

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, February 24, 2016 meeting:

Agenda Title: **Proposed Changes to Undergraduate Admission Requirements for High School Applicants from the American Education System**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed changes to the undergraduate admission requirements for high school applicants from American education systems, as recommended by GFC Academic Standards Committee, and as set forth in Attachment 5, to take effect 2016/17.

Final Item: 4

Agenda Title: **Proposed Rescission of four current Mandatory Non-Instructional Fees (CoSSS, Registration & Transcript fee, University Student Services Fee, University Health Services Fee) and Establishment of two Restructured Mandatory Non-Instructional Fees (Student Health & Wellness Fee, Student Academic Support Fee)**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors rescind the Common Student Space, Sustainability & Services Fee (CoSSS), the Registration & Transcript Fee, the University Student Services Fee, and the University Health Services Fee, as set forth in Attachment 2, to take effect upon the establishment of the restructured mandatory non-instructional fee schedule.

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve the establishment of the following two restructured mandatory non-instructional fees: Student Health & Wellness Fee, and the Student Academic Support Fee, as set forth in Attachment 2, to take effect upon approval.

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors rescind the following Board-approved motion of February 10, 2012:

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by the weighted annual inflationary increase formula set forth in Appendix 3 of Attachment 3 (the Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees), commencing in the 2017-18 academic year, and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

Final Item: 5

OUTLINE OF ISSUE

Agenda Title: **Proposed Changes to Undergraduate Admission Requirements for High School Applicants from American Education Systems**

Motion: THAT the GFC Academic Planning Committee, under delegated authority by the General Faculties Council, approve the proposed changes to the undergraduate admission requirements for high school applicants from American education systems, as recommended by GFC Academic Standards Committee, and as set forth in Attachment 5, to take effect 2016/17.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar and University of Alberta International
Presenter	Lisa Collins, Vice-Provost and Registrar
Subject	Proposed changes to <i>University Calendar</i> section 14.1.4 regarding the use of SAT Reasoning Test Results and ACT Scores to fulfill undergraduate admission requirements for High School applicants from the American education system.

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>To adjust the options available to students from American-based high school education systems for meeting University of Alberta admission requirements. Currently, admission is based on the presentation of SAT or ACT minimum score in order for the University to consider high school grades in the humanities and fine arts, but not for science subject requirements. The latter can only be met by standardized tests (SAT, AP). This does not work well for students because it widely limits the number of applicants who can complete their application to the University of Alberta and it excludes many otherwise very strong students. Writing multiple SAT or AP exams is burdensome, costly, stressful and seen as unnecessary to high quality students who already achieved high marks in high school.</p> <p>The proposed increase in standardized test results allows the University to see a clear indication of the students' academic preparedness for undergraduate programs at the University of Alberta. By raising the minimum SAT requirement from 1650 to 1800 and ACT from 24 to 26 we can recognize students ready for university level study and can be confident in using the highest scoring result across all grades presented including from high school to satisfy admission requirements.</p> <p>Please see attached proposal document for more information.</p>
The Impact of the Proposal is	See 'Purpose'
Replaces/Revises (eg, policies, resolutions)	<i>University of Alberta Calendar</i> Section 14.1.4
Timeline/Implementation Date	2016-17
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>Dare to Discover Values</i>: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.</p> <p>Office of the Registrar – Ten Point Enrollment Management Plan (Undergraduate), <i>Point 4</i>.</p> <p>“4. Change Evaluation Criteria/Process to support earlier decision – e.g. Grade 11 grades & fall grades for postsecondary applicants</p> <ul style="list-style-type: none"> • Establish a date by which the majority of admission decisions should be made in order to be competitive. Target for 2015 is March/April • *Establish evaluation criteria based on what academic information is available for different types of students at the point a decision needs to be made (equitable, not equal) • *Stop converting different curriculum to Alberta. Use performance data to appropriately calibrate grading scales from different academic systems. • *Modify Application/ Document deadlines to support new timing and evaluation criteria. • ** Develop fee based model for transfer credit assessment
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii). Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)</p> <p>3. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate) allow for GFC ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3.B.x).</p> <p>4. GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate): “[...]”</p> <p style="text-align: center;">7. Admission, Transfer and Academic Standing</p> <p>a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general</p>

University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change[.]

b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations. [...]"

6. ***UAPPOL Admissions Policy***: "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine."

7. ***UAPPOL Admissions Procedure***:

"PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).

For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."

b. Where changes to admission regulations are deemed by the approving body to be "advantageous to students", normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.

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Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	Faculty of Arts (December 14, 2015) – for discussion; Faculty of Engineering (December 17, 2015) – for discussion Faculty of Science (December 17, 2015) – for discussion Faculty of Agricultural, Life, & Environmental Sciences – for discussion Faculty of Education (December 22, 2014) – for information University of Alberta International – actively participating Office of the Registrar – actively participating Advisory Committee on Enrolment Management (ACEM, August 21, 2015) – for information
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – January 21, 2016 GFC Academic Planning Committee – February 10, 2016
Final Approver	GFC Academic Planning Committee

Attachments

1. Attachment 1 (page 1-2) – Overview of SAT and ACT
2. Attachment 2 (pages 1-5) - SAT percentile ranks of all SAT test takers in 2014
3. Attachment 3 (page 1) - ACT and SAT concordance table
4. Attachment 4 (pages 1-10) – SAT scores sent to UofA report 2015
5. Attachment 5 (pages 1-4) Admission Requirements for Applicants from American education system schools:
 - a. Proposed Changes for the 2016-17 *University Calendar* (For Approval)
 - b. Rationale for proposal
 - c. Performance during last three versions of US-system admission policy across 2009 to 2014
6. Attachment 6 (page 1-2) - Benchmarking table with Canadian and US competitors and comparator institutions
7. Attachment 7 (page 1) - Summary of Five Major US institutions use of High School Science Grades
8. Attachment 8, 9, 10 - Sample documents of current high scoring US student applicant who is not eligible for admission under current policy without further documentation (student info removed for privacy)
 - a. Scottsdale Preparatory Academy High School Transcript
 - b. Student ACT score report
 - c. Scottsdale Preparatory Academy School Profile

Prepared by: Curriculum Calibration Initiative Steering Committee: John Soltice, Assistant Director International Recruitment (University of Alberta International), Thinh Nguyen, Admissions Specialist (Office of the Registrar), Christina Caputo, Admissions Team Lead (Office of the Registrar), Joana Apreku, Admissions Specialist (Office of the Registrar). John.soltice@ualberta.ca; thinh.nguyen@ualberta.ca; Christina.caputo@ualberta.ca; joana.apreku@ualberta.ca

Appendix 1 - Overview

Scholastic Aptitude Test (SAT) Overview

Original Name	Previous Name	Current Name
SAT 1	SAT Reasoning Test	SAT

The **SAT Reasoning Test**, managed by College Board, started in the early 1900s, was initially developed by the Educational Testing Service (ETS), who still administers the test, but now it is owned and developed by the College Board. It tests a student's knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and almost all American colleges and universities use the SAT to make admission decisions, in addition to high school grades, recommendations, essays and other relevant information in offering places on their undergraduate courses.

The SAT Reasoning Test is three hours and forty-five minutes long and has three main divisions:

- **Critical Reading** includes reading passages and sentence completions.
- **Mathematics** includes questions on arithmetic operations, algebra, geometry, statistics and probability.
- **Writing** includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.
- Includes three kinds of questions:
 - o Multiple-choice questions
 - o Student-produced responses (mathematics only)
 - o Essay question

SAT scores are reported on a scale from 200-800 on each section (gradients of 10), with additional sub-scores reported for the essay (ranging from 2-12) and for multiple-choice writing questions (on a 20-80 scale). The SAT is offered seven times a year in the United States and six times at international sites.

SAT Subject Tests (aka "SAT 2") are stand-alone subject-specific tests.

American College Testing (ACT) Overview

ACT was first administered in Fall 1959. Since 1960, it has been offered in all 50 states in the United States. The exam includes four areas: English, Mathematics, Reading and Science Reasoning. A Writing section is optional.

The test takes 2 hours and 55 minutes and tests the students in four areas:

English: 45 minutes; Math: 60 minutes; Reading: 35 minutes; Science: 35 minutes. The ACT Writing Test (optional) adds 30 minutes to the testing time.

Questions are of two main types:

- Problem solving - multiple choice (5 answer choices)
- Student-produced response questions ('grid-ins')

The Composite score and each test score (English, Mathematics, Reading, Science) range from 1 (low) to 36 (high). In the U.S., U.S. territories, Puerto Rico, and Canada, the ACT is offered six times a year and five times at international sites.

A composite score is also derived from the above (writing is not factored in). Composite score range is 1 to 36.

SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

This table allows you to compare a student's combined SAT® scores with the performance of other test-takers in the total group of 2014 college-bound seniors, as well as with all males and all females in the cohort. Percentile ranks show the percentage of each group who scored lower on the three sections together.

Note that composite scores are not the best way to view SAT scores because important differences between the performances on each section are obscured.

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
2400	583	99+	327	99+	256	99+
2390	237	99+	147	99+	90	99+
2380	329	99+	187	99+	142	99+
2370	523	99+	282	99+	241	99+
2360	667	99+	385	99+	282	99+
2350	630	99+	383	99+	247	99+
2340	918	99+	506	99+	412	99+
2330	1,075	99+	599	99+	476	99+
2320	1,233	99+	669	99+	564	99+
2310	1,246	99+	718	99	528	99+
2300	1,371	99	737	99	634	99+
2290	1,522	99	889	99	633	99
2280	1,426	99	758	99	668	99
2270	1,703	99	959	99	744	99
2260	1,848	99	982	99	866	99
2250	1,914	99	1,055	99	859	99
2240	1,995	99	1,083	99	912	99
2230	2,184	99	1,176	98	1,008	99
2220	2,296	99	1,245	98	1,051	99
2210	2,560	98	1,432	98	1,128	99
2200	2,574	98	1,369	98	1,205	99
2190	2,794	98	1,519	98	1,275	98
2180	2,844	98	1,518	98	1,326	98
2170	3,074	98	1,625	97	1,449	98
2160	3,187	98	1,757	97	1,430	98
2150	3,351	97	1,825	97	1,526	98
2140	3,631	97	1,932	97	1,699	98
2130	3,715	97	1,965	96	1,750	97
2120	4,024	97	2,090	96	1,934	97
2110	4,289	96	2,314	96	1,975	97
2100	4,413	96	2,368	96	2,045	97
2090	4,555	96	2,427	95	2,128	96
2080	4,636	96	2,422	95	2,214	96

SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
2070	4,991	95	2,604	95	2,387	96
2060	5,252	95	2,815	94	2,437	96
2050	5,418	95	2,852	94	2,566	95
2040	5,616	94	2,889	94	2,727	95
2030	5,974	94	3,096	93	2,878	95
2020	6,332	94	3,362	93	2,970	94
2010	6,494	93	3,335	92	3,159	94
2000	6,615	93	3,410	92	3,205	94
1990	6,783	92	3,466	91	3,317	93
1980	6,913	92	3,580	91	3,333	93
1970	7,292	92	3,687	90	3,605	93
1960	7,597	91	3,888	90	3,709	92
1950	7,866	91	4,012	89	3,854	92
1940	8,204	90	4,135	89	4,069	91
1930	8,394	90	4,223	88	4,171	91
1920	8,886	89	4,586	88	4,300	90
1910	9,235	89	4,686	87	4,549	90
1900	9,366	88	4,679	87	4,687	89
1890	9,741	87	4,790	86	4,951	89
1880	9,827	87	4,981	85	4,846	88
1870	10,302	86	5,191	85	5,111	88
1860	10,438	86	5,159	84	5,279	87
1850	10,932	85	5,408	83	5,524	86
1840	11,183	84	5,504	83	5,679	86
1830	11,268	84	5,567	82	5,701	85
1820	11,728	83	5,830	81	5,898	84
1810	12,138	82	5,936	80	6,202	84
1800	12,506	81	6,147	80	6,359	83
1790	12,724	81	6,231	79	6,493	82
1780	12,898	80	6,127	78	6,771	81
1770	13,322	79	6,460	77	6,862	81
1760	13,461	78	6,553	76	6,908	80
1750	13,882	77	6,814	76	7,068	79
1740	14,337	77	6,929	75	7,408	78
1730	14,421	76	6,926	74	7,495	77
1720	14,678	75	7,036	73	7,642	77
1710	15,183	74	7,159	72	8,024	76
1700	15,302	73	7,301	71	8,001	75

SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
1690	15,746	72	7,446	70	8,300	74
1680	15,801	71	7,498	69	8,303	73
1670	16,179	70	7,642	68	8,537	72
1660	16,258	69	7,627	67	8,631	71
1650	16,695	68	7,853	66	8,842	70
1640	16,989	67	8,040	65	8,949	69
1630	17,166	66	7,996	64	9,170	68
1620	17,466	65	8,219	63	9,247	67
1610	18,152	64	8,525	62	9,627	66
1600	18,006	63	8,460	61	9,546	65
1590	18,216	62	8,531	60	9,685	64
1580	18,515	61	8,604	59	9,911	63
1570	18,779	60	8,729	58	10,050	61
1560	19,128	59	8,837	56	10,291	60
1550	19,110	57	8,886	55	10,224	59
1540	19,032	56	8,791	54	10,241	58
1530	19,539	55	8,987	53	10,552	57
1520	19,552	54	8,915	52	10,637	56
1510	19,914	53	9,090	51	10,824	54
1500	19,947	52	9,055	50	10,892	53
1490	19,471	50	8,964	48	10,507	52
1480	20,088	49	9,092	47	10,996	51
1470	19,874	48	9,104	46	10,770	50
1460	19,908	47	9,076	45	10,832	48
1450	20,196	46	9,151	44	11,045	47
1440	20,068	44	9,066	43	11,002	46
1430	20,059	43	9,058	42	11,001	45
1420	20,434	42	9,244	40	11,190	43
1410	20,201	41	9,139	39	11,062	42
1400	20,046	40	9,008	38	11,038	41
1390	19,807	38	8,884	37	10,923	40
1380	20,187	37	9,070	36	11,117	38
1370	19,851	36	8,900	35	10,951	37
1360	19,712	35	8,807	33	10,905	36
1350	19,504	34	8,658	32	10,846	35
1340	19,411	32	8,676	31	10,735	33
1330	19,309	31	8,648	30	10,661	32
1320	18,917	30	8,452	29	10,465	31

SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
1310	19,026	29	8,405	28	10,621	30
1300	18,500	28	8,225	27	10,275	29
1290	18,340	27	8,040	26	10,300	28
1280	18,057	26	7,907	25	10,150	26
1270	17,924	25	7,889	24	10,035	25
1260	17,509	24	7,597	23	9,912	24
1250	17,168	23	7,644	22	9,524	23
1240	16,802	22	7,361	21	9,441	22
1230	16,689	21	7,281	20	9,408	21
1220	15,933	20	7,116	19	8,817	20
1210	15,491	19	6,843	18	8,648	19
1200	15,457	18	6,707	17	8,750	18
1190	14,908	17	6,544	17	8,364	17
1180	14,168	16	6,244	16	7,924	16
1170	13,887	15	6,128	15	7,759	15
1160	13,400	14	5,948	14	7,452	15
1150	12,917	14	5,665	14	7,252	14
1140	12,499	13	5,498	13	7,001	13
1130	11,961	12	5,249	12	6,712	12
1120	11,763	11	5,243	12	6,520	11
1110	11,267	11	5,187	11	6,080	11
1100	10,534	10	4,688	10	5,846	10
1090	10,106	10	4,425	10	5,681	9
1080	9,672	9	4,257	9	5,415	9
1070	9,288	8	4,112	9	5,176	8
1060	8,776	8	3,919	8	4,857	8
1050	8,568	7	3,972	8	4,596	7
1040	8,065	7	3,661	7	4,404	7
1030	7,457	6	3,474	7	3,983	6
1020	7,195	6	3,283	6	3,912	6
1010	6,692	6	2,990	6	3,702	5
1000	6,272	5	2,839	6	3,433	5
990	5,906	5	2,715	5	3,191	5
980	5,631	5	2,658	5	2,973	4
970	5,473	4	2,502	5	2,971	4
960	4,882	4	2,341	4	2,541	4
950	4,764	4	2,267	4	2,497	3
940	4,493	3	2,143	4	2,350	3

SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
930	4,273	3	2,052	3	2,221	3
920	3,899	3	1,843	3	2,056	3
910	3,766	3	1,795	3	1,971	2
900	3,627	2	1,791	3	1,836	2
890	3,310	2	1,613	3	1,697	2
880	3,119	2	1,541	2	1,578	2
870	3,062	2	1,517	2	1,545	2
860	2,777	2	1,420	2	1,357	2
850	2,642	2	1,298	2	1,344	1
840	2,485	1	1,233	2	1,252	1
830	2,290	1	1,146	1	1,144	1
820	2,198	1	1,125	1	1,073	1
810	2,015	1	1,034	1	981	1
800	1,840	1	970	1	870	1
790	1,660	1	865	1	795	1
780	1,529	1	817	1	712	1
770	1,448	1	785	1	663	1
760	1,301	1	685	1	616	1-
750	1,273	1	680	1	593	1-
740	1,127	1-	594	1	533	1-
730	1,018	1-	553	1-	465	1-
720	962	1-	550	1-	412	1-
710	821	1-	454	1-	367	1-
700	741	1-	415	1-	326	1-
690	648	1-	365	1-	283	1-
680	598	1-	344	1-	254	1-
670	505	1-	267	1-	238	1-
660	382	1-	212	1-	170	1-
650	340	1-	196	1-	144	1-
640	264	1-	147	1-	117	1-
630	292	1-	169	1-	123	1-
620	107	1-	55	1-	52	1-
610	183	1-	106	1-	77	1-
600	374	—	234	—	140	—
Number	1,672,395		783,570		888,825	
Mean	1,497		1,510		1,485	
S.D.	322		330		313	

Appendix 3 – ACT and SAT Concordance table

Estimated Relationship between ACT Composite Score and SAT CR+M+W Score

In addition, ACT is providing an ESTIMATED Relationship Table for institutions that also use the SAT (Critical Reading + Math + Writing) Score. This table provides a score on the SAT that is similar to an ACT Composite score. The values given are a very accurate representation of what you might get from a concordance table. ([Understanding estimated relationship](#))

ACT Composite Score	Estimated SAT CR+M+W	Estimated SAT CR+M+W (Score Range)	ACT Composite Score
36	2390	2380–2400	36
35	2330	2290–2370	35
34	2250	2220–2280	34
33	2180	2140–2210	33
32	2120	2080–2130	32
31	2060	2020–2070	31
30	2000	1980–2010	30
29	1940	1920–1970	29
28	1880	1860–1910	28
27	1820	1800–1850	27
26	1770	1740–1790	26
25	1710	1680–1730	25
24	1650	1620–1670	24
23	1590	1560–1610	23
22	1530	1510–1550	22

Source: <http://www.act.org/aap/concordance/estimate.html> (viewed December 2015)

SAT

2015 College-Bound Seniors

Profile of SAT® Prospective Applicants

UNIVERSITY OF ALBERTA
C0963



Included in This Report

SAT® Data

SAT Subject Tests™ Data

College Plans

DATA EMBARGO IN EFFECT This report contains information on college-bound students in the class of 2015 who took the SAT® or SAT Subject Tests™ at any time during high school. *Data and other information in this report are embargoed from dissemination to the media and general public until after the College Board makes state and total group-level data and information publically available. The embargo will be lifted no later than September 30, 2015.* Prior to that time, you may use the data and other information in this report for internal purposes. The College Board will post updated information in the coming weeks about the embargo at <https://collegeboard.org/press>; if you have questions about the College Board national press briefing, please contact the College Board communications department at communications@collegeboard.org.

The SAT® Program

The SAT® (formerly known as the SAT® I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2015* includes students who tested through June 2015.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2015 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT tests.
- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.
- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at www.collegeboard.org.

Mean

The *mean* is the arithmetic average.

Percentile

The *percentile*, also called the *percentile point*, is the point on the measurement scale below which a specified percentage of scores fall. The 25th, 50th and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses a 200- to 800-point scale.

Standard deviation (SD)

The *standard deviation (SD)* is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

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SAT® Data

Data in this report are for high school graduates in the year 2015. Information is summarized for seniors who took the SAT at any time during their high school years through June 2015. If a student took the test more than once, the most recent score is used.

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing *		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Total	502	530	102	631	110	554	94	55.7	10.1	7.6	1.3

Table 2: Mean Scores by Gender

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Male	302	522	104	641	108	544	96	54.9	10.2	7.4	1.4
Female	200	543	97	616	112	570	89	56.9	9.8	7.9	1.2

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the SAT

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Senior (2014-2015)	395	521	99	627	113	547	91	55.0	9.8	7.6	1.3
Junior (2013-2014)	101	560	106	640	100	574	101	57.9	10.8	7.8	1.4
Sophomore (2012-2013)	6	613		718		660		67.0		8.2	
Freshman (2011-2012)											
Total	502	530	102	631	110	554	94	55.7	10.1	7.6	1.3

Table 4: Mean Scores for Total Group

Mean scores for the state and total group may serve as points of reference when evaluating mean scores for the institution.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Total Group	1,698,521	495	116	511	120	484	115	48.7	11.6	7.0	1.7

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. The Writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2 to 12, with a very small percentage of students (less than 0.3%) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

SAT® Data

Table 5: Percentiles for Institution and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT Percentile	Institution			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th Percentile	600	710	620	570	590	560
50th Percentile	530	640	560	490	510	480
25th Percentile	460	560	490	410	430	400

Table 6: Score Distributions

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700-800	14	9	23	109	58	167	15	18	33
600-690	64	53	117	96	67	163	78	67	145
500-590	91	75	166	65	45	110	119	70	189
400-490	99	49	148	26	22	48	73	40	113
300-390	30	14	44	5	8	13	15	5	20
200-290	4		4	1		1	2		2

Table 7: Total Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	1							
Asian, Asian American, or Pacific Islander	219	44	549	96	689	78	581	88
Black or African American	56	11	464	86	511	97	488	84
Mexican or Mexican American	4	1						
Puerto Rican								
Other Hispanic, Latino, or Latin American	17	3	528		548		514	
White	81	16	578	98	603	87	563	88
Other	66	13	507	89	629	111	553	92
No Response	58	12	483	106	600	124	519	96
Total	502	100	530	102	631	110	554	94

SAT Subject Tests™ Data

Table 8: Number of Test-Takers and Tests for SAT Subject Tests

Students Who Took SAT Subject Tests		Students Who Took SAT Subject Tests and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading	Mathematics	Writing
236	629	223	568	684	597

Students Who Took One or More Different SAT Subject Tests		
Number of Tests Taken	Number of Test-Takers	Percentage of Total Test-Takers Who Took One or More Tests
1	25	11
2	80	34
3	96	41
4 or More	35	15

Table 9: Mean Scores for SAT Subject Tests and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the SAT.

SAT Subject Test	SAT Subject Test			SAT						
	N	Mean	SD	N	Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD
English										
Literature	11	581		11	621		636		602	
History and Social Studies										
U.S. History	14	606		14	604		671		629	
World History	3			3						
Mathematics										
Mathematics Level 1	64	649	92	62	549	96	649	76	582	71
Mathematics Level 2	181	708	90	172	573	92	700	69	603	77
Science										
Biology E	17	615		17	576		624		590	
Biology M	38	686	76	36	601	89	686	66	606	72
Chemistry	134	680	93	126	569	105	693	76	593	80
Physics	147	691	89	138	568	101	703	74	601	83
Foreign and Classical Languages										
Chinese with Listening	2			2						
French	10	596		10	589		664		587	
French with Listening	3			3						
German										
German with Listening										
Modern Hebrew										
Italian										
Japanese with Listening										
Korean with Listening	1			1						
Latin										
Spanish	3			3						
Spanish with Listening	1			1						

Shared Prospective Applicants

Table 10: Other Colleges and Universities Receiving the Most SAT Score Reports From Your Prospective Applicants

Students may designate more than one institution to receive their SAT score reports. This list includes 35 institutions that also received SAT score reports from students who designated that their reports be sent to your institution. These institutions received the most score reports from your prospective applicants. A total of 534 institutions received score reports from students who also sent score reports to your institution.

