qualifications of students admitted to freshman status at the University. They constitute our response to the problems created by declining academic abilities and a selection system that dips far below the top 12-1/2 percent prescribed by the Master Plan. Escalation of high school grades have in effect lowered admission standards for the University. Our proposal is to add a standardized measure of academic performance to supplement the present reliance on grades.

The most important feature of our proposal is the establishment of a minimum entrance score computed by a linear combination of the gradepoint average (GPA) earned in selected courses in high school (the same courses on which the present 3.0 minimum is based) and the two scores from the Scholastic Aptitude Test (SAT):

(SAT Verbal) + (SAT Math) + 500 (GPA)

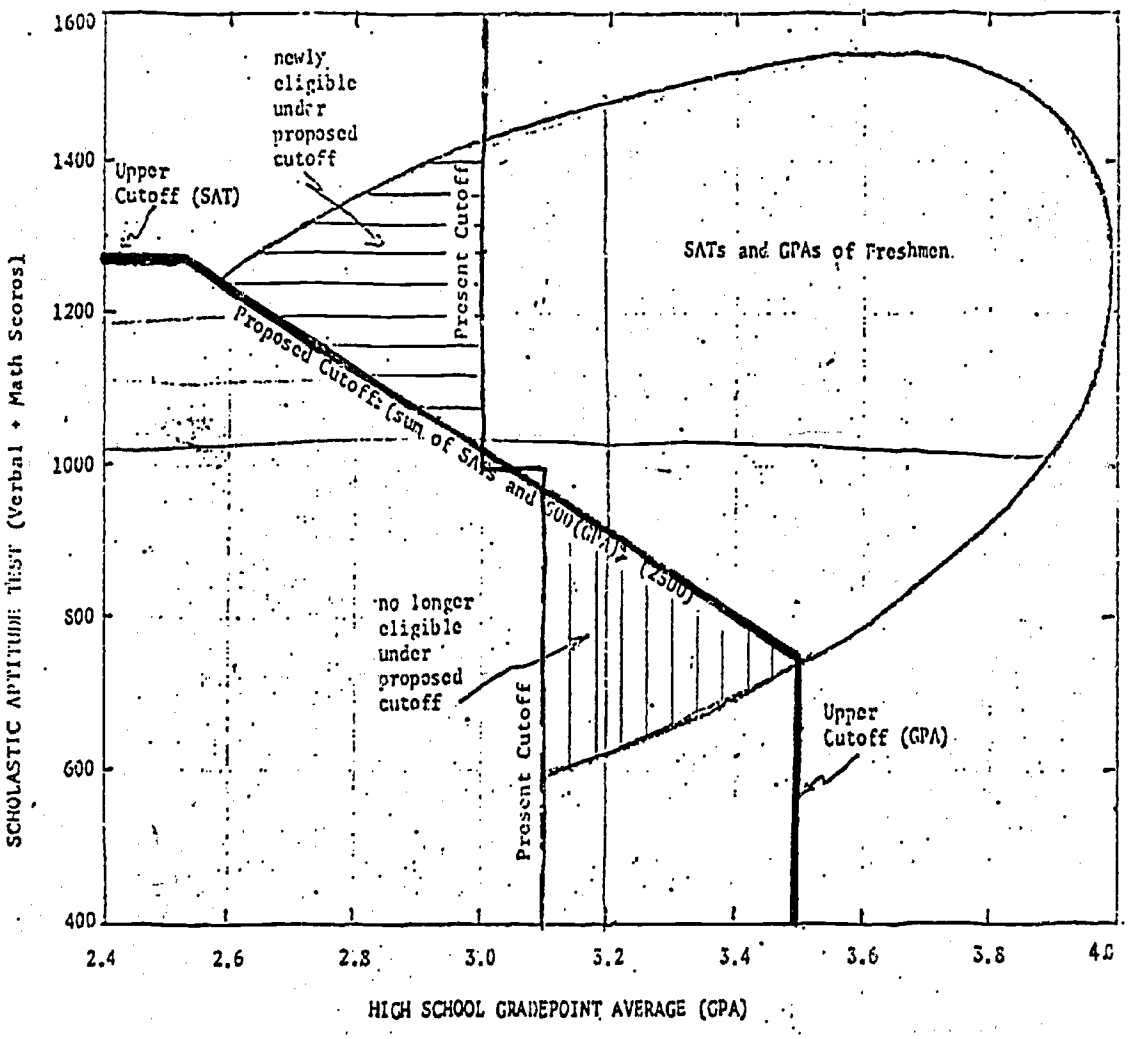
The exact total required for admission by this formula would be set so as to maintain the present eligibility pool for the University (e.g., at the 2500 shown in the accompanying figure) or to achieve some other proportion of admissible high school graduates.

