UNDERGRADUATE COUNCIL MEETING  
February 7, 2011  
Collaboration Room, Knight Library

Present:  
Susan Anderson, Andrew Bonamici, Amy Goeser Kolb, Dave Hubin, Dean Livelybrooks, Karen McLaughlin, Ian McNeely, Josh Snodgrass, Karen Sprague, Matt Villeneuve, Judith Baskin, and Gail Unruh

Absent:  
Ron Bramhall, Eric Carlson, Kathie Carpenter, Sue Eveland, Jennifer Joslin, Drew Terhune, Jim Tice, Tom Wheeler (on leave), Paul Engelking, and Julie Hessler

Agenda:  
Minutes of January 24, 2011 meeting  
Comments on UO Admission requirements  
(Karen Sprague)  
Senate member assignments for UGC members  
Continuation of discussion on General Education

Minutes:  
The Chair called for changes or emendations to the minutes of the January 24, 2011 meeting. None were made and the Chair called for a motion.

The motion was made to accept the minutes from the January 24, 2011 meeting.  
Moved: Judith Baskin  
Seconded: Karen McLaughlin  
The motion to accept the January 24, 2011 minutes passed unanimously.

Senate member assignments for UGC members  
The Chair urged Council members to contact members of the UO Senate to explain the upcoming motions on Grade Culture which will be presented by the Undergraduate Council. He also encouraged them to answer any questions the Senate members may have about the motions to help allay concerns. Ex officio Council members are excused from the effort, but the elected faculty members and students agreed to participate, as indicated below:
<table>
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<tr>
<th><strong>UGC MEMBER</strong></th>
<th><strong>To contact</strong></th>
<th><strong>SENATE REPRESENTATIVES</strong></th>
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<tbody>
<tr>
<td>Dean Livelybrooks</td>
<td>To contact</td>
<td>CAS-Natural Sciences; Classified Staff</td>
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<tr>
<td>Susan Anderson</td>
<td>To contact</td>
<td>CAS-Humanities</td>
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<tr>
<td>Josh Snodgrass</td>
<td>To contact</td>
<td>CAS-Social Sciences</td>
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<tr>
<td>Andrew Bonamici</td>
<td>To contact</td>
<td>AAA faculty and AAA OAs; Law School faculty</td>
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<tr>
<td>Karen McLaughlin</td>
<td>To contact</td>
<td>College of Education faculty and OA</td>
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<td>Matt Villeneuve and Eric Carlson</td>
<td>(tentatively)</td>
<td>ASUO</td>
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<td>Ron Bramhall and Ron Severson</td>
<td>(tentatively)</td>
<td>Lundquist College of Business</td>
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<td>Tom Wheeler</td>
<td>(tentatively)</td>
<td>School of Journalism and Communication</td>
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<td>Amy Goeser-Kolb</td>
<td>(tentatively)</td>
<td>School of Music and Dance</td>
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The Grade Culture website will serve as a resource for answering Senators’ questions. It should be emphasized that the ungraded (P/NP) approach to some professional school courses (e.g. AAA studios) will not be affected by these motions. It’s important for everyone to appreciate that these motions are faculty-driven, not administration-driven. Grade Culture is an academic issue that is particularly appropriate for the Senate to consider and act on.

**OUS Automatic Admission Policy (effective Fall 2012)**

Karen Sprague presented the new OUS Admission policy to be effective for students entering Fall 2012. The purpose of the policy is to support the Oregon K-12 reform effort, especially its emphasis on Essential Skills proficiency. The new Oregon High School diploma has been strengthened in two ways: One is a change in the kinds and number of courses required for high school graduation. This change will not affect the universities because it matches the course requirements for admission that OUS has had all along. The second is a requirement that students demonstrate proficiency in Essential Skills (currently: reading, writing, math problem-solving, and speaking. Other skills will be added in the future). This proficiency requirement will influence the quality of students applying for admission.

A proficiency initiative developed in the past, the PASS (CIM/CAM) program, had two flaws: 1.) it was not required for high school graduation; 2.) it contained a loophole allowing teacher verification to substitute for objective assessment. The current approach is much stronger because proficiency is now required for a High School diploma. K-12 has asked universities to support this effort through their admission policies. The new OUS Automatic Admission Policy has been designed to do this – by rewarding very high
level performance in the Essential Skills. In addition, the new OUS policy addresses the second flaw of PASS by requiring objective assessment of Essential Skills. For political reasons, it may not be possible to eliminate teacher verification of Essential Skills for earning a high school diploma, but this form of assessment will not be accepted by OUS. Moreover, the Essential Skills scores that will earn a high school diploma are below what will be required for entrance to OUS universities. These distinctions between what qualifies for a high school diploma and what qualifies for entrance into a university are an important advance. There was a strong push to make a high school diploma sufficient for admission into university. Ultimately, this was understood to be unrealistic.