College or University	State	Type	Students		Percent		SAT Mean Scores		
			N	Pct	Male	Female	Critical Reading	Mathematics	Writing
UNIVERSITY OF BRITISH COLUMBIA		Public	192	38	65	35	549	662	576
UNIVERSITY OF TORONTO		Public	185	37	68	32	546	669	574
MCGILL UNIVERSITY		Private	130	26	63	37	569	685	600
UNIVERSITY OF WATERLOO		Private	126	25	73	27	561	685	583
UNIVERSITY OF CALGARY		Public	121	24	60	40	536	637	565
MCMASTER UNIVERSITY		Private	92	18	70	30	563	688	593
PURDUE UNIVERSITY	IN	Public	75	15	71	29	557	714	601
PENN STATE UNIVERSITY PARK	PA	Public	66	13	56	44	540	683	585
QUEEN'S UNIVERSITY		Private	61	12	64	36	563	666	585
UNIVERSITY OF WESTERN ONTARIO		Private	60	12	63	37	533	657	581
UNIVERSITY OF OTTAWA		Private	56	11	61	39	555	676	601
SIMON FRASER UNIVERSITY		Public	55	11	53	47	557	656	599
UNIVERSITY OF VICTORIA		Private	44	9	59	41	535	661	582
OHIO STATE UNIVERSITY, COLUMBUS CAMPUS	OH	Public	43	9	72	28	527	714	600
YORK UNIVERSITY		Private	41	8	63	37	534	637	559
GEORGIA INSTITUTE OF TECHNOLOGY	GA	Public	40	8	80	20	572	692	594
DALHOUSIE UNIVERSITY		Private	39	8	56	44	534	679	585
UNIVERSITY OF WASHINGTON	WA	Public	38	8	68	32	563	694	628
UNIVERSITY OF MICHIGAN	MI	Public	36	7	58	42	592	706	630
BOSTON UNIVERSITY	MA	Private	35	7	46	54	566	669	591
UNIVERSITY OF TEXAS AT AUSTIN	TX	Public	35	7	66	34	561	680	597
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	IL	Public	34	7	76	24	570	730	614
UNIVERSITY OF CALIFORNIA, BERKELEY	CA	Public	33	7	67	33	568	703	601
UNIVERSITY OF CALIFORNIA, LOS ANGELES	CA	Public	33	7	58	42	568	723	613
UNIVERSITY OF WISCONSIN-MADISON	WI	Public	32	6	63	38	571	708	608
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private	30	6	73	27	543	672	581
UNIVERSITY OF MINNESOTA, TWIN CITIES	MN	Public	30	6	67	33	532	696	581
TEXAS A&M UNIVERSITY	TX	Public	28	6	61	39	522	638	545
CORNELL UNIVERSITY	NY	Private	27	5	70	30	602	726	637
UNIVERSITY OF CALIFORNIA, SAN DIEGO	CA	Public	26	5	69	31	543	684	585
NEW YORK UNIVERSITY	NY	Private	25	5	36	64	584	680	616
STANFORD UNIVERSITY	CA	Private	24	5	67	33	577	673	605
DREXEL UNIVERSITY	PA	Private	23	5	61	39	547	682	593
JOHNS HOPKINS UNIVERSITY	MD	Private	23	5	52	48	628	667	630
NORTHEASTERN UNIVERSITY	MA	Private	23	5	57	43	573	678	594

502 = The number of SAT score reports sent to your institution.

3,628 = The number of SAT score reports that your prospective applicants sent to other institutions.

1,667 = The number of SAT score reports that your prospective applicants sent institutions not listed above.

12 = The number of SAT score reports sent only to your institution.

Geographic Locations of High Schools

Table 11: Geographic Locations of High Schools Attended by the Largest Numbers of Your Prospective Applicants

This list includes the states where the high schools that are attended by the largest numbers of your prospective applicants are located.

Location of High School	Number of Score Senders* by State	Percent of Score Senders** by State	Percent of State's Score Senders by Gender***	
			Male	Female
TEXAS	17	3.3	41.2	58.8
CALIFORNIA	10	1.9	50.0	50.0
WASHINGTON	8	1.6	50.0	50.0
FLORIDA	6	1.2	66.7	33.3
PENNSYLVANIA	6	1.2	50.0	50.0
VIRGINIA	6	1.2	50.0	50.0
IDAHO	4	0.8	50.0	50.0
MASSACHUSETTS	4	0.8	25.0	75.0
ARIZONA	3	0.6	33.3	66.7
HAWAII	3	0.6	33.3	66.7
GEORGIA	2	0.4	100.0	0
INDIANA	2	0.4	50.0	50.0
NEVADA	2	0.4	50.0	50.0
NEW JERSEY	2	0.4	50.0	50.0
OREGON	2	0.4	100.0	0
RHODE ISLAND	2	0.4	0	100.0
ALASKA	1	0.2	0	100.0
ARKANSAS	1	0.2	100.0	0
COLORADO	1	0.2	0	100.0
CONNECTICUT	1	0.2	100.0	0
ALL OTHER U.S. LOCATIONS	14	2.7	50.0	50.0
LOCATIONS OUTSIDE OF U.S.	418	81.2	63.2	36.8
Total	515	100.0	60.4	39.6

*Of the students who designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the number of those students who attend high schools located in the specified state

**Of the students who designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percent of those students who attend high schools located in the specified state.

***Of the total number of students who attend high school in a specified state and designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percentage of those students who are male and the percentage of those students who are female.

Source of Prospective Applicants

Table 12: High Schools That Are the Primary Sources of Your Prospective Applicants

High School	City	State	Students		Percent***		SAT Mean Scores		
			N*	Pct**	Male	Female	Critical Reading	Mathematics	Writing
DHAHRAN HIGH SCHOOL	Al-Khobar		15	3	60	40	599	661	600
CHRIST THE KING CATHOLIC COLLEGE	Ijebu-Ode		9	2	100	0	382	450	423
NANJING FOREIGN LANGUAGE SCHOOL	Nanjing		6	1	67	33	637	750	615
INTERNATIONAL SCHOOL CHOUEIFAT ABU DHABI	Abu Dhabi		6	1	67	33	495	653	533
OLASHORE INTERNATIONAL SCHOOL	Osun State		5	1	0	100	460	510	488
JEPHTHAH COMPREHENSIVE SECONDARY SCHOOL	Rumome Ozuoba		5	1	80	20	380	432	454
AMERICAN INTERNATIONAL SCHOOL IN EGYPT	Nasr City Cairo		5	1	40	60	434	572	546
AMERICAN SCHOOL OF DOHA	Doha		4	1	50	50			
INTERNATIONAL CHRISTIAN SCHOOL	New Territories		4	1	100	0			
JIANGSU TIANYI HIGH SCHOOL	Wuxi		4	1	75	25			
SEVEN LAKES HIGH SCHOOL	Katy	TX	3	1	33	67			
CHARLES DALE MEMORIAL INTERNATIONAL SCHOOL	Port Harcourt		3	1	100	0			
THE INTERNATIONAL SCHOOL OF CHOUEIFAT DOHA	Doha		3	1	100	0			
BRITISH SCHOOL OF LOME	Lome		3	1	33	67			
AMERICAN SCHOOL OF KUWAIT	Hawalli		3	1	67	33			
DAR JANA INTERNATIONAL SCHOOL	Jeddah		3	1	67	33			
CHENGDU NO. 7 HIGH SCHOOL	Chengdu		3	1	0	100			
DUBAI AMERICAN ACADEMY	Dubai		3	1	67	33			
THE AMERICAN SCHOOL OF DUBAI	Dubai		3	1	67	33			
FLOYD CENTRAL HIGH SCHOOL	Floyds Knobs	IN	2	0	50	50			
WILLIAM P CLEMENTS HIGH SCHOOL	Sugar Land	TX	2	0	50	50			
SAINT MARY'S SCHOOL	Balboa		2	0	100	0			
AMERICAN COOPERATIVE SCHOOL OF TUNIS	Laouina		2	0	100	0			
PATHWAYS WORLD SCHOOL	New Delhi		2	0	100	0			
SAINT MARY'S INTERNATIONAL SCHOOL	Setagaya		2	0	100	0			
KINGS ACADEMY	Manja-Madaba		2	0	100	0			
UNIVERSAL COLLEGE OF ALEY	Aley		2	0	100	0			
INTERNATIONAL SCHOOLS GROUP - DAMMAM	Al-Khobar		2	0	50	50			
AL HUSSAN INTERNATIONAL SCHOOL	Al Khobar		2	0	50	50			
YANBU INTERNATIONAL SCHOOL	Yanbu Al-Sinaiyah		2	0	0	100			
NATIONAL EXPERIMENTAL HS AT HSINCHU SCIENCE P	Hsinchu		2	0	50	50			
WUXI NUMBER 1 SENIOR HIGH SCHOOL	Wuxi		2	0	50	50			
HIGH SCHOOL AFFILIATED TO SOUTH CHINA NORMAL	Guangzhou City		2	0	50	50			
CHANGZHOU NO 1 HIGH SCHOOL	Changzhou		2	0	0	100			
SHENZHEN MIDDLE SCHOOL	Shenzhen		2	0	50	50			

240 = The number of high schools not listed.

515 = The number of SAT and/or SAT Subject Test score reports sent to your institution

*The number of students from the specified high school who designated that their SAT and/or SAT Subject Test score reports be sent to your institution.

**Of the students who designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percentage of those students who attend the specified high school. The percentage of students sending score reports is not shown if it is less than 1 percent of the total score reports you received.

***Of the total number of students who attend the specified high school and designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percentage of those students who are male and the percentage of those students who are female.

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Appendix 5 – Admission Requirements for Applicants from American education system schools

Current	Proposed
<p data-bbox="186 268 781 359">14.1.4 Admission from the United States and other countries and schools that offer American-based curricula</p> <p data-bbox="186 401 764 611">Admission is based on superior standing in the five specific Faculty and program course requirements (see §16). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University if they meet the following requirements:</p> <ol data-bbox="235 611 764 1346" style="list-style-type: none"> <li data-bbox="235 611 764 701">(1) the five courses required for admission (see §16) are all at the level of Grade 12 or equivalent, and <li data-bbox="235 701 764 890">(2) All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from International Baccalaureate (IB), Advanced Placement (AP), or SAT Subject Test (SAT ST) results, and <li data-bbox="235 890 764 1192">(3) All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School Grade 12 (or equivalent) course marks. If a high school course mark is to be used, the applicant must also meet the SAT Reasoning Test (SAT RT) or ACT requirement as follows: <ol data-bbox="332 1192 764 1346" style="list-style-type: none"> <li data-bbox="332 1192 764 1283">a. SAT RT: minimum combined score of 1650 with a minimum of 550 on each section <li data-bbox="332 1283 764 1346">b. ACT: minimum composite score of 24 <p data-bbox="186 1360 781 1451">See Admissions Chart 2 for SAT Subject Test equivalencies and Admissions Chart 3 for required courses from Groups A, B and C.</p> <p data-bbox="235 1451 781 1577">For more details, visit www.studyincanada.ualberta.ca/en/StudyAtUALberta/Undergraduate/InternationalAdmissionSubjectsandCourseEquivalencies.aspx</p>	<p data-bbox="808 268 1385 359">14.1.4 Admission from the United States and other countries and schools that offer American-based curricula</p> <p data-bbox="808 401 1385 611">Admission is based on superior standing in the five specific Faculty and program course requirements (see §16). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University if they meet the following requirements:</p> <ol data-bbox="857 611 1385 1843" style="list-style-type: none"> <li data-bbox="857 611 1385 821">(1) The required English course has been met by presenting High School Grade 12 (or equivalent) course marks, or an acceptable score from International Baccalaureate (IB), Advanced Placement (AP), SAT, or SAT Subject Test (SAT ST) results, and <li data-bbox="857 821 1385 1318">(2) All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows: <ol data-bbox="954 1066 1385 1318" style="list-style-type: none"> <li data-bbox="954 1066 1385 1255">a. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section) <li data-bbox="954 1255 1385 1318">b. ACT: minimum composite score of 26, and <li data-bbox="857 1318 1385 1843">(3) All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows: <ol data-bbox="954 1591 1385 1843" style="list-style-type: none"> <li data-bbox="954 1591 1385 1780">a. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section) <li data-bbox="954 1780 1385 1843">b. ACT: minimum composite score of 26. <p data-bbox="808 1843 1385 1877">See Admissions Chart 2 for SAT Subject Test</p>

	<p>equivalencies and Admissions Chart 3 for required courses from Groups A, B and C.</p> <p>For more details, visit www.studyincanada.ualberta.ca/en/StudyAtUALberta/Undergraduate/InternationalAdmissionSubjectsandCourseEquivalencies.aspx</p>
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Rationale for proposal:

Current UAlberta US-system admission policy is very limiting in terms of the University’s ability to consider good grades earned in high school. Very strong students apply but discontinue the application process when faced with the prospect of having to submit up to 5 standardized test scores. A truly strong student, with high school marks already earned at an academically rigorous high school, sees these requirements as an unnecessary burden given the time, cost, logistics and stress of multiple test sittings. Installing a single minimum SAT/ACT score acts as a great levelling tool for the varying quality of US-system high schools in the USA. This quality variance in US-system schools abroad is less prevalent. The proposed increase in standardized test results enables a clear indication of the students’ academic preparedness for undergraduate programs at the University of Alberta. After the SAT pilot phase (2011-2013), analyses found that student performance greatly improved with the introduction of a minimum SAT/ACT score. By raising the minimum SAT requirement from 1650 to 1800 and ACT from 24 to 26 we can confidently identify students ready for university-level study and can be confident in using highest scoring result across all grades and scores presented.