We also recommend admission of any graduate who meets the other requirements and who scores among the top 5 percent of high school seniors with respect either to GPA or to combined SATs, regardless of his score on the second measure (GPA or SAT).

All other requirements would remain the same: graduation from high school, A through F courses, and those achievement tests required for Subject A or for other purposes designated by BOARS. Nonresidents must meet the above requirements and attain a cutoff score set at the mean of the scores obtained by the 12-1/2 percent of high school graduates.

The linear combination of SATs and GPA is essentially the selection device used by the California State University and Colleges since 1965, except that we propose a somewhat lower weighting of GPA. Although the State College formula was based on an empirical study, the lower weighting is supported by the subsequent escalation of high school grades, by our own more recent research on the predictive power of these measures for specific classes at the University, and by the general trend of the published literature which suggests that the best prediction of college grades is obtained by weighting GPA only slightly more heavily than SATs

EFFECTS OF PROPOSED CHANGE IN ADMISSION REQUIREMENTS



F-2

(with standard deviations of approximately 148 and .36 for combined SATs and GPA, respectively, the State College weighting of 800 gives GPA twice as much weight; 400 would be approximately equal weighting).

The accompanying figure illustrates the hypothetical effects of implementing this proposal. The ellipse is drawn to include the scores for virtually all students admissible by either the present or the proposed requirements. The present cutoff is determined solely by GPA, except for students with GPAs between 3.0 and 3.1; this is illustrated by the vertical dashed line. The proposed cutoff (at 2500 on our formula) admits all students scoring above the slanted solid line. As shown, it admits some of those students who are now excluded (upper-left, horizontally-shaded area) but screens out an equivalent number who are now eligible (lower-right, vertically-shaded area): students with high SATs but low high school GPA would take the place of others with moderate grades but low SATs. The total pool of eligible high school graduates would thus remain the same. Since admission requirements deal with eligibility rather than with actual enrollment, there might be a change in total enrollment. For example, if the proportion of newly eligible students electing to enroll were greater than the proportion that would have enrolled from the group excluded by the proposed cutoff, the total enrollment would increase.

Implementation of this proposal would very likely reduce the number of minority students regularly admissible. Such students would still be eligible for the California University and College system where they would find programs designed for students with lower verbal and mathematical performance. It is not clear that use of the SATs would reduce the total number of minority students graduating from the University or otherwise profiting from the regular academic program. The State Colleges have apparently not been the target of protests over their use of the SATs, and current plans are to continue using the same selection formula. If there were a desire to admit larger proportions of minority students, this could be done through special admissions. The present requirements, by setting low standards for everyone, admit a much larger number of non-minority students who are inadequately prepared for the University.

