



CHAIR, ACADEMIC SENATE  
RIVERSIDE DIVISION  
UNIVERSITY OFFICE BUILDING, RM 225

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November 16, 2011

Robert Anderson  
Professor of Economics and Mathematics  
UC Systemwide Academic Senate  
1111 Franklin Street, 12th Floor  
Oakland, CA 94607

Dear Bob:

**RE: BOARS TRANSFER ADMISSIONS PROPOSAL**

The UCR Senate Committees on Education Policy and Undergraduate Admissions and the Executive Committees of the Colleges of Humanities, Arts, and Social Sciences, Bourns College of Engineering, Natural and Agricultural Sciences, and Business Administration reviewed and commented on the BOARS proposal regarding Transfer Admissions. The item was also discussed at the meeting of Executive Council of the Division.

In general, the committees were supportive of the development of a comprehensive review process for transfer students that would remove barriers, expand opportunities, and emphasize major preparation. Concerns about the proposal pertained to how these changes would impact lower-division transfer students, the information available about transfer preparation for the different majors, the feasibility of devising common core curricula, and the resources needed to implement these changes. These specific items are summarized below.

**Lower-division transfers.** As written, the proposal would not allow lower-division transfers, we quote "Applicants who are not prepared to complete their chosen major within approximately two years will not be admitted, regardless of their GPA." This practice would exclude qualified applicants who are at the lower-division level. In addition, as written, this restriction makes time-to-degree a consideration for admission. As a result, assessment of degree status would shift from the academic advisors in the colleges to the admissions office, which would have expertise and resource implications.

**Major preparation.** The ability to specify courses that prepare a transfer student for some majors (e.g., engineering) is greater than it is for other majors (e.g., humanities). It is not clear how students will know how to prepare for majors that are not hierarchically defined or that vary substantially across the campuses.

**Common Core Curricula.** There is significant concern about the feasibility of establishing uniformity across the campuses regarding core curricula, a process that is critical to the development and implementation of this proposal. Although some positive steps have been taken in this direction in recent years, these efforts have also revealed some of the great difficulties in satisfying this goal for all majors.

**Resources.** This proposal carries huge workload requirements at the departmental and administrative levels. We are concerned that the resources needed to implement this admissions policy will be inadequate, which will, in turn, undermine the efficacy and impact of the policy.

Sincerely yours,

Mary Gauvain  
Professor of Psychology and Chair of the Riverside Division

CC: Martha Kendall Winnacker, Executive Director of the Academic Senate  
Sellyna Ehlers, Director of UCR Academic Senate office

October 25, 2011

**TO:** MARY GAUVAIN, CHAIR  
RIVERSIDE DIVISION

**FR:** MARTIN JOHNSON, CHAIR  
COMMITTEE ON EDUCATIONAL POLICY

**RE: CEP Review of BOARS Transfer Admission Proposal**

The Committee on Educational Policy discussed the July 2011 BOARS Transfer Admission Proposal at its October 7, 2011 meeting. The proposal anticipates the development of two additional pathways to admission for community college students, including the development of an Associates Degree for Transfer as well as the development of community college curriculum to satisfy requirements for transferring into majors at the University of California.

Members of the Riverside Division CEP expressed enthusiasm as well a caution about this proposal. Committee members were enthusiastic about this opportunity coordinate efforts with the CCC and the process of developing a clearer set of criteria for transfer into majors. Remaining issues include:

- The content of the curriculum for an Associates Degree for Transfer.

Members recognized similarities between the intent of this proposal and the Intersegmental General Education Transfer Curriculum (IGETC) program. While committee members representing the College of Natural and Agricultural Sciences in particular remain enthusiastic about community college transfer students, we also recognize that satisfaction of IGETC is often insufficient preparation for STEM majors. In addition, many raised concerns about whether students transferring into the UC via these various pathways will arrive with too many units and thus facing limitations on what they can accomplish at the UC, given limitations on total number of units they can earn and the unit-demands of many of our programs.

In sum, we are unable to determine whether this proposal will operate as intended because of the linked concerns that the curricula could ultimately be both not enough and too much: insufficient preparation for specific majors and require students enter UCR with too many transfer units.