The perceived benefits of the proposed admission policy are:

1. A minimum score of 1800 or 26 will give the University of Alberta a stronger reputation among prospective students.
2. The University will attract high quality applicants
3. Entering students will be prepared for academic success
4. Admission offers can be given in a more timely manner, as early as late fall. In the US market this is critical to securing top students.
5. The proposal eases administrative workload in Admissions processing
6. Enrollment diversity goals can be worked towards: Half of international applicants from schools in the USA are of citizenships other than American and there are US-system schools worldwide.
7. ELP requirement is not usually a concern as English is the medium of instruction

Why 1800 and 26?

These minimums are chosen to reflect:

- Stature of the University of Alberta
- Similar to competitor institutions (see benchmarking table)
- Attracts quality applicants who see posted minimums as a measure of academic quality
- Students often take the SAT two or three times across gr. 10, 11, and 12. This proposal includes the common practice of super-scoring whereby the highest section scores across multiple

sittings can be combined to achieve the highest possible result. This is similar to the current practice of pulling out an applicant's best possible 5 scores to determine an admission average. Super-scoring is a common practice among US institutions such as Columbia, Brown, Duke, Harvard, Georgetown, MIT, and Johns Hopkins. See list at: <https://brandcollegeconsulting.com/which-colleges-superscore-the-sat/>

- SAT / ACT will continue to be optional. If students do not submit this score, they can still be considered for admission by other means such as SAT subject test scores, AP exams, or IB marks.
- These scores put the University of Alberta at the 81st percentile of SAT test takers. (see SAT percentile graph). This level is reflective of current admission standards. An ACT composite score of 26 is concordant with 1800 SAT (see ACT SAT Concordance table)
- SAT section scores of 600, 600, 600 are above the 2015 mean of scores the University received, but stay within the standard deviation of those scores. (See SAT scores sent to UofA report 2015).

University of Alberta – US Student Performance History pre-2010, 2010-2013, 2014 forward

	ASC Data Set - Study Permit Only			S, P, C		
2009 data (old policy) was incorrectly included in a study of Pilot Policy Results	Original Policy	Pilot Policy - i	Pilot Policy-ii			Current
Fall Intake	2009	2010	2011	2012	2013	2014
SAT Reasoning Test	optional					
ACT	not accepted	optional				
High School Grade - A, B subjects	accept as is	accept if SAT RT 550x3 or ACT 26 (24, 2013 forward)				
High School Grade - C subjects	accept as is	accept if SAT RT 550x3 or ACT 26 (24, 2013 forward)				don't accept
IB, AP, SAT Subject Test	accept					
# of new students Fall Term Intake	21	15	14	53	54	48
RTW	5	3	0	3	1	2
Academic Warning / Probation	3	3	0	1	2	2
				↓	↓	↓
				Year 1: two-term GPA		
		S, P, C	Arts	2.5	3.0	2.6
RTW rates during pilot same or better than campus norms			Business	2.7	2.6	2.5
			Engineering	2.6	3.3	1.8
			Science	2.9	2.5	3.5
When minimum SAT or ACT requested, performance greatly improved			non-science	2.6	2.8	3.1
			Nursing	2.8	2.7	2.9
						small n this yr

Fall 2012: _____

RTW:

- 1 admitted based on SAT RT and IB. Failed Bio, Phil.
- 1 Admitted on US high school. (Failed Anthro 101, Econ 101 and Econ 102.)
- 1 admitted to Science based on SATRT, US HS, AP. (failed Chem))

Academic Warning:

- 1 admitted on basis of US High School and AP (Failed Soc 242)

Fall 2013: _____

RTW:

- 1 admitted on basis of SAT RT, Venezuela HS, and US post-sec.

Academic Warning:

- 1 admitted on basis of US High School and IB
- 1 admitted on basis of US High School

Fall 2014: (new policy) _____

RTW:

- 1 admitted on basis of ACT and US HS (failed Phil, English)
- 1 admitted on basis of SAT, SAT Subject Tests, and US High School, and AP Math (failed Chem, EAS, NUFS, Stats)

Probation/Academic Warning: 1 admitted on basis of Alberta gr. 12 + US post-sec fashion institute

- 1 admitted on basis of Ontario gr. 12 and US Post-sec work.

Appendix 6 - Benchmarking with Canadian and US Institutions

2015

	ACT mandatory?	SAT mandatory?	ACT scores: minimum or	SAT scores: minimum or ranges	Notes
Canada					
University of Alberta	No	No	24	1650 (min 550 on each section)	
McGill University	Yes	Yes	26-29 (Composite)	Critical reading, writing 620-650 Mathematics 560-650 (600-650 for Engineering)	Either ACT or SAT I
University of British Columbia	Yes	Yes	N/A	N/A	No minimum given; holistic review
University of Calgary	Yes	Yes	24	1650 (min 550 on each section)	
University of Toronto	Yes	Yes	26 (Minimum of 8 in Writing)	600 (each section) (note: this was recently increased from 550)	
University of Waterloo	Yes	Yes	26	1100 (without writing)	SAT writing component evaluated on individual basis
Concordia University	No	No	N/A	N/A	
Université de Montréal	No	No	N/A	N/A	
University of Ottawa	No	No	N/A	N/A	
University of Victoria	No	No	26	1760	
Queen's University	Varies	Varies	26	1200 (min 580 on Critical Reading and 520 Mathematics)	Website states that the SAT I or ACT may be required
USA					
Brown University	Yes	Yes	N/A	N/A	No minimum given; holistic review
Indiana University Bloomington	Yes	Yes	IQR*: 25-30	IQR: 1110-1290 (without writing)	

Texas A&M University	Yes	Yes	18 English, 22 Reading, Mathematics, 23 Science	1500	Note: Students must meet the State of Texas Uniform Admissions Policy in order to be considered for admission. Students who present over either a 30 on ACT (w/ a min. 27 on Math, English components) or a 1300 on SAT (no writing, min. 600 in each component) are automatically admitted
University of Colorado Boulder	Yes	Yes	College of Arts and Science IQR: 24-30 College of Engineering and Applied Science IQR: 28-33	College of Arts and Science IQR: 1090-1280 College of Engineering and Applied Science IQR: 1240-1400 (without writing)	
University of Illinois at Chicago	Yes	Yes	N/A	N/A	No minimum given; holistic review
University of Illinois at Urbana-Champaign	Yes	Yes	IQR: 27-32	IQR: 1330-1470 (without writing)	
University of Michigan	Yes	Yes	IQR: 30-33	IQR: 2040-2260	
University of Washington	Yes	Yes	N/A	N/A	No minimum given; holistic review
University of Oregon	Yes	Yes	22	1450	High school students with GPA \geq 3.00 (out of 4.00) have no minimum score requirements
University of Wisconsin-Madison	Yes	Yes	Average: 27-31 on ACT + Writing	Average: 1800-2070	

*IQR = interquartile range (mid. 50% of students)

Note: In schools where SAT/ACT is mandatory, students must present either, not

updated nov. 25, 2015

Appendix 7 – Summary of Five Major US Universities Use of High School Science Grades

NACAC 2015 Annual Conference – San Diego, October 1-3, 2015

John Soltice, Assistant Director, International Recruitment

The following information was collected through individual meetings during this conference. The purpose was to survey admission practices and policies in terms of both international curricula and US-system admissions. The following colleagues offered to help answer further questions down the road.

In the near term, this information will further inform current efforts underway as part of the Curricula Calibration Initiative (CCI) at the University of Alberta.

SUMMARY TABLE

	Convert Intl Curriculum to a local one?	Use HS-given Science grades?	If yes, require the science grade from highest level available in that school?	SAT mandatory? (i.e. SAT RT)	One-step offer only? (i.e. all offers are final)
UAlberta	Yes	No	n/a	No	No
John Hopkins U	No	Yes	Yes	Yes	Yes
U Michigan	Depends on the curriculum	Yes	No	Yes	Yes
Penn State U	No	Yes	No	Yes	Yes
Cornell U	No	Yes	No, unless target program specifically asks for it	Yes	Yes
U Illinois - UC	No	Yes	No, but helps be competitive to 'tougher' faculties	Yes	Yes

Scottsdale Preparatory Academy
 16537 N 92nd Street
 Scottsdale, AZ 85260-1528

Phone: (480) 776-1970
 Fax: (480) 776-1975

Scottsdale, AZ 85264

Parent/Guardian

Sex Female
 DOB [REDACTED]
 SSN [REDACTED]
 Entry Date 08/10/09
 Exit Date [REDACTED]
 Graduation 05/20/16

ACADEMIC HISTORY

DATE	GL	TITLE	MARK	CREDIT	DATE	GL	TITLE	MARK	CREDIT
Scottsdale Preparatory Ac...					MISCELLANEOUS				
AZ					SAIS ID: 21555985				
12/12	09	H. Biology	A	0.500					
		H. Geometry	A	0.500					
		H. Humane Letters I	A	1.000					
		H. Latin IV	A	0.500					
		Poetry I	A	0.500					
05/13	09	H. Biology	A	0.500	04/14	10	Writing	Exceeds	653
		H. Geometry	A	0.500			Reading	Exceeds	833
		H. Humane Letters I	A	1.000					
		H. Latin IV	A	0.500					
		Music Theory III/Choir	A	0.500					
		GPA 4.000		6.000					
12/13	10	H. Chemistry	A	0.500					
		H. Humane Letters II	A	1.000					
		H. Latin V	A	0.500					
		H. Pre-Calculus	A	0.500					
		Music Theory IV/Choir	A	0.500					
05/14	10	H. Chemistry	A	0.500					
		H. Economics	A	0.500					
		H. Humane Letters II	A	1.000					
		H. Latin V	A	0.500					
		H. Pre-Calculus	A-	0.500					
		GPA 3.973		6.000					
12/14	11	H. Calculus I	A	0.500					
		H. Greek I	A	0.500					
		H. Humane Letters III	A	1.000					
		H. Physics I	A	0.500					
		Studio Art III	A	0.500					
05/15	11	Drama I	A	0.500					
		H. Calculus I	A	0.500					
		H. Greek I	A	0.500					
		H. Humane Letters III	A	1.000					
		H. Physics I	A	0.500					
		GPA 4.000		6.000					
CURRENT SCHEDULE									
	12	Drama II		S1					
		H. Calculus II		YR					
		H. Greek II		YR					
		H. Humane Letters IV		YR					
		H. Physics II		YR					
		Studio Art IV		S2					

ACADEMIC STANDING				
As of:	Total Credits	GPA Credits	GPA	Class Rank
09/18/15	18.000	18.000	3.991	
	18.000	18.000	4.852	

AUTHORIZATION	
X <i>Diane Stone</i>	
Title	Date
Registrar	08/05/15

TRANSCRIPT ADDENDUM

Scottsdale Preparatory Academy
16537 N 92nd Street
Scottsdale, AZ 85260-1528
(480) 776-1970

High School Code: 030661

[REDACTED]
[REDACTED]
Scottsdale, AZ [REDACTED]
[REDACTED]
[REDACTED]

Gender: Female
DOB: [REDACTED]
SAIS ID: [REDACTED]

SENIOR THESIS TITLE:

Grade Descriptions:

Honors Courses (designated by an H.)