APPENDIX G

DATA FROM THE IATS EXPERIMENT

Description of Experimental Groups

Table 1

Source School x Experimental Group (Percent)

Group	CC	CSUC	Other	Total
J	67%	11%	21%	99%
K	79	10	11	100
M	38	14	49	101
N	61	14	25	100
TOTAL	65%	13%	22%	100%

Table 2

Sex x Group (Percent)

Group	Men	Women	Total
J	71%	29%	100%
K	60	40	100
M	63	37	100
N	48	52	100
TOTAL	57%	43%	100%

INCREASED ACCOMMODATION FOR TRANSFER STUDENTS
Entered in Academic Year 1973 - 1974
SYSTEMWIDE TOTALS
Comparison of Number Completing* and Graduating**
and Grade-Point Average***
for Students Who Persisted Through the Quarter Indicated

GROUP	# ENTERED 73 → 74	% OF TOTAL ENTERED	MEAN ENTERING GPA	# COMPL S74	% OF TOTAL COMPL	MEAN CUM GPA	# WITH CUM GPA ≥ 2.00	% OF COMPL W/≥2.00	# GRAD S74
J	1225	26%	2.23	965	24%	2.33	703	73%	9
K	906	19%	2.94	772	19%	2.77	630	82%	5
J + K	2131	45%	2.51	1737	43%	2.53	1333	77%	14
M	175	4%	2.23	145	4%	2.78	126	87%	3
N	2447	51%	3.24	2169	53%	3.04	1954	90%	30
M + N	2622	55%	3.16	2314	57%	3.03	2080	90%	33
TOTAL	4753	100%	2.88	4051	100%	2.83	3413	84%	47

	Fall 1974						Winter 1975						Spring 1975					
GROUP	# COMPL F 74	% OF TOTAL COMPL	MEAN CUM GPA	# WITH CUM GPA ≥ 2.00	% OF COMPL W/≥2.00	# GRAD F 74	# COMPL W 75	% OF TOTAL COMPL	MEAN CUM GPA	# WITH CUM GPA ≥ 2.00	% OF COMPL W/≥2.00	# GRAD W 75	# COMPL S 75	% OF TOTAL COMPL	MEAN CUM GPA	# WITH CUM GPA ≥ 2.00	% OF COMPL W/≥2.00	# GRAD S 75
J	747	22%	2.42	597	80%	13	618	22%	2.43	516	83%	27	540	21%	2.44	460	85%	213
K	632	19%	2.69	534	84%	11	547	19%	2.81	470	86%	12	489	19%	2.85	432	88%	180
J + K	1379	41%	2.54	1131	82%	24	1165	41%	2.61	986	85%	39	1029	40%	2.63	892	87%	393
M	122	4%	2.77	110	90%	9	102	4%	2.81	93	91%	0	92	4%	2.82	84	91%	30
N	1840	55%	3.06	1699	92%	40	1599	55%	3.07	1472	92%	77	1464	57%	3.09	1357	93%	727
M + N	1962	59%	3.04	1809	92%	49	1701	59%	3.06	1565	92%	77	1556	60%	3.08	1441	93%	757
TOTAL	[illegible]	100%	2.85	2940	88%	73	2866	100%	2.89	2551	89%	116	2585	100%	2.91	2333	90%	1050

	Fall 1975						Winter 1976						Spring 1976					
GROUP	# COMPL F 75	% OF TOTAL COMPL	MEAN CUM GPA	# WITH CUM GPA ≥ 2.00	% OF COMPL W/≥2.00	# GRAD F 75	# COMPL W 76	% OF TOTAL COMPL	MEAN CUM GPA	# WITH CUM GPA ≥ 2.00	% OF COMPL W/≥2.00	# GRAD W 76	# COMPL S 76	% OF TOTAL COMPL	MEAN CUM GPA	# WITH CUM GPA ≥ 2.00	% OF COMPL W/≥2.00	# GRAD S75
J	301	27%	2.45	256	85%	43	223	29%	2.48	194	87%	26	159	30%	2.48	138	87%	76
K	224	20%	2.74	193	86%	31	160	21%	2.78	141	88%	21	103	20%	2.83	96	93%	56
J + K	525	48%	2.57	449	86%	74	383	49%	2.60	335	87%	47	262	50%	2.61	234	89%	132
M	43	4%	2.68	38	88%	4	31	4%	2.72	28	90%	5	22	4%	2.81	20	91%	13
N	536	49%	2.95	500	94%	119	362	47%	2.98	343	95%	93	242	46%	2.96	226	93%	150
M + N	579	52%	2.94	538	93%	123	393	51%	2.96	371	94%	98	264	50%	2.95	246	93%	163
TOTAL	1104	100%	2.77	987	97%	197	776	100%	2.79	706	91%	145	526	100%	2.79	480	91%	295