- The need for extensive advising both in the CCC and UC.

If optimally implemented, the proposal will require more extensive student advising, first at the community college level, through the transfer process at both institutions, and also at the UC where the student transfers. Students will need to understand these three major pathways to transfer quite early in their higher educational career, and optimally prior to beginning their higher education at a community college. Which pathway best matches their ambitions? How can they locally achieve the expectations of a CSU or UC transfer degree, IGETC, etc.? This will require information and advisement. Similarly, negotiating the move through one of these paths to UC will require more attention from advisers on campuses across the system.

Members of the Riverside division CEP were curious about the anticipated administrative costs of this proposal.

- Heterogeneity in the community colleges themselves.

The student experience and preparation of students at community colleges varies. Many of us would like BOARS to consider developing evaluations of community colleges akin to the Academic Performance Index that characterizes high schools. This would provide important information about the academic training of students and help us bridge their community college and UC experiences.

Date: October 26, 2011

To: Mary Gauvain  
Chair of the Academic Senate  
University of California, Riverside

From: Jay A. Farrell  
Chair of the Faculty  
Bourns College of Engineering  
University of California, Riverside

RE: BOARS Transfer Admission Policy

The BCOE Executive Committee reviewed the proposal at its Sept. 14, 2011 meeting. BCOE admits some of its best students as transfers from junior colleges. We are in favor of proposals such as this that facilitate the process while still acknowledging the need to selectively admit based on assessments of students' level of preparedness.

October 14, 2011

TO: Mary Gauvain, Chair  
Academic Senate

FROM: Kevin Esterling, Chair  
CHASS Executive Committee

RE: Response to the BOARS transfer admissions proposal

The CHASS executive committee in principle is in favor of the policy's goal of improving transparency and clarity for potential transfer students, and agrees that preparation should be a primary consideration in the application review.

The executive committee does have a concern that specifying a lengthy set of coursework requirements in preparation for a major has the potential to disadvantage those students most likely to apply to majors in CHASS. In particular requiring a detailed set of courses would seem to favor the students who 1) are pursuing majors that are more clearly vocation oriented and provide a more linear path toward completion (e.g., engineering, accounting, etc.); 2) more generally favor students who go to school knowing precisely what they want to major in at the expense of those who are less certain; and 3) favor students who have a better understanding of what college is about and how the process works at the expense of those who may be less familiar, perhaps because they are the first in their family to go to college.

In light of this concern, we urge the BOARS committee to include better guidelines for how departments should define preparedness. Certainly, departments should require transfer students to have completed any required gateway lower division classes that are prerequisites for upper division enrollment. As an example, the Sociology department requires SOC 001, and sometimes 004 and 005, with a grade of C or better, as a prerequisite for the department's upper division courses. If a student has not already completed those courses, then she would need to spend at least a quarter and perhaps longer satisfying those requirements before taking upper division courses, and that makes it less likely the student will graduate on time. In addition, a number of CHASS departments have added unit requirements for the major and it is appropriate for departments to require that the student have enough credits that transfer to ensure that enough units mathematically can be completed in two years to satisfy the major.

That said, we think it might be appropriate for CHASS departments not to require any more specific course preparation beyond these practical, administrative requirements. A student who has strong research and writing skills, whether through focusing on art history or sociology or business at the lower division level, might very well make for a good political scientist or anthropologist or theater major. We recommend that the BOARS proposal explicitly include guidelines that address these concerns.

Kevin Esterling, Chair

UCR CHASS Executive Committee

10/25/2011

Dear Sellyna:

Our UG office looked at the proposal and we have no problem with it.

All the best,

Rami Zwick  
Chair of the Faculty, School of Business Administration

Sellyna,

The CNAS Executive Committee approved the attachment in its entirety on 9/28/11. No comments were received.

*Cherie Pierce*

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Please remember to bring your student ID card when you come to the office.

Office Hours

Monday - Friday\*

9am-12pm & 1pm-4pm

\*we will open at 10am on Wednesdays