

UBC Undergraduate Admissions Policy Review for BC/Yukon Secondary School Students

Overview of Current Practice and Background for Proposed Changes

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Note: Although the policies proposed in this document are intended to primarily affect BC/Yukon secondary school applicants, some will impact other direct-entry applicant groups. See Appendix D for an outline of all proposed policies and who will be affected.

Overview

The fundamental purpose of the UBC admissions process is to select applicants who are the most likely to thrive and succeed at UBC, and who will make the most of UBC's vast resources. The admission policies and procedures implemented by UBC's direct-entry Faculties and the Undergraduate Admissions office must support this goal. As such, UBC undergraduate admission policies and practices must answer the following questions:

1. What are the minimum requirements that all applicants must present to UBC?
2. What are the competitive requirements that an applicant must present in order to be considered (or rank ordered) against other applicants?
3. Because UBC must make admission decisions prior to the availability of all the information outlined in 1) and 2), at what point is enough information available for UBC to determine admissibility?
4. Because UBC must make admission decisions prior to the availability of all the information outlined in 1) and 2), are there conditions that UBC can / should attach to an offer of admission? And under what circumstances should a student admitted on interim grades lose their offer of admission and be required to de-register when the conditions of admission are not met?

Within the academic context of the admission decision (i.e. excluding the use of the personal profile), items 1 and 2 above are straightforward and clearly identified in the UBC Calendar. Items 3 and 4 are more complex and subject to interpretation. The longer UBC waits for a more complete set of admissions information specified in 1) and 2), the later the offer of admission. Conversely, the earlier the evaluation, the more the evaluation is based upon information that may change by the conclusion of secondary school (often to the point that the applicant would not have been admissible had UBC waited for the complete set of admissions information).

To help shape policy and practice, UBC refers to the *Principles of Effective Undergraduate Admission to UBC*, approved by both UBC Vancouver and UBC Okanagan Senates in 2008. The document outlines nine principles to guide UBC's undergraduate admissions policies and practices. Arguably, some of UBC's current policies and practices compromise one or more of the Senate-approved principles.

Timeliness of the offer of admission

Currently, UBC makes most of its offers of admission to BC/Yukon secondary school students between mid-April and mid-May¹. It is generally agreed upon within the BC/Yukon secondary school community that UBC's offers of admission arrive later than those from other universities. In 2011, 54% of top applicants² from BC/Yukon secondary schools indicated that their offer of admission from UBC came either a) later than offers from most other institutions or b) so late that it negatively affected their decision to attend UBC. Ratings on the timeliness of UBC's offer of admission were lower from BC/Yukon secondary school students than from any other direct-entry applicant group (including the US, where offers of admission are made much earlier than in Canada).

The point at which UBC can render an admission decision is dependent upon a) when UBC decides the applicant has presented sufficient information to complete an evaluation and b) when official or verifiable grades data becomes available.

That the timing of the offer is dependent upon when grades are available may seem puzzling: are secondary school grades not available to students throughout their senior year? The reality is that students may only self-report grades that are verifiable, that can later be validated against official data from the Ministry of Education. Because the Ministry only collects grades from schools at certain points during the year, not all grades are verifiable.

It may also seem difficult to understand why UBC's offers of admission seem later than those from other institutions: are all other universities not in the same position, dependent upon official or verifiable grades? This is not always the case. Some universities in BC and the rest of Canada are comfortable admitting students on self-reported grades that are not verifiable. Most out of province universities obtain verified grades via hardcopy transcripts directly from the school. This is feasible when BC/Yukon secondary school application volumes are small to moderate. For example, McGill and the University of Toronto are arguably the most popular out of province destinations, each receiving just under 3,000 applications from BC/Yukon high school students (2011). For UBC, with its 13,000+ BC/Yukon secondary school applicants, this is not an option; as such, UBC is dependent upon electronic grades from the BC Ministry of Education.