*Number completing includes number graduating.

**The number of persisting students who graduated in summer school '74 & '75 is included in the number of students who registered and graduated in school. See Report #2.

***Cumulative gpa and number with cumulative gpa ≥ 2.00 excludes Santa Cruz students who are graded pass-fail and those students whose record has no grade points for the quarter indicated.

INCREASED ACCOMMODATION FOR TRANSFER STUDENTS REPORT 3

Entered in Academic Year 1973 - 1974

Systemwide Totals

Comparison of Number Completing by Source School *

for Students Who Persisted through the Quarter Indicated

	ENTERED 1973-1974						SPRING 1974					
GROUP	FROM COMMUNITY COLLEGES	% OF TOTAL	FROM CSUC	% OF TOTAL	FROM OTHER COLLEGES	% OF TOTAL	FROM COMMUNITY COLLEGES	% OF TOTAL	FROM CSUC	% OF TOTAL	FROM OTHER COLLEGES	% OF TOTAL
J	826	27%	140	23%	259	24%	644	24%	106	21%	215	24%
K	717	23	88	15	101	10	615	23	70	14	87	10
J + K	1 543	50	228	38	360	34	1 259	47	176	35	302	34
M	66	2	24	4	85	8	53	2	21	4	71	8
N	1 497	48	344	58	606	58	1 355	51	307	61	507	58
M + N	1 563	50	368	62	691	66	1 408	53	328	65	578	66
TOTAL	3 106	100%	596	100%	1 051	100%	2 667	100%	504	100%	880	100%

	SPRING 1975					
GROUP	FROM COMMUNITY COLLEGES	% OF TOTAL	FROM CSUC	% OF TOTAL	FROM OTHER COLLEGES	% OF TOTAL
J	385	21%	51	17%	104	22%
K	467	23	32	11	50	11
J + K	[illegible]	44	83	28	154	33
M	[illegible]	2	13	4	43	9
N	892	54	201	68	271	58
M + N	1 028	56	214	72	314	67
TOTAL	1 820	100%	297	100%	468	100%

	SPRING 1976					
GROUP	FROM COMMUNITY COLLEGES	% OF TOTAL	FROM CSUC	% OF TOTAL	FROM OTHER COLLEGES	% OF TOTAL
J	118	31%	20	35%	21	26%
K	89	23	4	7	10	12
J + K	207	54	24	42	31	38
M	8	2	2	4	12	15
N	172	44	31	54	39	47
M + N	180	46	33	58	51	62
TOTAL	388	100%	57	100%	82	100%

*The school charged with the responsibility for eligibility. If no school so charged, the source school is the school last attended.

INCREASED ACCOMMODATION FOR TRANSFER STUDENTS

Entered in Academic Year 1973-1974

Systemwide Totals

Comparison of Number Completing

by Major

for Students Who Persisted Through the Quarter Indicated

Entered F73-S74

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	46	25	158	22	76	33	12	10	31	17	900	27
K	8	4	26	4	13	5	4	3	13	7	842	25
J + K	54	29	184	26	91	38	16	13	44	24	1742	53
M	7	4	26	4	23	10	8	7	5	3	106	3
N	125	67	504	71	123	52	95	80	131	73	1469	44
M + N	[illegible]	71	530	74	146	62	102	87	136	76	1575	47
TOTAL	[illegible]	100	714	100	237	100	118	100	180	100	3317	100

