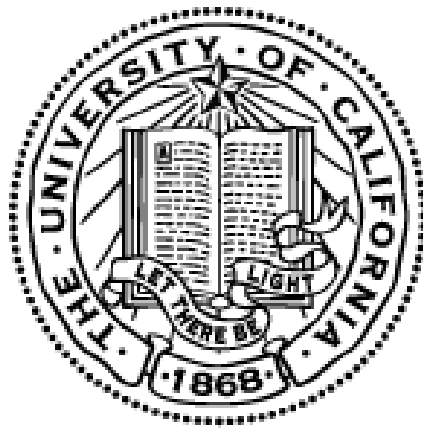


DRAFT

**Responses to Regents' Questions
Regarding the Academic Senate's Eligibility Reform Proposal**



September 2008

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Attachment 1: Tables with Data from Simulations of Entitled to Review

NOTE

This document was prepared jointly by the Academic Senate and UCOP Student Affairs. The primary authorship of each response is indicated immediately below the corresponding question, as Academic Senate Response or Student Affairs Response. Where the response was prepared jointly, Academic Senate Response / Student Affairs Response appears.

Current Enrollment

1. What percentage of students guaranteed admission to UC accepts the offer and attend?

(Academic Senate Response / Student Affairs Response)

As of August 2008, overall 67,819 Fall 2008 UC eligible California freshman applicants were offered admission, and 35,168 (51.9 percent) have indicated their intent to enroll. Of these 35,168, 34,414 were selected by a campus via Comprehensive Review (98 percent of intended enrollees), while 754 accepted a referral offer of admission generated by the admission guarantee (2 percent of intended enrollees).

2. What is the ethnic breakdown of undergraduate students, by campus, over the last three years?

(Student Affairs Response)

Please see Figures 1 and 2 on the following pages.

**Figure 1A. Numbers of Undergraduate Enrollments by Campus, by Ethnicity, by Year
for Fall 2005 - Fall 2007**

Undergraduate Enrollment by Campus, by Ethnicity, by Year Fall 2005 - Fall 2007									
		American Indian	African American	Asian	Chicano/L atino	White	Unknown	Internatio nal	Campus Total
Berkeley	Fall 2005	127	829	10,081	2,484	7,286	1,900	775	23,482
	Fall 2006	118	835	10,234	2,613	7,537	1,756	770	23,863
	Fall 2007	126	841	10,644	2,839	7,755	1,647	784	24,636
Davis	Fall 2005	143	581	9,626	2,469	8,552	1,107	353	22,831
	Fall 2006	138	640	10,081	2,662	8,497	1,117	411	23,546
	Fall 2007	164	712	10,089	2,815	8,254	1,126	444	23,604
Irvine	Fall 2005	78	453	10,207	2,301	5,173	1,248	601	20,061
	Fall 2006	91	463	10,855	2,419	5,352	1,119	544	20,843
	Fall 2007	78	494	11,651	2,725	5,325	1,010	571	21,854
Los Angeles	Fall 2005	112	799	10,094	3,788	8,330	795	893	24,811
	Fall 2006	106	756	10,398	3,824	8,706	684	958	25,432
	Fall 2007	108	865	10,557	3,812	8,861	650	1,075	25,928
Merced	Fall 2005	6	53	334	202	220	20	6	841
	Fall 2006	9	73	476	315	303	27	7	1,210
	Fall 2007	14	109	633	512	429	38	15	1,750
Riverside	Fall 2005	48	957	6,387	3,529	2,865	567	296	14,649
	Fall 2006	47	1,056	6,436	3,697	2,776	563	285	14,860
	Fall 2007	55	1,107	6,520	3,859	2,683	543	274	15,041
San Diego	Fall 2005	89	278	9,138	2,220	6,605	1,827	523	20,680
	Fall 2006	99	273	9,810	2,388	6,535	1,698	566	21,369
	Fall 2007	91	325	10,625	2,587	6,254	1,532	634	22,048
Santa Barbara	Fall 2005	138	478	3,238	3,233	9,404	1,343	252	18,086
	Fall 2006	135	498	3,285	3,396	9,542	1,130	232	18,218
	Fall 2007	137	490	3,313	3,566	9,702	1,003	218	18,429
Santa Cruz	Fall 2005	124	352	2,881	1,995	7,064	1,081	128	13,625
	Fall 2006	121	365	2,998	2,158	7,228	993	98	13,961
	Fall 2007	123	377	3,236	2,366	7,344	855	102	14,403

Figure 1B. Percentage of Undergraduate Enrollments by Campus, by Ethnicity, by Year for Fall 2005 - Fall 2007