Most importantly, most Canadian universities make earlier offers to BC/Yukon secondary school applicants because they are comfortable making decisions prior to the availability of a complete set of Grade 12 course grades. A 2006 survey of 33 Canadian universities indicated that two-thirds were using Grade 11 grades as substitutes when a Grade 12 grade was not yet available. Today, that number would undoubtedly be higher. UBC currently uses Grade 11 grades as proxies for missing Grade 12 grades for out-of-province and out-of-country direct-entry applicants, but not for BC/Yukon.

Furthermore, peer institutions are beginning to put increased pressure on admitted students to accept or decline an offer of admission at an earlier date. For example, the Business program at Queen's University now asks admitted BC/Yukon students to accept their offer by May 1 (the common practice is June 1). In doing so, many BC/Yukon students may have to accept or decline Queen's offer prior to having even received a decision from UBC.

¹ For a summary of UBC's current practices collecting BC secondary school grade information, see Appendix A.

² "Top applicant" is defined as having an admission average in the top third of the applicant pool.

Commitment and Conditionality in the Offer of Admission

Most institutions mitigate the risks associated with the use of early grades data by attaching conditionality to the offer of admission. To retain an offer of admission, the admitted student must maintain their grades through to graduation at a threshold somewhere above the university minimum but below the competitive cut-off used to gain the initial offer of admission. For example, the University of Toronto requires admitted students to maintain a final average of at least 70% (for the least competitive programs) to 85% (for the most competitive programs). McGill's admission letter states that admitted students must maintain their "current level of academic achievement" in order to retain the offer. This is not the case at UBC, where newly admitted students are only required to maintain the published university minimum (a 70% average on all courses used in the admission decision) to retain an offer of admission for all programs.

The result is that in the interest of making a firmer offer of admission, UBC makes a later offer of admission. The principles of "timeliness" and "commitment" (as per *Principles of Effective Undergraduate Admission to UBC*) are in conflict. Furthermore, our conditionality seems incongruous with our reputation. UBC is known to be one of the most selective institutions in Canada, with many programs requiring grades in the high 80s and low 90s. It seems incongruous that UBC's admission letters state that students need only maintain a 70% average through to graduation.

In a small number of instances, offers with weak conditionality encourage grade inflation on interim grades. This is particularly the case with English 12, where we see cases of students admitted with course grades in the 80s and 90s followed by a provincial exam grade in the 50s or 60s (or lower). Such a change casts doubt on the validity of the course grade used to make the initial admission decision.

Finally, schools caution that while there is support for earlier offers of admission from UBC, the earlier the grades used to make the offer, the more difficult it is to keep students focused through to the end of their final year when there is little conditionality attached to the offer. This is not simply an issue of classroom management in the secondary schools; it can be hypothesized that students who do not keep up their studies through to the end of their senior year may have a more difficult time with first-year coursework at UBC.

Incentivizing early submission of the application

The use of earlier grade information also serves another purpose: it can be used to incentivize the early submission of the application itself. In 2012, UBC embedded the applicant's personal profile into the undergraduate application form; in doing so, we encouraged applicants to delay the submission of their application. In 2011, ten days prior to the application deadline, UBC had already received 85% of its total applicant pool; in 2012 (after the personal profile was embedded), that figure dropped to 44%. Later applications generate increased pressure on Enrolment Services staff and faculties to make more Broad-Based Admission decisions in a shorter period of time and further compromises the timeliness of offers.

Many universities use earlier notification as an incentive for earlier submission of an application. Applicants who apply early get an earlier answer from the institution. This does not increase the applicant's chances of gaining admission; it only affects the date by which the applicant is notified of the university's decision. As a result, if UBC can assure applicants of a more timely decision date, we can incentivize early submission of applications, allowing UBC to better plan for enrolment and better manage the BBA admission process.