A (5.0) = 100-93
A- (4.67) = 92-90
B+ (4.33) = 89-88
B (4.0) = 87-83
B- (3.67) = 82-80
C+ (3.33) = 79-78

C (3.0) = 77-73
C- (2.67) = 72-70
D+ (2.33) = 69-68
D (2.0) = 67-63
D- (1.67) = 62-60
F (0.0) = 59-0

Non-Honors Courses:

A (4.0) = 100-93
A- (3.67) = 92-90
B+ (3.33) = 89-88
B (3.0) = 87-83
B- (2.67) = 82-80
C+ (2.33) = 79-78

C (2.0) = 77-73
C- (1.67) = 72-70
D+ (1.33) = 69-68
D (1.0) = 67-63
D- (0.67) = 62-60
F (0.0) = 59-0

Transcript Notes

Honors courses (designated by an H.) receive an extra point in the weighted GPA for all passing grades.

P = Satisfactory completion; the student earns credit, but is not awarded a letter grades or corresponding grade points.
F = Unsatisfactory performance in a course; no credit is awarded.

Only the grade point and credit hours earned from courses successfully completed at a Great Hearts Academy are used in the computation of the student's Grade Point Average (GPA). Credits for coursework completed outside the Great Heart Academies curriculum are added to the student's cumulative or total credits.

AIMS is Arizona's Instrument to Measure Standards. The State of Arizona requires these tests for high school graduation.

Humane Letters is a 2 credit English and History class taught in the Socratic method. Please see school profile for specific history credits.

H.S. ATTENDED: SCOTTSDALE PREP ACADEMY 030-661

SCORES AND PREDICTIVE DATA (See ACT User Handbook for score precision interpretation information.)	TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	NORMS (PERCENT AT OR BELOW SCORE)		TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	NORMS (PERCENT AT OR BELOW SCORE)		OVERALL GPA CHANCES OF SUCCESS			SPECIFIC COURSE CHANCES OF SUCCESS		
				NATL	INST.				NATL	INST.	STUDENT GROUP	CHANCE ≥ B	CHANCE ≥ C	SPECIFIC COURSE	CHANCE ≥ B	CHANCE ≥ C
	ENGLISH	35		99	--	READING	36		99	--	PREDICTIVE DATA UNAVAILABLE	PREDICTIVE DATA UNAVAILABLE	PREDICTIVE DATA UNAVAILABLE	PREDICTIVE DATA UNAVAILABLE	PREDICTIVE DATA UNAVAILABLE	
	Usage/Mechanics		18	99	--	Soc. Studies/Sci.	18		99	--						
	Rhetorical Skills		17	98	--	Arts/Literature	18		99	--						
	MATHEMATICS	28		91	--	SCIENCE	33		98	--						
	Pre-Alg./Elem. Alg.		17	96	--	COMPOSITE	33		99	--						
	Alg./Coord. Geom.		15	96	--	ENGLISH/Writing	32		99	--						
	Plane Geom./Trig.		13	82	--	Writing (2-12)		09	95	--						

COMMENTS ON ESSAY (SEE WWW.ACT.ORG): 34, 54 Institutional norms reported only if institution participates in ACT Research Services.

ADMISSION/ENROLLMENT DATA	COLLEGE CODE	CHOICE	FULL-TIME	U.S. CITIZEN	RESIDENT OF ABOVE STATE	PHYSICAL/LEARNING DISABILITY	HOUSING PLANS
	5324	S	YES	YES	YES	-----	RESID. HALL

COLLEGE SELECTION ITEMS BY RANK ORDER							
TYPE	STUDENT BODY COMP.	LOCATION	COST (MAX. TUITION)	SIZE	FIELD OF STUDY	OTHER FACTOR	
THIRD	FOURTH	FIRST	SECOND	FIFTH	SIXTH	SEVENTH	
PUB-4YR	COED	MASS	NO PREF	6-10,000			

EDUCATIONAL AND VOCATIONAL PLANS		
EDUCATIONAL MAJOR	HOW CERTAIN	DEGREE OBJECTIVE
ELECTRONIC & COMM ENGR	NOT SURE	DOCTORATE/PROF DEGREE
FIRST VOCATIONAL CHOICE	HOW CERTAIN	
UNDECIDED	-----	

COLLEGE EDUCATIONAL NEEDS AND INTERESTS							
NEEDS HELP WITH:				INTEREST IN:			
EDUCATIONAL OR VOCATIONAL PLANS	WRITING	READING	STUDY SKILLS	MATHEMATICS	FIRST-YEAR HONORS COURSES	INDEPENDENT STUDY	ROTC
-	-	-	-	-	-	-	-

PLANS TO SEEK FINANCIAL AID: YES NEEDS HELP TO FIND WORK: YES HOURS/WEEK: -----

STANDARD SCORE (25-99)	BASIC INTEREST AREA	INTEREST INVENTORY SCORES AND MAP REGIONS: 99 (See back of report)							
		1 %ILE	5 %ILE	25 %ILE	50 %ILE	75 %ILE	90 %ILE	99 %ILE	
55	SCIENCE & TECH.	89							
57	ARTS	77							
44	SOCIAL SERVICE	28							
45	ADMIN. & SALES	30							
54	BUSINESS OPER.	65							
50	TECHNICAL	49							

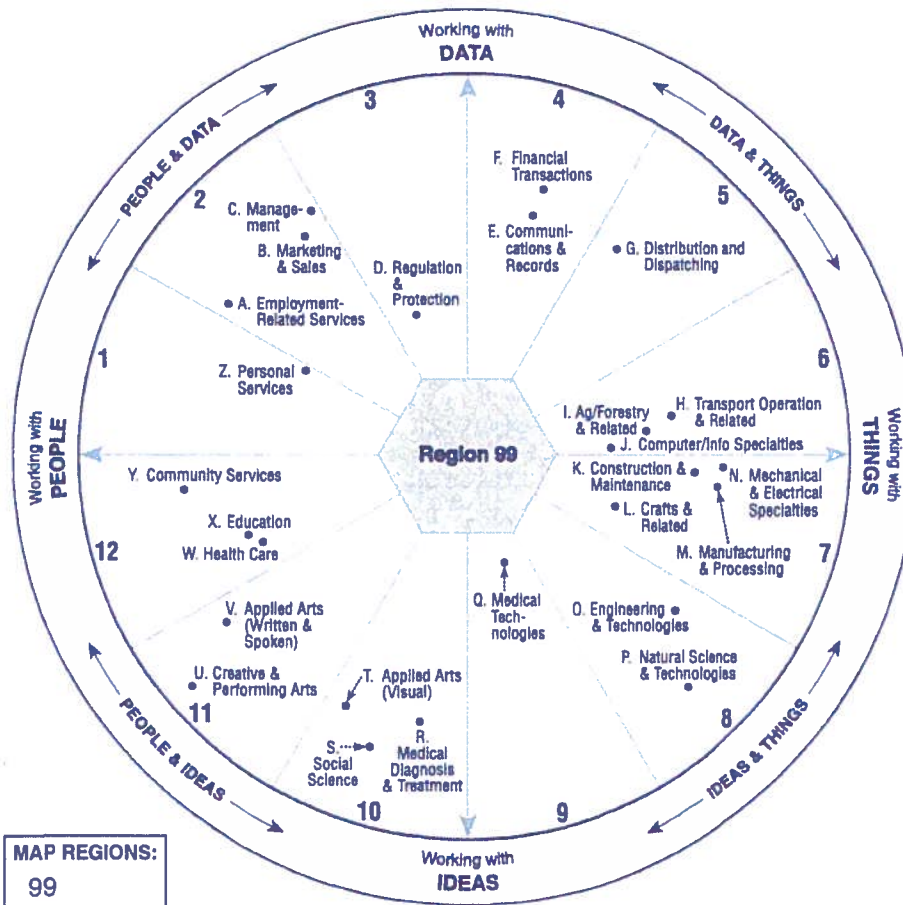
SELF-REPORTED HIGH SCHOOL COURSE/GRADE INFORMATION	ENGLISH				MATHEMATICS				NATURAL SCIENCES				SOCIAL STUDIES				LANGUAGE				ARTS							
	11TH GRADE ENGLISH	12TH GRADE ENGLISH	11TH GRADE ENGLISH	12TH GRADE ENGLISH	ALGEBRA 1	ALGEBRA 2	GEOMETRY	TRIGONOMETRY	CALCULUS	OTHER ADV. MATHEMATICS	GEN. PHYS./EARTH SCIENCE	BIOLOGY	CHEMISTRY	PHYSICS	U.S. HISTORY	WORLD HISTORY	OTHER HISTORY	GOVERNMENT	ECONOMICS	GEOGRAPHY	PSYCHOLOGY	SPANISH	FRENCH	GERMAN	OTHER LANGUAGE	ART	MUSIC	DRAMA/THEATER
	A	A	A	T	N	A	A	A	A	A	N	N	A	A	A	A	A	A	N	N	N	N	N	N	A	A	A	A

A, B, C, D, F = FINAL GRADE T = TAKEN; NO GRADE REPORTED P = PLAN TO TAKE BEFORE GRADUATION N = NOT TAKEN; DO NOT PLAN TO TAKE DASH (—) = NO RESPONSE

CAREER OPTIONS (For Student Use)

The World-of-Work Map arranges Career Areas (groups of similar occupations) into 12 regions. The location of a Career Area shows how much it involves working with people, things, data, and ideas. Although the locations of occupations in an area differ, most are near the point shown. Your location on the World-of-Work Map is based on the 72 activity preferences you reported on the ACT Interest Inventory. To identify related college majors, see the steps below the map.

WORLD-OF-WORK MAP



MAP REGIONS:
99

HOW TO USE THE MAP:

1. The Career Areas in the shaded regions contain occupations that involve the kinds of activities you told us you prefer. Information on hundreds of occupations and college majors is available at www.actstudent.org. Find out about occupations in Career Areas that look good to you.
2. If "Region 99" is reported, your responses to the inventory did not suggest a clear direction to explore. If your map is blank, you did not answer enough items for scoring. Go to www.actstudent.org and begin exploring.
3. Starting to think about college majors? The list to the right shows a few examples of college majors related to each Career Area.

Keep in mind that map regions (like other test scores) are estimates. They provide suggestions, not decisions. Also, your interests and abilities may differ. Both need to be considered in career planning.

EXAMPLES OF COLLEGE MAJORS AND PROGRAMS

Examples of college majors and programs of study related to each Career Area are listed below. (Your counselor or advisor may have additional examples.) Programs are designated (2) if they are usually offered by 2-year colleges and (4) if they are usually offered by 4-year colleges. Programs usually offered by both are designated (2, 4).