Fall Quarter 1974

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	28	20	91	19	44	26	5	6	17	13	564	24
K	5	4	16	3	9	5	2	2	9	7	592	25
J + K	33	24	107	22	53	31	7	8	26	20	1156	50
M	6	4	18	4	16	10	6	7	3	2	73	3
N	100	72	371	74	101	59	71	85	101	78	1099	47
M + N	106	76	389	78	117	69	77	92	104	80	1172	50
TOTAL	139	100	496	100	170	100	84	100	130	100	2328	100

Fall Quarter 1975

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	15	26	37	20	27	33	0		10	24	212	30
K	2	3	6	3	4	5	1	4	2	5	209	29
J + K	17	29	43	23	31	38	1	4	12	29	421	59
M	5	9	6	[illegible]	[illegible]	5	2	8	1	3	25	3
N	36	62	134	74	47	57	21	88	28	68	270	38
M + N	41	71	140	77	51	62	23	96	29	71	295	41
TOTAL	59	100	183	100	82	100	24	100	41	100	716	100

Winter Quarter 1975

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	26	20	77	18	41	27	4	5	15	12	455	23
K	5	4	14	3	9	6	2	3	8	7	509	26
J + K	31	24	91	21	50	33	6	8	23	19	964	49
M	6	4	15	3	13	8	6	8	3	3	59	3
N	94	72	333	78	90	59	61	84	93	78	928	48
M + N	100	76	348	79	103	67	67	92	96	81	987	51
TOTAL	131	100	439	100	153	100	73	100	119	100	1951	100

Winter Quarter 1976

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	12	29	29	24	21	34	0		8	26	153	30
K	1	3	5	4	3	5	1	5	2	6	148	30
J + K	13	32	34	28	24	39	1	5	10	32	301	60
M	5	13	4	3	4	6	1	5	0		17	3
N	22	55	84	69	34	55	16	90	21	68	185	37
M + N	27	68	88	72	38	61	17	95	21	68	202	40
TOTAL	40	100	122	100	62	100	18	100	31	100	503	100

Spring Quarter 1974

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	37	23	125	20	60	30	9	9	22	14	712	25
K	6	3	20	3	11	5	2	2	10	7	723	26
J + K	43	26	145	23	71	35	11	11	32	21	1435	51
M	6	3	21	3	20	10	6	6	3	2	89	3
N	114	71	456	74	110	55	81	83	116	77	1292	46
M + N	120	74	477	77	130	65	87	89	119	79	1381	49
TOTAL	163	100	622	100	201	100	98	100	151	100	2816	100

Spring Quarter 1975

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	25	20	65	16	40	28	3	4	14	13	393	23
K	4	3	11	3	8	6	2	3	7	6	457	26
J + K	29	23	76	19	48	34	5	7	21	19	850	49
M	6	5	14	3	9	6	5	7	3	3	55	3
N	89	72	311	78	86	60	59	86	85	78	834	48
M + N	95	77	325	81	95	66	64	93	88	81	889	51
TOTAL	124	100	401	100	143	100	69	100	109	100	1719	100

Spring Quarter 1976

GROUP	Agriculture	% of Total	Biology	% of Total	Engineering	% of Total	Mathematics	% of Total	Natural/Physical	% of Total	Other	% of Total
J	10	40	20	24	18	38	0		7	27	104	33
K	1	4	3	4	1	2	0		1		97	30
J + K	11	44	23	28	19	40	0		8	31	201	63
M	5	20	3	4	4	9	0		0		10	3
N	9	36	56	68	24	51	14	100	18	69	121	38
M + N	14	56	59	72	28	60	14	100	18	69	131	39
TOTAL	25	100	82	100	47	100	14	100	26	100	332	100

Increased Accomodation for Transfer Students
Entered in Academic Year (1973-1974)
Systemwide Totals
Comparison of Ethnicity and Grade-Point Average*
for Students Who Persisted through the Quarter Indicated