The Construction of the Admission Average

Currently, UBC determines an admission average for direct-entry applicants by calculating the mean of grades presented in all required secondary school courses. Other than the published university minimum of 70% in either senior- or junior-year English (applicable to all UBC Vancouver programs) and 67% in Principles of Math 12 (or equivalent; applicable to BSc only), minimum standards in individual courses are not required to meet either published or competitive admission criteria at UBC. In the case of English 12, where a provincial exam is still mandatory, UBC uses the higher of the course-grade only or the blended 60/40 course/exam grade.

The construction of the admission average in this manner raises some concerns. There is both anecdotal and empirical evidence that some BC secondary school students are gaining admission to UBC with inflated course grades in English 12. UBC often sees in-progress English 12 course grades in the spring that are considerably higher than final grades (including the provincial exam) in the summer. However, because the school where the student took the course is not always listed as the school of record on the Ministry transcript, UBC is unable to address this issue.

Furthermore, faculties have identified concern when grades in elective Grade 12 courses can be used to mitigate deficiencies in required Grade 12 courses. For example, the Faculty of Commerce asks for a BC/Yukon secondary school admission average to be calculated on English 12, Pre-Calculus (formerly Principles of Math) 12, and two other approved academic courses. A student with very high grades in (for example) French 12 and Chemistry 12 can effectively mitigate poor performance in English 12 and/or Pre-Calculus 12, even though the Faculty would argue that the latter are far more important in ensuring first-year success.

Other universities address this issue by establishing both an overall competitive admission average and competitive minima on pre-requisite courses. For example, The University of Toronto looks for an overall average and minimum grades in pre-requisites courses (usually English and Calculus and/or Pre-Calculus), commonly in the range 70% or 75%, but often as high as 83%-85%. McGill takes a similar approach requiring between 75% to 85% on English (or French), math and science courses used in the calculation of the admission average (as appropriate by faculty).

In addition to helping to ensure first-year success, introducing course-specific minima in the admission decision shifts the applicant's attention from increasing his/her grades on a stronger subject to improving skills in his/her weakest subject (fearing being denied admission due to a course-specific minimum). This is particularly important considering the tendency of BC students to repeat courses where they have already obtained a high grade, all in the name of increasing admissibility to university.

Policy Proposal

The current suite of undergraduate admission policy proposals attempts to address the aforementioned issues through the following changes:

1. UBC should adopt a deadline-driven approach to undergraduate admissions. This implies that whatever grades information is available by early April (at the latest) be used to render an admission decision by April 15th. In cases where a complete set of Grade 12 grades are not yet available, UBC should substitute final Grade 11 grades as proxies for missing interim Grade 12 grades. Because Grade 12 grades are already available in a timely manner for linear school students, this change would only affect students in schools following a semester calendar. This new approach supports the principles of rendering a timely offer of admission and aligns with UBC's goals.

2. To mitigate the risks associated with making admission decisions on earlier grade information, UBC should introduce a higher threshold (than the university minimum) on final grades required to retain an offer of admission. The threshold may vary by program, should be reasonable (i.e. it should allow for a reasonable change in the applicant's grades), and be clearly stated on the offer of admission. It is suggested that the minimum threshold required to retain the offer be no less than five percentage points below the program's minimum threshold for BBA consideration. For example, if the BCOM program requires an 84% as a competitive minimum threshold for consideration, then the threshold on final grades required to retain the offer of admission could be no higher than 79%.

Consequences for failure to meet the conditions of admission should be determined on a case-by-case basis, considering each applicant's individual circumstances. In cases where it is felt that the timing of the revocation of UBC's offer of admission may cause undue hardship to the applicant, Dean's Discretion may be used to uphold the offer if the faculty believes that the student will be successful at UBC. Although this change runs against the principle of commitment in the undergraduate admission offer, it supports the principle of "excellence of fit" and aligns with UBC's overall goals.