<p>A. Employment-Related Services: Human Resources Dev/Train (4), Human Resources Mgmt (2, 4), Labor/Industrial Relations (2, 4)</p>	<p>N. Mechanical & Electrical Specialties: Aircraft/Avionics Technology (2), Automotive Mechanics/Technology (2), Mechanics & Repair Technology (2)</p>
<p>B. Marketing & Sales: Fashion Merchandising (2, 4), Marketing Mgmt/Research (2, 4), Real Estate (2, 4), Sales (2, 4)</p>	<p>O. Engineering & Technologies: Architecture (2, 4), Drafting (2), Engineering (2, 4), Engineering Technology (2, 4), Radio/TV Broadcasting Technology (2, 4)</p>
<p>C. Management: Business Admin/Mgmt (2, 4), Hotel/Motel/Restaurant Mgmt (2, 4), International Business Mgmt (4), Office Mgmt (2, 4), Sports/Recreation Mgmt (2, 4), Travel/Tourism Mgmt (2, 4)</p>	<p>P. Natural Science & Technologies: Biology (2, 4), Chemistry (4), Mathematics (4), Physical Sciences (2, 4), Physics (4)</p>
<p>D. Regulation & Protection: Corrections (2, 4), Criminal Justice (2, 4), Law Enforcement (2, 4), Military Technologies (2), Protective Services (2, 4)</p>	<p>Q. Medical Technologies: Food & Nutrition (2, 4), Medical Lab Technology (2, 4), Radiologic Technology (2, 4), Respiratory Therapy Technology (2, 4), Veterinarian Technology (2, 4)</p>
<p>E. Communications & Records: Court Reporting (2), Legal Admin Assist (2), Medical Office (2), Medical Records (2, 4), Secretarial Studies (2)</p>	<p>R. Medical Diagnosis & Treatment: Communication Disorder Services (4), Emergency Medical Technology (2), Medicine (4), Occupational Therapy (2, 4), Physical Therapy (2, 4)</p>
<p>F. Financial Transactions: Accounting (2, 4), Banking & Financial Support Services (2, 4), Finance (4), Investments & Securities (4)</p>	<p>S. Social Science: Economics (4), History (4), Political Sci/Government (4), Psychology (2, 4), Social Sciences (2, 4), Sociology (4)</p>
<p>G. Distribution & Dispatching: Aviation & Airway Science (2, 4), Aviation Mgmt & Operations (2, 4)</p>	<p>T. Applied Arts (Visual): Cinema/Film/Video (2, 4), Design & Visual Communications (2, 4), Fine/Studio Arts (2, 4), Graphic Design (2, 4), Interior Design (2, 4)</p>
<p>H. Transport Operation & Related: Aircraft Piloting & Navigation (2, 4), Transportation & Materials Moving (2, 4)</p>	<p>U. Creative & Performing Arts: Creative Writing (4), Dance (4), Music (2, 4), Public Speaking (2, 4), Theatre Arts (2, 4)</p>
<p>I. Agriculture, Forestry & Related: Agribusiness (2, 4), Agriculture (2, 4), Forestry (2, 4), Horticulture (2, 4), Natural Resources Conservation/Mgmt (2, 4)</p>	<p>V. Applied Arts (Written & Spoken): Advertising (2, 4), Communications (2, 4), English Lang/Lit (2, 4), Foreign Lang/Lit (2, 4), Library Science (2, 4)</p>
<p>J. Computer & Information Specialties: Computer/Information Sciences/Programming (2, 4), Mgmt Information Systems (2, 4), Networking/Systems Admin (2, 4), Web Design (2, 4)</p>	<p>W. Health Care: Dental Hygiene (2, 4), Exercise Science (4), Medical/Dental/Surgical Assisting (2), Nursing (2, 4), Public Health (4)</p>
<p>K. Construction & Maintenance: Construction Trades (2), Construction/Building Technology (2, 4), Fire Protection & Safety Technology (2, 4)</p>	<p>X. Education: Early Childhood Teaching (2, 4), Elementary Teaching (4), Health/Physical Education (4), Special Education (4), Subject-Specific Teaching (4)</p>
<p>L. Crafts & Related: Culinary Arts/Chef Training (2, 4), Textile & Apparel (2, 4)</p>	<p>Y. Community Services: Child Development (2, 4), Family & Consumer Sciences (2, 4), Paralegal/Legal Assistant (2, 4), Religion (2, 4), Social Work (2, 4)</p>
<p>M. Manufacturing & Processing: Graphic & Printing Equipment Operation (2, 4), Machine Tool Technology (2), Precision Production Trades (2), Welding Technology (2)</p>	<p>Z. Personal Services: Cosmetology/Hair-styling (2), Health-Related Services (2)</p>

GreatHearts

CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.

2015-16 Academic Year

Network Profile

Great Hearts Academies is a non-profit charter school management organization dedicated to improving public education by developing a national network of excelling preparatory academies. Great Hearts' academies are public, tuition-free charter schools, each with an open admissions policy, low student/teacher ratio, and a rigorous liberal arts curriculum.

Graduates of Great Hearts will enter college as liberally educated young men and women in the best tradition of schooling in the Western World. No electives are offered; instead, all students take a common sequence of classes, including four years of college-prep math and science, literature and philosophy, foreign language, and fine arts. Additionally, each graduate writes and defends a senior thesis, a 15-page original essay on a topic and texts of the student's selection.

Great Hearts strives to assist students in developing lifelong habits of reflection upon the perennial transcendentals of Western thought: Truth, Goodness, and Beauty. Great Hearts prepares its graduates not only for success in the best colleges and universities in the nation, but also to be leaders in creating a more philosophical, humane, and just society.

Admissions & Testing Statistics

Network Averages

SAT Averages

Critical Reading 617 / Math 613 / CR & M 1230

ACT Averages

English 28.1 / Reading 28 / Math 26.1 / Science 25.7 / Composite 27

Class of 2015 named Nat'l Merit Commended or better / 10%

Class of 2015 named Nat'l Merit Finalists / 5%

Class of 2015 named Nat'l Hispanic Scholars / 4%

Class of 2015 named Nat'l Achievement Scholars / 1%



SCOTTSDALE PREPARATORY ACADEMY

A Great Hearts Academy

Scottsdale Preparatory Academy is a state-chartered, independently-operated, classical liberal arts school, and is the founding member and flagship academy of the prestigious Great Hearts Academies network of prep schools in the greater metropolitan Phoenix area. Scottsdale Prep provides a comprehensive, rigorous, and intellectually-challenging liberal arts curriculum to all students, while simultaneously encouraging students to develop their talents in other areas, such as athletics and the arts. Most importantly, the entire Scottsdale Prep community – students, families, and faculty – engages in developing the habits of the lifelong pursuit of truth, beauty, and goodness.

Key Facts

Established: 2007
Size: 888 Students, Grades 5-12
Accreditation: AdvancED
Membership: AIA, NACAC

School Contact

16537 North 92nd Street
Scottsdale, AZ 85260
P: (480) 776-1970
F: (480) 776-1975
www.ScottsdalePrep.org

Mrs. Roslyn Fletcher, College Counselor
(480) 776-1970 x 322
rfletcher@scottsdaleprep.org

Mrs. Diane Sterner, College Counselor
(480) 776-1970 x 323
dsterner@scottsdaleprep.org

Ms. Alison Chaney, Headmaster
(480) 776-1970
achaney@scottsdaleprep.org

School Code: 030661



SCOTTSDALE
PREPARATORY ACADEMY
A Great Hearts Academy

Class of 2015 Facts

Class Size / 54
Attending 4 – Year College / 89%
Attending 2 – Year College / 9%

Nat'l Merit Commended / 7%
Nat'l Hispanic Scholar / 2%

Network-Wide Sampling of 2007-2015 College Admissions

The University of Alabama*	Colorado School of Mines	Lehigh University	Rochester Institute of Technology
American Academy of Dramatic Arts	Colorado State University*	Lewis & Clark College*	Saint Louis University
American University of Paris	Columbia University*	Louisiana State University	Salve Regina University*
Amherst College	Cornell College*	Loyola Marymount University*	University of San Diego*
Barrett, The Honors College at ASU*	Creighton University	Loyola University New Orleans*	San Diego State University*
The University of Arizona, Honors College*	University of Dallas*	Macalester College*	Santa Clara University
Auburn University	Dartmouth College*	Marquette University	Savannah College of Art and Design*
Barnard College*	Davidson College	Massachusetts Institute of Technology*	Scripps College*
Baylor University*	University of Denver*	University of Miami	Sewanee: The University of the South*
Belmont University*	Duke University	Michigan State University	University of Southern California*
Biola University*	Embry-Riddle Aeronautical University*	University of Michigan	Simpson College*
Boston College*	Emory University	Middlebury College*	Skidmore College*
Boston University	Florida State University	Mills College*	Soka University of America*
Bowdoin College	Fordham University*	New York University*	Southern Methodist University
Brandeis University*	George Mason University	Mount Holyoke College*	St. John's College*
Brigham Young University*	The George Washington University	University of North Carolina	Stanford University
Brown University*	Georgetown University*	Northeastern University*	Stevens Institute of Technology*
University of California, Berkeley	Georgia Institute of Technology*	Northern Arizona University*	Swarthmore College*
University of California, Irvine	Gonzaga University*	Northwestern University	Texas A&M University*
University of California, Los Angeles*	Gordon College*	University of Notre Dame*	Texas Christian University*
University of California, San Diego*	Grand Canyon University*	Occidental College*	Thomas Aquinas College*
University of California, Santa Barbara	Grinnell College	University of Oklahoma*	Tufts University
California Institute of Technology*	Hamilton College	Oregon State University	Tulane University*
Calvin College*	Harvey Mudd College	Pepperdine University*	US Air Force Academy*
Carleton College	Harvard University*	University of Pennsylvania*	US Merchant Marine Academy*
Carnegie Mellon University*	Hillsdale College*	University of Portland*	US Military Academy*
Case Western Reserve University*	Hope College*	Pomona College*	US Naval Academy*
Claremont McKenna College*	Howard University	Princeton University*	Vanderbilt University*
Chapman University*	University of Illinois	Providence College*	Villanova University
University of Chicago*	Illinois Institute of Technology*	University of Puget Sound	Washington and Lee University*
Catholic University of America*	Indiana University Bloomington	Purdue University	Washington University in St. Louis
Clemson University	Johns Hopkins University	University of Redlands*	Wellesley College*
The Citadel, Military College of South Carolina*	Kalamazoo College*	Reed College*	Wheaton College IL*
College of Charleston*	The King's College*	Rensselaer Polytechnic Institute*	Whitman College
Colby College	Kenyon College*	Rhodes College*	Whitworth University*
Colgate University	Lafayette College*	Rice University	Willamette University*
University of Colorado at Colorado Springs	Lawrence University*	University of Richmond*	Williams College*
			College of William and Mary

*Great Hearts Students Attending

Academy Philosophy

At Scottsdale Prep all students adhere to a strict academic honor code and engage in a classical, Great Books, liberal arts curriculum with no electives. AP & IB programs are not offered in order that students may focus on the rigorous integrated curriculum. Great Hearts believes in the growth of leaders through accomplishments and does not have class officers or National Honor Society. Students are not ranked, and letter grades and competition among students are de-emphasized. All serious cases of discipline are reported to colleges.

Grade Distribution for Class of 2016

Course Name	A	A-	B	B+	B-	C	C+	C-	D	D+	D-	F
11th Grade												
H. Calculus I	23	11	7	6	7	8	5	3	4	2	3	4
H. Economics	0	0	0	0	0	1	1	0	0	0	0	0
H. French III	5	0	1	1	3	2	1	1	1	1	0	1
H. Greek I	11	2	2	1	3	0	3	3	0	0	0	0
H. Humane Letters III	24	19	13	5	2	3	3	5	0	2	1	2
H. Physics I	27	6	14	5	3	9	6	3	5	0	0	1
H. Spanish III	14	3	3	2	4	2	1	4	2	1	1	0
10th Grade												
H. Algebra II/Trigonometry	19	8	14	10	5	11	5	3	3	5	1	2
H. Chemistry	16	8	11	12	11	6	5	5	0	6	2	4
H. Economics	22	21	12	13	4	4	8	2	0	0	0	0
H. French II	6	2	1	4	0	3	0	1	0	1	0	0
H. Humane Letters II	10	14	17	12	11	6	6	5	5	0	0	0
H. Latin V	2	2	4	1	1	0	2	0	0	0	0	0
H. Spanish II	11	9	6	7	8	2	4	5	0	1	2	0
9th Grade												
H. Biology	11	15	10	14	10	4	5	11	3	6	0	1
H. French I	2	1	1	1	1	1	2	1	0	0	1	0
H. Geometry	33	17	8	11	8	3	6	2	2	0	0	0
H. Humane Letters I	20	13	19	10	9	8	3	1	3	1	0	2
H. Latin IV	17	5	4	4	2	1	0	0	0	0	0	0
H. Spanish I	18	3	4	6	4	5	5	0	0	0	0	1

*Fine Arts courses are not included

**Semester I and II are listed

Class of 2016 Facts

Class Size / 74 students

Unweighted GPA Range / 1.8 – 4.00

Average Unweighted GPA / 3.1

Class of 2016 Test Scores

Class of 2016 / 74. Students

Test	Median Range	Mean	# Tested
SAT (CR+M)	1130 / 1370	1241	66
ACT (Comp)	24 / 30	27.7	56

Faculty Data

Faculty Members / 62

Masters Degrees / 57%

Doctoral Degrees / 9%

Student / Teacher Ratio / 14:1



SCOTTSDALE PREPARATORY ACADEMY

A Great Hearts Academy

At Scottsdale Prep classes are taught Socratically, emphasizing the essential dialogue between student and teacher. In high school, all of the courses are Honors level except fine arts. For the weighted GPA, all Honors courses receive a full extra point for GPA calculation.