How can OUS reward high-level mastery of the Essential Skills? There is really only one way – namely, through some kind of priority admission. Therefore, a new standard, called “Automatic Admission” has been designed. To be awarded this honor, students must meet all five of the following requirements:

1) High School graduation;
2) Required course work;
3) High GPA;
4) High scores on assessment tests of all Essential Skills (SAT, ACT, or OAKS -“Oregon Assessment of Knowledge and Skills”);
5) Any other institution-specific requirements (e.g., OSU’s “Insight” essays).

Council members wondered why science was not part of the Essential Skills for high school graduation. Karen said that science will eventually be added to the Essential Skills, but for budgetary reasons, is not included now. This policy was adopted in principle two years ago (January 2009). In the interval, OUS and K-12 data were used to determine the appropriate scores for the Essential Skills. The details are given in the attached PowerPoint, but the basic strategy was to find a combination of high school GPA and test scores that predict success in OUS. Success is defined as graduating within six years. Additionally, individual institutions can require higher GPAs and scores than are stipulated in the policy. Analysis of the numbers reveals that automatic admission based on these five criteria will not create pressure upon enrollment overall in the universities in the OUS. Considerably fewer than 15% of all Oregon high school graduates meet all five criteria. 15% is about 6000 students each year. Only about half this number enrolls in OUS institutions; the remainder enrolls in private Oregon schools or go out of state. The total number of Oregon freshman enrolling in OUS each year is about 7000. Therefore, we have plenty of room for these students. They are the top students in the state. We want them in OUS. We want be able to say to them: “We want you so much, we will guarantee admission for you.” This will feed back into the Oregon high schools and encourage students to take the Essential Skills seriously.

**UO “Automatic Admission”**

For several years, the UO has offered guaranteed admission based solely on GPA (≥ 3.4). Historically, UO has not required a minimum test score – a high GPA was sufficient. We used objective test scores (SAT, ACT) only to rescue applicants with low GPAs. This meant that the only way UO could raise its admission standards was to raise
the required GPA. We did this by creating “Automatic Admission” for students with high GPAs—not by raising the minimum GPA we would consider. This limited our ability to be selective in admission (too many applicants have this GPA). Now, we plan to use SAT scores in addition to GPA and other information to make admission decisions. Our decision to use these scores was arrived at independently of the new OUS policy, but it fits well with the policy.

The OUS version of automatic admission is not to a student’s choice of institution, but simply a guarantee that the student will be admitted to one of the OUS institutions. Individual institutions retain the right of refusal—an issue that was important for Council members, who were reluctant to see the UO sign off on a plan that would limit its ability to set its own admission standards. Klairen clarified that the entire purpose of the plan is to set a higher bar for admission system-wide, and give high schools a rationale for elevating their own expectations, and not to subsume the UO to system-wide mandates.

This policy is focused on Oregon students at this time. It does not apply to out-of-state students.

UO may need to identify its own particular criterion for admission (criterion #5), similar to OSU’s essay requirement. Whatever this is, it is important to convey support for the K-12 graduation requirements, especially strong performance in Essential Skills, as judged by objective assessment.

**General Education**

There is a question about the logistics of tying Writing Courses with ideas or questions that emerge from FIGs. The Chair has consulted with Carolyn Bergquist and Marilyn Linton, but a clear procedure has not been developed. The Chair will consult with FIG FAs about how students in the Fall 2010 FIGs would respond to linked Writing Courses. An example described at the last Council meeting is the question, “What makes us human?”—which naturally emerges from the *Footprints We Leave* FIG, which links a Biological Anthropology course with a Human Physiology course. There are probably a number of courses in subsequent terms that could fit into this broad question and provide a particular perspective to be explored in a linked Writing course.

Michael Raymer and Judith Eisen will attend the next Council meeting to discuss their project for improving General Education science courses. Information from a conference attended by Ron Bramhall will also be circulated for the next meeting.

The meeting was adjourned.  
**The next UGC meeting is scheduled for Monday, February 21, 2011, 12:30pm in the Collaboration Room of the Knight Library.**