3. The introduction of increased conditionality in the offer of admission provides UBC with the opportunity to address issues related to the use of English grades in the admission decision. More specifically, it allows UBC to address issues of inconsistency in how linear and semester school applicants meet the minimum standard of 70% as a final grade in English 11 or 12. For students with English 12 in progress at the point of evaluation, an offer of admission could be made with the condition that the student eventually present a final English 12 grade of 70% or higher. It also allows UBC to address issues where the English 12 course grade is suspected to be artificially high (as evidenced by a much lower English 12 exam grade). This change supports the undergraduate admissions principles of fairness and "excellence of fit".
4. The introduction of faculty-specific minima for individual course grades in subjects deemed to be of particular importance to ensuring first-year success. Course-specific minima will vary by program and should be introduced as competitive requirements similar to an admission average, varying on a year-by-year basis, but not as published university minima. Students who do not meet the course-specific minima may still be considered under BBA at the discretion of the Faculty. This change supports the undergraduate admissions principles of fairness and "excellence of fit".

With the exception of #4 above, all the aforementioned policy changes could be implemented for 2013W intake assuming Senate approval no later than November 2012. With item #4, applicants should be given at least one year's notice for introduction of course-specific minima.

Appendix A: Summary of UBC’s Current Practices in Collecting BC/Yukon Secondary Student Applicant Grades for the Purposes of Undergraduate Admission

Linear calendar schools <i>Includes all of Vancouver, West Vancouver; most of North Vancouver, Burnaby, and Richmond.</i>			Semester calendar schools <i>Includes rest of BC school districts</i>	
Courses run September - June			Courses run September to January; February to June	
Timeframe	Data	Format	Data	Format
July Gr. 11	Final Grade 11 grades; some final Grade 12s	Official	Final Grade 11 grades; some final Grade 12	Official
Nov/Dec Gr. 12	Term 1 Gr. 12 interim	Unverifiable	Term 1, Semester 1 Grade 12 interim	Unverifiable
February Gr. 12			Semester 1 Grade 12 final	Official
March Gr.12	Term 2 Gr. 12 interim	Verifiable		
April Gr. 12			Semester 2, Term 1 Grade 12 interim	Verifiable
May Gr. 12	Term 2 Gr. 12 interim	Official	Semester 2, Term 1 Grade 12 interim	Official
July Gr. 12	All final grades	Official	All final grades	Official

Definitions:

- Official:* Grades data available in electronic format (that can be uploaded into the UBC SIS) from schools or Ministry of Education
- Verifiable:* Student-reported data can be verified at a later date with electronic data from the Ministry of Education.
- Unverifiable:* Student-reported data cannot be verified at a later date with electronic data from the Ministry of Education

UBC currently collects students’ information three times during the application cycle. The first occurs when the student submits an application, usually between October and January. This information mostly consists of final Grade 11 courses and is used solely to prioritize the evaluation of the personal profile; admission decisions are not made upon this information.

The second instance of grades collection is in the spring. This is the first point in the year when a complete set of verifiable interim or final Grade 12 grades are available for all courses. Students who follow a linear school calendar self-report their Grade 12 term 2 grades when they become available in mid-March (although there are only a handful of linear calendar school districts in the province, linear schools account for roughly half of UBC’s applicant pool). Students in schools following a semester calendar (courses run Sept – Jan and Feb – June) self report their Grade 12 course grades from the first term of the second semester when they become available in late-April. As a result, a complete first round of offers of admission do not go out to students until late April or early May.

In mid-May, when official grades become available electronically from the Ministry of Education, UBC verifies the information submitted by applicants. Finally, in late July, UBC receives final grades and confirmation of graduation. If a student no longer meets the competitive criteria required for admission, the offer is maintained; if a student no longer meets the minimum requirements, the offer is revoked.