9th Grade Curriculum

Honors Humane Letters: The American Tradition

(Readings include the US Constitution; The Federalist Papers; de Tocqueville, *Democracy in America*; Miller, *The Crucible*; Douglass, *Autobiography*; Cather, *My Antonia*; Hemingway, *The Old Man and the Sea*; Crane, *The Red Badge of Courage*; Fitzgerald, *The Great Gatsby*; Shakespeare, *The Tempest*.)

Honors Geometry

Honors Biology (with lab)

Honors Modern Language I (French or Spanish) or Honors Latin IV

Poetry Composition

Music III (including composition and choral performance)

11th Grade Curriculum

Honors Humane Letters: Ancient Greece

(Readings include Homer, *Iliad* and *Odyssey*; Sophocles, *the Oedipus plays*; Thucydides; Plato, *Republic, Meno, and Crito*; Aristotle, *Ethics*; Genesis, Exodus, Job and Book of Ruth; Shakespeare, *Hamlet*; Epictetus, *The Enchiridion*; Virgil, *The Aeneid*.)

Honors Calculus I

Honors Physics I: Mechanics (with lab)

Honors Modern Language III (French or Spanish) or Honors Ancient Greek I

Drama I

Studio Art III (including drawing, painting, and sculpture)

Senior Thesis and Defense

The Senior thesis is the culmination of the student's years at the academy. It is a yearlong project completed in addition to the normal course load. The student, under the supervision of a faculty advisor, explores one of the "Six Great Ideas" of humanity (Truth, Justice, Liberty, Equality, Beauty and Goodness) through the close reading of two works from the Western Intellectual Tradition. During spring semester the student

A cornerstone of Great Hearts' liberal arts curriculum is the Humane Letters seminar, which is taken each year for a daily two-hour block. It includes the state requirements for American History in the 9th grade seminar, and the foundation of US Government one-half requirement in the 10th grade seminar. World History is covered in 10th, 11th, and 12th grades. Each year includes extensive requirements in both literature and composition. Please note that the language sequence could be different for a transfer student.

10th Grade Curriculum

Honors Humane Letters: The Rise of Modern Europe

(Readings include Locke, *Second Treatise*; Rousseau, *Discourse on the Origin of Inequality*; More, *Utopia*; Austen, *Pride and Prejudice*; Dickens, *A Tale of Two Cities*; Shakespeare, *Henry V*; Marx, *Communist Manifesto*; Dostoyevsky, *Crime and Punishment*; Shelley, *Frankenstein*; Conrad, *Heart of Darkness*.)

Honors Algebra II/Trigonometry

Honors Chemistry (with lab)

Honors Modern Language II (French or Spanish) or Honors Latin V

Honors Economics

Music IV (including composition and choral performance)

12th Grade Curriculum

Honors Humane Letters: Western Thought from Middle Ages to Modernity

(Readings include *Gospels of Mark and John*, *Letters to the Romans*; Augustine, *Confessions*; Aquinas, *Treatise on Law*; Dante, *Divine Comedy*; Milton, *Paradise Lost*; Montaigne, *Essays*; Descartes, *Meditations*; Hegel, "Reason in History"; Marx, *selections*; Dostoyevsky, *The Brothers Karamazov*.)

Honors Calculus II

Honors Physics II: Electromagnetism / Optics Wave Motion (with lab)

Honors Modern Language IV (French or Spanish) or Honors Ancient Greek II

Drama II

Studio Art IV (including drawing, painting, and sculpture)

produces a 15-25 page paper examining a thesis developed during the readings and discussions with the advisor. The project is completed by a public defense of the final draft of the thesis before a committee of faculty members. Students receive 1/4 credit for successfully completing their thesis and defense.

Graduation Requirements

A total of 24.25 credits are required for graduation. They are divided as follows: English: 4.0; Mathematics: 4.0; Social Science: 4.5; Foreign Language: 4.0; Science: 4.0; Fine Arts: 3.5; Senior Thesis: 0.25



SCOTTSDALE PREPARATORY ACADEMY

A Great Hearts Academy

16537 North 92nd Street | Scottsdale, AZ 85260 | Office: (480) 776-1970 | Fax: (480) 476-1975 | www.scottsdaleprep.org

October 27, 2015

University of Alberta
Office of the Registrar
Administration Building
Edmonton, AB, Canada T6G 2MT

Application Materials: **[REDACTED]**, Alberta ID #1493646

Enclosed you will find a transcript, counselor letter of recommendation, and high school profile for **[REDACTED]**. I understand that you have also requested a list of all of our classes. Please be aware that we have a set curriculum and do not offer any electives. A complete list of our courses is included in the high school profile.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Diane Sterner
College Counselor
480 776-1070

OUTLINE OF ISSUE

Agenda Title: **Proposed Rescission of four current Mandatory Non-Instructional Fees (CoSSS, Registration & Transcript fee, University Student Services Fee, University Health Services Fee) and Establishment of two Restructured Mandatory Non-Instructional Fees (Student Health & Wellness Fee, Student Academic Support Fee)**

MOTION I: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors rescind the Common Student Space, Sustainability & Services Fee (CoSSS), the Registration & Transcript Fee, the University Student Services Fee, and the University Health Services Fee, as set forth in Attachment 2, to take effect upon the establishment of the restructured mandatory non-instructional fee schedule.

MOTION II: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve the establishment of the following two restructured mandatory non-instructional fees: Student Health & Wellness Fee, and Student Academic Support Fee, as set forth in Attachment 2, to take effect upon approval.

MOTION III: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors rescind the following Board-approved motion of February 10, 2012:

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

MOTION IV: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by the weighted annual inflationary increase formula set forth in Appendix 3 of Attachment 3 (the Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees), commencing in the 2017-18 academic year, and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
Presenter	Phyllis Clark, Vice-President (Finance & Administration)
Subject	Rescission of four existing Mandatory Non-Instructional Fees (MNIFs) and concurrent establishment of two restructured Mandatory Non-Instructional Fees

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To restructure the current four MNIFs into two MNIFs
The Impact of the Proposal is	The restructured fees will better align the fees collected with the specific student services being delivered, provide greater transparency, and allow for input from students on the services provided.
Replaces/Revises (eg, policies, resolutions)	Current MNIF

Item No. 5

Timeline/Implementation Date	Upon approval
Estimated Cost	N/A
Sources of Funding	N/A
Notes	<p>A joint Student/University Oversight Committee has been established to inform, involve and engage students in discussions around MNIF and the services they support. Support from the Students' Union and Graduate Students' Association and the Terms of Reference for the oversight committee are included as Attachment 4.</p> <p>The proposed amendments to the existing MNIF fee structure come about as an outcome of these discussions.</p> <p>The proposed amendments will have no impact on the Athletics & Recreation Fee.</p> <p>The fee restructuring will be cost neutral.</p>

Alignment/Compliance

Alignment with Guiding Documents	<i>University of Alberta Calendar</i> ; UAPPOL (University of Alberta Policies and Procedures On Line)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): Sections 61(1) and (2)(a) - "Tuition fees"</p> <p>61 (1) The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution.</p> <p>(2) The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre</p> <p>(a) must be set in accordance with the regulations[.]”</p> <p>2. Post-Secondary Learning Act (PSLA) Regulations – Alberta Regulation 273/2006 – Section 2:</p> <p>“Definition of tuition fees for Act purposes, etc.</p> <p>2. For the purposes of the Act and this Regulation, ‘tuition fees’ in respect of an institution means the following:</p> <p>(a) fees identified in the institution’s calendar or in a supplement to its calendar as tuition fees or fees for instruction for courses that are part of programs approved by the Minister under the <i>Programs of Study Regulation</i> (AR 91/2009) or for the purposes of the <i>Student Financial Assistance Act</i>, excluding the following:</p> <p>(i) courses taken as part of a distance delivery program by individuals who do not reside in Alberta;</p> <p>(ii) apprenticeship programs under the <i>Apprenticeship and Industry Training Act</i>,</p> <p>(iii) off-campus cost recovery instruction programs;</p> <p>(iv) courses provided under a third party contract;</p> <p>(v) any differential or surcharge in fees that the board of the institution may set for courses taken by individuals who are not Canadian citizens or permanent residents of Canada;</p> <p>(b) mandatory fees that are payable to the institution by students for materials and services that facilitate instruction in the courses included in clause (a), excluding the following:</p> <p>(i) fees for equipment or materials that are retained or leased by students;</p> <p>(ii) fees charged in respect of work placements or practicum</p>

Item No. 5

	<p>experience where the persons or unincorporated bodies providing the work placement or practicum experience do not receive funding from the Government in respect of it.”</p> <p>3. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning. GFC has thus established an Academic Planning Committee (GFC APC), as set out in Section 3 of the GFC Policy Manual. GFC delegates its power to recommend to the Board on the budget to the GFC APC.</p> <p>4. Board of Governors General Terms of Reference, Section 1 (b): “The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee’s defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee.”</p> <p>5. Board Finance and Property (BFPC) Terms of Reference, Section 3(d): “3. Without limiting the generality of the foregoing, the Committee shall: [. . .] d) review and recommend to the Board tuition and other like fees[.]”</p> <p>6. GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate) “4. Budget Matters [...] b. To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.</p> <p>7. At its meeting of February 10, 2012, the Board of Governors approved the following Motion:</p> <p>“THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the “Church/Minsos” Board-approved Motion of May 5, 2000 regarding the Indexing of Mandatory Non-Instructional Fees; and</p> <p>THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.”</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	(see Attachment 1)
Approval Route (Governance)	GFC Academic Planning Committee – February 24, 2016 (for

Item No. 5

(including meeting dates)	recommendation); Board Finance and Property Committee – March 01, 2016 (for recommendation); Board of Governors – March 18, 2016 (for final approval)
Final Approver	Board of Governors

Attachments:

1. Attachment 1 (page 1): Consultative Route
2. Attachment 2 (page 1): Current Mandatory Non-Instructional Fees to be rescinded and Proposed Restructured Mandatory Non-Instructional Fees
3. Attachment 3 (page 1 - 9): Signed memo of February 17, 2016 and Terms of Reference of Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees

Prepared by: University Governance

Attachment 2

Current Mandatory Non-Instructional Fees to be rescinded and Proposed Restructured Mandatory Non-Instructional Fees

Fee Type	Current Annual Fee ¹	Proposed Annual Fee ¹	Comments
Athletics and Recreation Fee	\$164.00	\$164.00	No Changes are being proposed to the existing Athletics and Recreation Fee
CoSSS Fee	\$306.16	\$0	This fee to be eliminated
Health Services Fee	\$54.12	\$0	This fee to be eliminated
Registration and Transcript Fee	\$152.56	\$0	This fee to be eliminated
Student Services Fee	\$114.16	\$0	This fee to be eliminated
Student Health and Wellness Fee ²	\$0	\$122.64	This is the fee in support of the restructuring proposal
Student Academic Support Fee ²	\$0	\$504.36	This is the fee in support of the restructuring proposal
Total Fees Paid	\$791.00	\$791.00	As agreed with the students, the restructuring proposal is revenue neutral

Note: ¹ Annual fees based on a Full Time Equivalent (FTE) student

² See Oversight Committee TOR Appendix 1 for the list of student services to be funded

Office of the Provost and Vice-President (Academic)
2-40 South Academic Building (SAB)
Edmonton, Alberta, Canada T6G 2G7

Tel: 780.492.3443
Fax: 780.492.1438
www.provost.ualberta.ca

Date: February 17, 2016

To: Navneet Khinda, President Students' Union
Colin More, President Graduate Students' Association

From: Wendy M. Rodgers
Deputy Provost

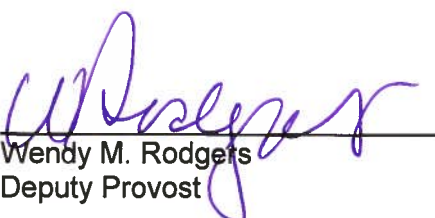
Re: Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees

Based on the University's commitment to openness and transparency in the collection and expenditures associated with Mandatory Non-Instructional Fees (MNIFs), the University engaged with representatives of the Students' Union (SU) and Graduate Students' Association (GSA) to develop an enhanced committee and fee structure for MNIFs.

