

COMMITTEE ON ADMISSIONS AND FINANCIAL AID

Annual Report, 2002-03

To the Academic Senate, Santa Cruz Division:

The Senate Committee on Admissions and Financial Aid (CAFA) submits the following report for 2002-2003.

As in past years, the committee devoted most of its attention to admissions, including the development of a comprehensive review plan, changes in standardized tests (SAT) and changes in admissions materials to emphasize academic rigor at UCSC. The committee also considered plans for the campus honors program, part-time enrollment, changes in the summer bridge program, a brochure regarding academic evaluation, advising clusters, part-time enrollment, articulation, redesign of the UC application form and enrollment management issues. The committee discussed a variety of options to increase the yield of admitted applicants, especially based on evidence that perceived academic reputation is the main reason students do not choose to come to UCSC.

The committee worked closely with the admissions office on many issues, including the banana slug fair, campus tours, outreach programs, admission by exception, admissions materials and campus web pages.

The committee began the year with a half-day information session to acquaint committee members with the intricacies of the admissions process. The committee met with a number of members of the administration to discuss various aspects of admissions, including Provost and EVC Simpson and Vice Chancellors Hernandez and Goff.

UCSC COMPREHENSIVE REVIEW PLAN FOR ADMISSIONS

Based on enrollment projections and the number of applications received for the Fall 2003 class, the campus is no longer able to accommodate all UC-eligible applicants (the campus became “selective” with the admissions for Fall 2003). Consequently the campus will start using comprehensive review of applications for the Fall 2004 entering class.

CAFA met weekly through the Fall quarter to develop our comprehensive review (CR) plan, culminating in the unveiling of our initial plan at a Senate Forum in November and a report to the senate (<http://senate.ucsc.edu/cafa/cafa.scp1370.htm>). In developing the plan we were guided by the BOARS principle that: "Comprehensive review is the process by which students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise, while considering the context in which each student has demonstrated

accomplishment.", the BOARS/UC 14 admission criteria, as well as the best features of the CR plans of the other UC campuses. Based on comments received from senate members and BOARS our initial plan was revised slightly, to minimize over-emphasis on honors programs and to give greater weighting to the applicant's senior year academic program. In order to determine the effect of CR on admissions, compared to our previous procedure (which was based on the same 14 UC-wide criteria), and to determine the effect of changes in our weightings, we ran simulations using a selected cohort from the applicants for Fall 2003. (For practical reasons we were unable to analyze the data for all 23,000 plus applicants, and used a subset of applicants who were anticipated to be around the cut-off point.) Analysis of the preliminary results suggests that the criteria and weightings used in our CR plan are achieving the desired results.

The following is a brief summary of our comprehensive review plan: we anticipate that minor changes may be made annually as needed based on the experience of the previous year, and changing system-wide circumstances.

UC Santa Cruz will calculate a score on all UC-eligible freshman applicants. For each of the fourteen criteria, a specific point total is noted. A total of 10,000 points is possible. Applicants who achieve higher overall scores will be admitted within the context of the campus enrollment goals.

Grade Point Average (GPA)

Recognizing the connection between University success and high school GPA, the faculty will award up to 4,400 points in this area. The GPA is calculated on all "a-g" courses taken in the 10th and 11th grades, with an extra grade point awarded for an approved honors course in which a grade of C or higher is earned. The maximum GPA computed is 4.40.

Test Scores

The UC-required examinations are a strong predictor of University success. The faculty will award up to 2,400 points from the following: the best score from the ACT (converted to an SAT I combined score) or the SAT I (from a single sitting), SAT II Writing, SAT II Mathematics, and a third SAT II (not in mathematics).

Courses Completed/Planned

The faculty value students who have challenged themselves by taking more than the minimum subject requirements and will award up to 200 points in this area. Courses meeting the University's "a-g" requirements will be considered, including those in mathematics and languages other than English taken during 7th and/or 8th grades.

Honors Courses

Students who have taken or plan to take more rigorous senior year course work, as defined by a UC-honors designation, will be awarded up to 200 points by the faculty. Courses approved for UC-honors include Advanced Placement, International Baccalaureate, UC-transferable college courses, and UC-approved honors courses (California high schools only).

Eligibility In The Local Context (ELC)

The faculty wishes to reward top academic excellence of California students who are identified as ELC by awarding them 400 points. These students are evaluated in the summer before their senior year and are determined by UC to be in the top 4% of their high school class.

Quality Of Senior Year Program Of Study

The quality of the senior year program is of utmost importance to the faculty and students may be awarded up to 200 points for their senior year program of study. The total number of courses planned, as well as the number of honors courses planned, is taken into consideration (refer to previous section on Honors Courses).

Academic Opportunities In California High Schools

The faculty understand that not all high schools in California can offer students the same academic opportunities and will award up to 200 points for those students attending lower-performing California high schools, as well as those that have low UC-sending rates.

Performance In Academic Subject Areas

Students who have demonstrated outstanding performance in one or more of the “a-g” subject areas may be awarded up to 250 points by the faculty. Top academic performance sustained throughout a student’s high school career will receive consideration in this area.

Achievement In Special Projects

The faculty wishes to acknowledge achievement in special projects by awarding up to 250 points. Students will be reviewed for outstanding or exceptional achievement in one or more special projects related to an academic field of study, not necessarily confined to the “a-g” subject areas. Programs and/or projects outside the classroom in the “a-g” subject areas will also be considered under this criterion.

Improvement In Academic Performance

The faculty will award up to 100 points for recent improvement in academic performance. Students showing improvement in grades from their sophomore year to their junior year by at least one full grade point will be given consideration in this area. Only courses in the “a-g” subject areas will be calculated for this purpose.

Special Talents, Achievements, And Awards

The faculty value students who have shown the promise to contribute to the intellectual vitality of the campus and will consider awarding up to 500 points in this area. Students who have earned significant recognition in a particular field (including but not limited to visual and performing arts, written communication, student government, athletic endeavors, community service, etc.) or demonstrated exceptional leadership potential will be considered under this criterion.

Accomplishments In Special Programs

The faculty supports the efforts of many pre-collegiate programs and the students that those programs serve. Up to 200 points may be awarded for those students who have participated and persisted in certain Special Programs, and for those students who have demonstrated academic

accomplishment within those programs (refer to list on page 13 of the Undergraduate Application booklet).

Academic Accomplishment Within Life Experiences The faculty will award up to 700 points for those students who have demonstrated academic achievement while also having dealt with significant life issues. Life experiences include but are not limited to disability, low family income, first generation to attend college, need to work, and other special circumstances.

Geographic Location

The faculty wishes to promote geographic diversity within the student body and will award up to 100 points to help achieve that diversity. Certain geographic regions where an applicant lives or attends school will be considered under this criterion.

REVISIONS TO SAT AND SUPPLEMENTAL SUBJECT MATTER TESTS

CAFA and especially the UCSC representative to BOARS, Professor Karen McNally, spent considerable time on the issue of the revised SAT tests. CAFA endorsed the BOARS proposal for revisions to the SAT I and the use of supplemental subject matter tests, but noted concerns about the decreased emphasis on quantitative material – from 30% to 20% in the new system.

FINANCIAL AID

CAFA dealt with several issues pertaining to financial aid, including our role in evaluating appeals for extension of financial aid eligibility and policy regarding the number of quarters of financial aid before waivers should be required. CAFA again approved 12 quarters for financial aid, and endorsed the policies set by CAFA in the spring of 02. FA documents are to be revised and will start with the incoming class this fall.

Respectfully submitted,

COMMITTEE ON ADMISSIONS AND FINANCIAL AID

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