Appendix B: Historical Context

Prior to 1995

A university-wide set of criteria is used in evaluating secondary school applicants. All BC/Yukon secondary school applicants, regardless of faculty of preference, have an admission average calculated on:

1. English 11
2. English 12
3. Social Studies 11
4. Mathematics 11
5. An approved language 11
6. A science 11
7. – 9. Three approved provincially examinable grade 12 courses

Faculties and programs require applicants to complete specific secondary school courses (e.g. the BSc program requires Math 12), but the admission average is always calculated on the same abovementioned nine secondary school courses.

Summer 1995

Due to increasing restrictions on enrolment, the University establishes different admission criteria by which to calculate an admission average for the various direct-entry programs. In other words, a student applying to the Faculty of Arts may now have a different admission average than a student applying to Faculty of Science.

UBC Planning and Institutional Research conducts a study that suggests that the five Grade 11 courses used in the admission average do not add predictive value to an overall admission average calculated on Grade 12 courses³. Therefore, in order to simplify the calculation of the admission average, Grade 11 courses are dropped and BC/Yukon secondary school applicant admission averages are now calculated on English 12 and the three approved provincially examinable Grade 12 courses specific to the program of interest.

September 2000

Senate passes a motion that in accordance with the existing admission policy of the University, Broad-Based Admission criteria, such as achievement in standardized tests, results from national or international competitions, or compelling evidence of outstanding leadership, may be considered when evaluating undergraduate applicants from secondary schools who have studied full-time outside of Canada for at least one year immediately prior to UBC admission. Because of the nature of a number of international curricula, Grade 11 grades (or courses from the penultimate year-level of study) are used in the calculation of the admission average.

2004

Prior to this point, offers of admission are conditional upon the student maintaining a final admission average that is more or less the same as it was at point of admission. Enrolment is managed with the expectation that all admitted students will meet the competitive admission average upon final grades. Applicants whose final grades have come up to the competitive cut-off receive offers of admission in the summer. By the same token, newly admitted (and

³ This does not mean that Grade 11 grades are without predictive value; rather, the study concluded that there is nothing we can learn about first-year performance from the applicant's Grade 11 courses that we do not already know from their Grade 12 courses.

registered) students whose final grades fall below the competitive cut-offs have their offers revoked and are de-registered from courses. The exact threshold required to maintain the offer of admission is not stated on the offer of admission. As a result, admitted students are dubious of their admission status at UBC until final offers of admission are made in August.

In 2004, letters of admission are modified to clearly state a minimum threshold required to retain an offer. For all faculties, the threshold is quite conservative, allowing only a small drop (if any) on final grades.

Spring 2006

In order to make firmer offers of admission, UBC ceases the practice of revoking offers of admission in the summer for students whose final grades have fallen but remain above the university minimum. Considering that at the time the mean admission average of an incoming UBC student (from secondary school) was 86%, this suggests that the “typical” student admitted to UBC could see their admission average drop nineteen percentage points between May and July and still retain their offer of admission.

January 2009

The Vancouver Senate approves a proposal to allow for the substitution of Grade 11 grades in place of missing Grade 12 grades when calculating an admission average for out-of-province applicants to the Bachelor of Commerce and Bachelor of Arts programs. Shortly thereafter, all other direct-entry programs join in this pilot project for 2009W.

November 2009

The UBC Vancouver Senate Admissions Committee reports back on outcomes from the pilot project mentioned above and recommends that the policy be continued. At this point, BC/Yukon secondary school students become the last direct-entry applicant group to UBC that cannot be evaluated using Grade 11 grades as proxies for missing Grade 12s in order to render a timely offer of admission.

March 2012

As a response to the job action among BC/Yukon public school teachers (and the fact that Grade 12 students may not be issued report cards), both UBC Senates approve a resolution allowing for the one-year use of Grade 11 grades as proxies for missing Grade 12 grades in the calculation of the admission average.

Appendix C: Consultation

Spring 2012

A number of potential admission scenarios designed to render earlier offers of admission are presented to the UBC Counselors' Advisory Committee (consisting of approximately 30 BC secondary school counselors representing a broad range of school types and geographic locations). The group opts for a scenario described in points 1 and 2 on pages four and five of this document.