On February 16, 2016, all three parties agreed to the following:

1. Approval of the newly-developed Terms of Reference for a Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees as attached.
2. That the new Oversight Committee would replace, effective immediately, the previous Student/University Administration – Mandatory Non-Instructional Fee Budget Advisory Committee (M-BAC).
3. That administration, with the support of the students, would bring forward through governance the necessary motions to amend the existing MNIF fee structure to the new MNIF fee structure as reflected in the Oversight Committee Terms of Reference, including a weighted annual inflation calculation for MNIFs.
4. That, pursuant to the provisions of Bill 3, whereby general tuition fee and MNIFs increases are frozen at 2014-15 levels for 2016-17, there would be no weighted annual inflation increase to MNIFs in 2016-17.
5. That administration, with the support of the students, will forward to the Ministry of Advanced Education, the new Oversight Committee Terms of Reference.

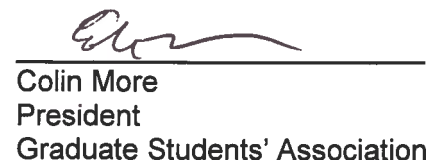
This memo dated this 17th day of February 2016,



Wendy M. Rodgers
Deputy Provost



Navneet Khinda
President, Students' Union



Colin More
President
Graduate Students' Association

**Joint Student/University Oversight Committee on
Mandatory-Non Instructional Fees**

Terms Of Reference

1. Preamble

The University of Alberta is committed to openness and transparency in the collection of Mandatory Non-Instructional Fees (MNIFs) and to student engagement as reflected in the *University of Alberta Student Participation Process Handbook*. As part of this commitment, the University of Alberta (University), the SU and the GSA have agreed to these terms of reference for the Joint Student/University Mandatory-Non Instructional Fee Oversight Committee (Oversight Committee) and acknowledge that this committee will replace the existing M-BAC committee.

2. Purpose

The Oversight Committee is the student and senior administrative committee that is designed to inform, involve and engage students in discussions around MNIFs and the services they support. The purpose of the committee is to involve student representatives to ensure that relevant concerns and aspirations are understood and considered in relation to the provision of the student services supported by MNIF revenue, to increases to existing MNIFs and to the establishment of any new MNIFs.

From time to time the university may determine that it is necessary to fund certain student services from operating funding, outside MNIF funding. Nothing in these terms of reference would prevent the university from implementing such student services or funding these student services through other sources of funding.

3. Committee Mandate

- A. These terms of reference apply to those MNIFs and the student services as outlined in Appendix I.
- B. Pursuant to the PSLA and notwithstanding the commitment to the engagement reflected in these terms of reference, administration and the students understand the role of the Board of Governors (Board) having overall authority for the services to be provided at the university and any fees to be charged to the students.
- C. The Oversight Committee will:
 - a. Receive information on the MNIF supported services and serve as a mechanism of engagement between the students and the units providing the services.
 - b. Receive for information annual reports including financial information (the format of annual reports to be determined by the committee) from those units (a unit is a major administrative unit that delivers a specific or group of student services) that provide MNIF funded services to the students.
 - c. Receive for information proposals, regarding MNIF supported services, that address the expansion or reduction of student services, including recommendations for new services and/or the elimination of services.

- d. Receive for information any annual increase to MNIFs that is implemented pursuant to the agreed formula for annual inflationary increases. (see Appendix II and Appendix III for the formula calculating the annual inflationary increase).
- e. Receive for information proposals for changes in MNIFs other than the annual inflationary increase. (see Appendix II for the process for changing MNIFs other than the annual inflationary increase).
- f. Receive for information proposals for the introduction of new MNIFs (see Appendix II for the process for introducing new MNIFs).
- g. Through the required governance process, advise the Board on:
 - i. any changes to student services as identified in point (c) above
 - ii. any inflationary increase to MNIFs as identified in point (d) above
- h. through the required governance process, the Provost and Vice President (Finance & Administration), will present to the Board with a recommendation for approval, any proposals to change MNIFs other than the inflationary increases or to introduce any new MNIFs

4. Committee Composition

The committee shall consist of the following members:

Chair

Deputy Provost

Standing Members

Vice-Provost & Dean of Students

Vice-Provost and Dean, Faculty of Graduate Studies and Research

Vice-Provost & University Registrar

Representative, Faculty of Physical Education and Recreation (as appointed by the Dean)

Representative, Vice President (Finance and Administration) (as appointed by the VP)

Director, Academic Planning and Budgets, Office of the Provost

President, Students' Union

Two additional undergraduate students appointed by the Students' Union

President, Graduate Students' Association

Two additional graduate students appointed by the Graduate Students' Association

One member of the Senate as appointed by the Chancellor

Resource Members (non-voting)

As required.

Voting

The chair and standing members are eligible to vote. The Chair will only vote in the event of a tie. Voting is based on a simple majority. Should a standing member be unable to attend a meeting, a delegate may attend on behalf of the standing member. Delegates in attendance at the meeting will have the same voting privileges as the standing member they represent. Resource members are not eligible to vote.

Quorum

Quorum will consist of one-half (1/2) of the standing members of the committee present and whereby there will be balance between the student representatives and administrative representatives present.

5. Committee Meetings

Meetings will be held four to six times per year and at the call of the Chair.

6. Secretariat

The Office of the Provost and Vice-President (Academic) will provide secretariat support to the committee.

Official records of the committee's deliberations will be held by the Office of the Provost and Vice-President (Academic). The records of the Committee will be subject to provincial FOIPP legislation and comply with the records retention schedule of the Office of the Provost and Vice-President (Academic).

7. Review of Oversight Committee

It is agreed that these terms of reference will be reviewed by the parties once every three years or sooner if requested by one of the parties. Any change in legislation/regulation that impacts MNIF will result in an automatic review of the terms of reference.

8. Appendices

Appendix I, II, and III form part of these terms of reference

Appendix I
List of MNIF Supported Services*

A. Athletics and Recreation Fee

Athletic (Varsity)

B. Student Health & Wellness Fee

Counselling and Clinical Services (CCS)
Sexual Assault Centre (SAC)
University Health Centre (UHC)
University Pharmacy
Healthy Campus Unit
Community Social Work Team
Risk Management Mental Health Program

Total

C. Student Academic Support Fee

URI
UAI Education Abroad
Green & Gold
Aboriginal Student Services Centre
Career Centre
Student Conduct and Accountability
Ombuds Service
Student Union Funding
Student Accessibility Centre
Augustana Student Services
Transition Year Program (TYP - ASSC)
Math & Science Centre (MASC)
Student Success Centre (SSC)
Student Financial Support Services
Student Fees Administrative Services
Records, Registration and Convocation Services
Student Writing Centre
Student Service Centre and Advisory Services
FGSR Professional Development & Out Reach
FGSR Program Services
IT Service and Infrastructure (IST & AIS)

*** Note: These services are as of the date the terms of reference were signed by the three parties and may be changed from time to time as envisioned by these terms of reference**

Appendix II Process for Increasing MNIFs

1. Annual increase to existing MNIFs

- Existing MNIFs will increase on an annual basis by an agreed to inflationary increase
- The annual inflationary increase will be calculated as shown in Appendix III
- The annual inflationary increase will be reported to the Oversight Committee prior to the reporting of the increase to the Board
- The annual inflationary increase formula, would be approved by the Board. Once approved, increases to the MNIFs using the inflation formula would be brought forward to the Board by the Provost and Vice President (Finance & Administration), through the required governance process (e.g. APC/BFPC) for information only, normally at the December Board meeting.

2. A Change to existing MNIFs other than the Annual Inflationary Increase

From time to time, in order to sustain existing services or to enhance services, it may be necessary to change the MNIFs from the annual inflationary calculation as identified in Point 1 above. If a unit or committee member proposes such a change the following process will be followed:

- The unit or committee member requesting a change to the MNIFs other than the annual inflationary increase will table at the Oversight Committee a report outlining the justification for the change and the requested amount of the change.
- Upon review of the report, the Oversight Committee will be asked to vote on the change.
- If the Oversight Committee votes in favour of supporting the change, the report and the Committee's recommendation will go forward to the Board, through the required governance process (e.g. APC/BFPC), with a request for approval of the change.
- The recommendation to approve the change will normally go forward to the Board at the December Board meeting.
- As part of any recommendation to the Board for a change in the fee as a result of this process, the Board will receive the report and the outcome of the vote from the Oversight Committee. The recommendation will be brought by the Provost and Vice President (Finance & Administration), to the Board through the required governance process (e.g. APC/BFPC).

3. The Introduction of a new MNIF

From time to time the university and/or the students may identify the need to establish a new MNIF in order to support the introduction of new services or to support existing services that cannot be funded from other sources. If such a new fee is proposed, the following process will be followed:

- The University, the Students' Union or the Graduate Students' Association can at any time bring forward a report, individually or collectively, recommending the introduction of a new MNIF.
- The group(s), individually or collectively, will table with the Oversight Committee a report outlining the justification for the new MNIF and the proposed fee.
- Upon review of the report, the Oversight Committee will be asked to vote on the new fee.

- If the Oversight Committee votes in favour of supporting the new fee, the proposal will go forward to the Students' Union and Graduate Students' Association to be included in a non-binding referendum during the annual elections of the SU and GSA.
- The non-binding referendum question will be a yes/no vote to approve the new fee. The referendum will follow the SU and GSA rules for referendums.
- As part of any recommendation for the establishment of a new MNIF to the Board as a result of this process, the Board will receive the report outlining the justification for the new MNIF, the proposed fee and the outcomes from the SU and GSA non-binding referendums. The recommendation will be brought to the Board by the Provost and Vice President (Finance & Administration), through the required governance process (e.g. APC/BFPC).

Appendix III MNIF Weighted Annual Inflation Calculation

The formula for the calculation of the weighted annual inflation number is as follows:

$$\frac{\text{Weighted Actual Operating Expenditures} \times \text{Projected Inflation}}{\text{Sum of the Weighted Annual Inflation}}$$

For the purposes of this calculation operating expenditures will include salary, benefits, materials and supplies, utilities, and maintenance, with an adjustment for scholarships and bursaries.

Whereby the elements of the formula are calculated as:

1. Weighted actual operating expenditures

- a. The audited operating expenditures from the previous three years are used to calculate the weighting of expense categories for salaries, benefits and non-compensation¹.

2. Projected Inflation

- a. Salaries – Average actual negotiated Across the Board (ATB) increase for NASA and AASUA plus merit increase calculation. In the absence of negotiated settlements, the university will use the Government of Canada Labour Program Wage Forecast for Collective Bargaining for Alberta. Merit is calculated using the previous year's actual operating budget merit expenditures, which adjusts for employees who have reached the ceiling of their salary grid and are no longer eligible for merit. This forecast should not be construed as an indicator or signal of the outcome of collective bargaining between the Board and associations representing academic and non-academic staff.
- b. Benefits – Weighted average of the statutory plans (EI, CPP, WCB), supplementary health plans (dental, LTD, etc.) and pension plans multiplied by the forecast percentage increase as prepared in the university's annual budget fiscal estimate process for the upcoming fiscal year.
- c. Non Salaries – Average of three chartered bank's Q3 forecast for Alberta's CPI for coming calendar year.

3. Ceiling and Floor

The weighted annual inflation number will have both a ceiling and a floor. The ceiling will be 5.0 per cent and the floor will be 0 per cent.

4. Sample Calculation

The sample calculation for the weighted annual inflation calculation is attached

¹ Non-compensation includes materials/supplies and services; utilities; and maintenance.

Sample Formula Calculation for 2016-17
Source: Audited Financial Statements

	<u>% Actual Expenditures ¹</u>		<u>Projected Inflation (%)</u>		<u>Weighted (%)</u>
Compensation					
Salary	64%	x	3.45%	=	2.22%
Benefits	14%	x	6.90%	=	0.94%
Sub-Total	<u>78%</u>				<u>3.16%</u>
Non-Compensation					
Materials Supplies	15%	x	1.70%	=	0.26%
Utilities	4%	x	1.70%	=	0.07%
Maintenance	3%	x	1.70%	=	0.05%
Sub-Total	<u>22%</u>				<u>0.38%</u>
Total	<u>100%</u>		Projected Inflation		<u>3.53%</u>
Scholarship Adjustment ²	-2.5%	x	4.05%		-0.10%
Non-Compensation Adjustment	2.5%	x	1.70%		0.04%
Net Adjustment					<u>-0.06%</u>
Weighted Annual Inflation Rate					<u>3.47%</u>

1. Based on 3 year average of Actual Operating Expenditures 2012-13 to 2014-15.
2. Total compensation % not to exceed 3 year average compensation % including scholarship expenditures.
3. Cost structure assumes normal operations.