Report 7

Group/Ethnicity	QUARTER #3: SPRING 1974					QUARTER #6: SPRING 1975					QUARTER #9: SPRING 1976				
		# with gpa within range					# with gpa within range					# with gpa within range			
	Total	0-1.9	2.0-2.49	2.5-2.99	3.0-4.0	Total	0-1.9	2.0-2.49	2.5-2.99	3.0-4.0	Total	0-1.9	2.0-2.49	2.5-2.99	3.0-4.0
Group J Totals	965	362	331	247	125	540	80	227	167	66	159	21	70	50	13
Native American	32	3	16	10	3	26	--	15	8	3	8	/	5	3	—
Black	78	24	30	16	8	49	6	22	15	6	17	1	6	8	2
Chicano	38	13	11	12	2	23	3	9	9	2	3	/	1	2	—
Latin American	9	1	3	1	1	5	--	3	1	1	1	/	1	--	--
Oriental	38	7	25	4	2	28	3	19	4	2	11	/	8	3	--
Other Non-White	6	--	3	3	—	6	--	3	3	—	—	/	--	--	--
White	487	126	151	135	75	274	38	99	97	40	75	10	26	27	12
All Others	32	11	14	4	3	19	4	11	2	2	4	2	2	--	--
Group K Totals	77.	142	154	213	263	489	57	104	144	184	103	7	26	34	36
Native American	21	1	8	7	5	19	--	8	6	5	3	/	3	—	--
Black	37	9	12	15	5	24	2	9	9	4	4	/	2		1
Chicano	34	13	7	7	7	25	7	7	6	5	4	/	3		1
Latin American	6	2	--	1	3	3	0	0	1	2	2	/	--		2
Oriental	16	2	3	6	5	12	1	2	4	5	1	/	--		1
Other Non-White	7	2	1	2	2	4	--	1	1	2	1	/	--		1
White	436	73	84	121	158	298	35	57	86	120	56	5	13		21
All Others	47	7	15	12	13	32	1	11	10	10	3	/	--	4	2
Group M Totals	145	19	28	43	55	92	8	20	31	33	22	2	4	10	6
Native American	2	--	1	--	1	2	--	1	--	1	--	/	--	--	--
Black	3	--	1	1	1	2	--	1	1	--	--	/	--	--	--
Chicano	4	1	1	1	1	3	--	1	1	1	--	/	--	--	--
Latin American	1	--	--	--	1	--	--	--	--	--	--	/	--	--	--
Oriental	2	1	--	1	--	1	1	--	--	--	--	/	--	--	--
Other Non-White	1	--	--	--	1	1	--	--	--	1	--	/	--	--	--
White	94	17	20	29	33	61	5	15	22	19	18	2	4	3	1
All Others	3	1	0	1	1	2	1	--	--	1	--	/	--	--	--
Group S Totals	2169	207	225	524	1205	1464	104	152	375	830	242	16	40	79	117
Native American	20	1	4	7	18	26	--	4	6	16	9	/	1	3	5
Black	11	2	4	5	—	10	2	3	5	--	2	/	1	1	/
Chicano	54	8	12	11	23	41	5	8	10	18	11	1	3	3	4
Latin American	21	1	6	6	8	15	1	6	4	4	7	/	4	2	1
Oriental	109	7	14	41	47	78	2	9	31	36	19	/	5	8	6
Other Non-White	10	--	2	4	4	8	--	--	4	4	--	/	--	--	/
White	1907	139	141	456	863	1242	74	97	251	617	144	10	29	42	99
All Others	27	4	3	9	11	18	2	3	6	7	4	1	--	1	1
QUARTER Totals	4091	640	738	1027	1649	2385	249	503	717	1113	526	46	149	170	183

* Mean cumulative gpa excludes Santa Cruz students who are graded pass-fail and records which show no grade points for the quarter indicated.