Summer 2012

This document is brought to the Vancouver Senate Admissions Committee and the Enrolment Management Committee for discussion. The document is also shared with colleagues on the Okanagan campus.

Fall 2012

This document will be brought to the Executive Enrolment Committee for consideration. A mechanism for broader faculty consultation will be determined. This document will be brought to the AMS for student feedback.

Appendix D: First Draft of UBC Vancouver Calendar Language

Changes for the 2013W intake cycle

1. Re: the use of Grade 11 grades as proxies for missing Grade 12 grades.

This policy affects BC/Yukon secondary school applicants in semester calendar schools. The policy proposes that UBC use final Grade 11 grades in the calculation of the admission average as substitutes for in-progress Grade 12 courses where a grade is not yet available.

The UBC Calendar currently contains language approved by Senate in March 2012 for Policy J-52; see *Homepage >> Admissions >> Applicants Following the BC/Yukon Secondary School Curriculum >> Admission >> Requirements*. Should the new policy be accepted, this language should remain in place:

The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.

2. Re: the re-introduction of a competitive threshold on final grades.

Affects all direct-entry applicants. This policy proposes that offers of admission be conditional on students maintaining a final average somewhere below the minimum required for consideration under Broad Based Admission but above the university minimum (70%). Students who do not meet this condition of admission will be reviewed on a case-by-case basis.

The UBC Calendar is currently silent on this issue; language changes are not required.

3. Re: the incentivizing of early submission of applications.

Affects all direct-entry applicants, but will have the greatest impact on BC/Yukon secondary school applicants. If UBC is permitted to use final BC/Yukon Grade 11 grades as substitutes for in-progress Grade 12 courses where a grade is not yet available, UBC can incentivize direct-entry applicants to submit their applications earlier.

The UBC Calendar is currently silent on this issue; language changes are not required.

4. Re: the evaluation of English 11 or 12 at 70% on interim grades.

Affects all direct-entry applicants, but will have the greatest impact on BC/Yukon secondary school applicants in linear school calendars.

This policy proposes that applicants be evaluated prior to having met the minimum standard of 70% as a final grade in English 11 or English 12. Students with an in-progress grade of 70% or higher in English 12 would now be admissible on the condition that they achieve a final grade of

70% or higher in English 12. Students who do not meet this condition of admission will be reviewed on a case-by-case basis.

The UBC Calendar is currently silent on this issue; language changes are not required. The UBC Calendar identifies a number of minimum criteria required to admit direct-entry applicants: secondary school graduation; an admission average of 70%; a final grade in English 11 or 12 (or equivalent) at 70%; achievement of the English Language Admission Standard. But the UBC Calendar is silent on making the distinction of when UBC can or cannot proceed on conditional admission when one of these minima has not yet been met.

5. Re: using the English 12 provincial exam grade only when a significant discrepancy exists with the English 12 course grade.

Affects BC/Yukon secondary school applicants. This policy proposes that in cases where a significant discrepancy exists between the English 12 course grade and the English 12 exam grade, UBC reserves the right to use the exam grade only.

Under *Homepage >> Admissions >> Applicants Following the BC/Yukon Secondary School Curriculum >> Admission >> Requirements*, the current UBC Calendar entry states:

Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average.

The new language should read:

Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. However, in cases where a significant discrepancy exists between the course grade and the exam grade, UBC reserves the right to use the exam grade only.

Changes for the 2014W intake cycle

6. Re: the use of course specific minima in the admission decision.

Affects all direct-entry applicants. This policy proposes that Faculties have the option of imposing minimum grades on pre-requisite courses used in the calculation of the admission average.

Under *Homepage >> Admissions >> Applicants Following the BC/Yukon Secondary School Curriculum >> Admission >> Requirements*, the current UBC Calendar entry states:

The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses.

The new language should read:

The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Certain programs may require a competitive minimum grade in individual courses used in the calculation of the admission average.



PRINCIPLES OF EFFECTIVE UNDERGRADUATE ADMISSION TO UBC

ALIGNMENT WITH UBC'S GOALS:

- Admission policies shall ensure that the institution “...attracts and retains the best undergraduate and graduate students from across BC, Canada and the world” (Trek 2010). Such students should be predisposed to take advantage of the opportunities to seek academic challenge, to do research, to develop leadership skills, to do community service, to foster global awareness, and to participate in sports and the fine and performing arts.

Corollary: Policies or practices that encourage the enrolment of top-quality students will be identified and reviewed.

Corollary: Where two or more principles are in conflict, the resolution will always aim to achieve the overall goals of the University.

EVIDENCE-BASED POLICY REVIEW:

- Admission criteria will be based on knowledge of the strengths and weaknesses of educational systems world-wide and of student performance at UBC.

Corollary: Student achievement at UBC will be used regularly to review and modify admission policies and practices, and to identify areas of potential improvement in UBC curricula and pedagogy.

Corollary: The University needs the ability to forecast changes in demand for programs so that policies can be adapted within this framework of principles.



EXCELLENCE OF FIT:

- Evaluation criteria will aim to identify those applicants who are most likely to prosper at the University of British Columbia.

Corollary: General university admission criteria shall identify where possible common core academic requirements for admission to all undergraduate programs.

Corollary: Admission criteria for specific UBC programs shall be based on the framework of the general admission criteria.

Corollary: In addition to evidence of academic achievement, diverse admission criteria may be used (i.e., broader-based admission).

FAIRNESS:

- Applicants will not be disadvantaged by the structure (timing, sequencing, grading schemes) of the educational system followed that provides the basis of admission.

Corollary: Fair and equitable treatment of applicants does not require the application of identical policies and practices because to do so would be to ignore the different educational backgrounds and needs of prospective students.

Corollary: What is considered sufficient evidence of readiness to succeed may differ for different academic programs.

Corollary: Grading schemes will not be equated to the BC high school system unless data on student performance support such a practice.

Corollary: Applicants who are continuing UBC students wishing to change program will not be disadvantaged as long as they are in good academic standing in their current program.

INTEGRITY:

- Admission practices shall conform to policies.

TRANSPARENCY:

- Admission requirements shall be clear and understandable to prospective students, counsellors, and others who influence student choice.

Corollary: The University will be openly direct in its communication of admission policies and practices.

TIMELINESS:

- An offer will be made in time for the applicant to plan for the transition to UBC and for UBC to meet its enrolment targets.

Corollary: Applicants must know the terms of an offer from UBC in time to compare it to offers from other institutions and to make reasonable financial and relocation plans for the eventual transition to UBC.

Corollary: To attract excellent applicants, UBC needs to make most offers before May 1st, which probably means that final grades cannot be considered from most educational jurisdictions and systems.

Corollary: Some applicants may be able to present evidence of readiness for success earlier than others so some offers of admission may be made much earlier than others using different sets of data.



COMPREHENSIVENESS:

- The terms of an offer of admission will include space in an academic program, and space in student housing and financial support when applicable.

Corollary: The application processes and decision timelines for both entry into academic programs and space in student housing must be linked because the allocation of student housing spaces must be part of a larger strategy for effective student recruitment.

Corollary: Offers of admission to an academic program and of merit-based financial assistance should be made at the same time based on similar sets of data because the allocation of scholarships must be part of a larger strategy for effective student recruitment.

COMMITMENT:

- An offer of admission will not be revoked unless the applicant does not meet a minimum set of conditions that are conveyed with the offer.

Corollary: An applicant offered admission will in turn be expected to make a firm commitment to the university.

Corollary: The minimum conditions for retention of an offer of admission will be reviewed and modified regularly to ensure that as many students as possible succeed academically.

Corollary: All direct-entry programs will adhere to a common minimum set of conditions for retention of offers of admission.