		American Indian	African American	Asian	Chicano/L atino	White	Unknown	Campus Total	International
Berkeley	Fall 2005	0.6%	3.7%	44.4%	10.9%	32.1%	8.4%	100.0%	3.3%
	Fall 2006	0.5%	3.6%	44.3%	11.3%	32.6%	7.6%	100.0%	3.2%
	Fall 2007	0.5%	3.5%	44.6%	11.9%	32.5%	6.9%	100.0%	3.2%
Davis	Fall 2005	0.6%	2.6%	42.8%	11.0%	38.0%	4.9%	100.0%	1.5%
	Fall 2006	0.6%	2.8%	43.6%	11.5%	36.7%	4.8%	100.0%	1.7%
	Fall 2007	0.7%	3.1%	43.6%	12.2%	35.6%	4.9%	100.0%	1.9%
Irvine	Fall 2005	0.4%	2.3%	52.5%	11.8%	26.6%	6.4%	100.0%	3.0%
	Fall 2006	0.4%	2.3%	53.5%	11.9%	26.4%	5.5%	100.0%	2.6%
	Fall 2007	0.4%	2.3%	54.7%	12.8%	25.0%	4.7%	100.0%	2.6%
Los Angeles	Fall 2005	0.5%	3.3%	42.2%	15.8%	34.8%	3.3%	100.0%	3.6%
	Fall 2006	0.4%	3.1%	42.5%	15.6%	35.6%	2.8%	100.0%	3.8%
	Fall 2007	0.4%	3.5%	42.5%	15.3%	35.7%	2.6%	100.0%	4.1%
Merced	Fall 2005	0.7%	6.3%	40.0%	24.2%	26.3%	2.4%	100.0%	0.7%
	Fall 2006	0.7%	6.1%	39.6%	26.2%	25.2%	2.2%	100.0%	0.6%
	Fall 2007	0.8%	6.3%	36.5%	29.5%	24.7%	2.2%	100.0%	0.9%
Riverside	Fall 2005	0.3%	6.7%	44.5%	24.6%	20.0%	4.0%	100.0%	2.0%
	Fall 2006	0.3%	7.2%	44.2%	25.4%	19.0%	3.9%	100.0%	1.9%
	Fall 2007	0.4%	7.5%	44.2%	26.1%	18.2%	3.7%	100.0%	1.8%
San Diego	Fall 2005	0.4%	1.4%	45.3%	11.0%	32.8%	9.1%	100.0%	2.5%
	Fall 2006	0.5%	1.3%	47.2%	11.5%	31.4%	8.2%	100.0%	2.6%
	Fall 2007	0.4%	1.5%	49.6%	12.1%	29.2%	7.2%	100.0%	2.9%
Santa Barbara	Fall 2005	0.8%	2.7%	18.2%	18.1%	52.7%	7.5%	100.0%	1.4%
	Fall 2006	0.8%	2.8%	18.3%	18.9%	53.1%	6.3%	100.0%	1.3%
	Fall 2007	0.8%	2.7%	18.2%	19.6%	53.3%	5.5%	100.0%	1.2%
Santa Cruz	Fall 2005	0.9%	2.6%	21.3%	14.8%	52.3%	8.0%	100.0%	0.9%
	Fall 2006	0.9%	2.6%	21.6%	15.6%	52.1%	7.2%	100.0%	0.7%
	Fall 2007	0.9%	2.6%	22.6%	16.5%	51.4%	6.0%	100.0%	0.7%
Source: UC Statistical Summary of Students and Staff, Fall 2005-2007									

Figure 2A. New Fall Freshman Enrollment Numbers by Campus, by Ethnicity, by Year for Fall 2005 - Fall 2007

New Fall Freshman Enrollment by Campus, by Ethnicity, by Year Fall 2005 - Fall 2007											
		American Indian	African American	Asian	Chicano/Latino	White	Other	Unknown	International	Campus Total	
Berkeley	Fall 2005	14	134	1,902	429	1,234	57	232	103	4,105	
	Fall 2006	17	151	1,903	481	1,204	40	255	106	4,157	
	Fall 2007	21	136	1,910	492	1,261	53	224	128	4,225	
Davis	Fall 2005	19	114	1,924	505	1,462	105	199	53	4,381	
	Fall 2006	24	174	2,392	714	1,794	111	221	81	5,511	
	Fall 2007	41	183	2,126	682	1,616	79	165	63	4,955	
Irvine	Fall 2005	20	99	2,260	490	1,124	87	188	70	4,338	
	Fall 2006	25	108	2,728	572	1,108	84	148	62	4,835	
	Fall 2007	9	113	2,723	727	1,010	83	171	95	4,931	
Los Angeles	Fall 2005	18	124	1,783	641	1,446	78	246	86	4,422	
	Fall 2006	16	101	2,099	650	1,486	62	259	136	4,809	
	Fall 2007	14	204	1,837	642	1,473	64	225	104	4,563	
Merced	Fall 2005	6	48	275	176	176	15	4	0	700	
	Fall 2006	2	26	136	116	89	12	16	0	397	
	Fall 2007	4	45	214	224	149	17	15	0	668	
Riverside	Fall 2005	8	184	1,289	808	530	45	82	41	2,987	
	Fall 2006	8	287	1,447	1,030	587	89	99	44	3,591	
	Fall 2007	18	298	1,653	1,021	550	60	76	53	3,729	
San Diego	Fall 2005	18	43	1,866	431	1,080	49	176	57	3,720	
	Fall 2006	22	44	2,389	508	1,280	56	209	81	4,589	
	Fall 2007	9	72	2,200	553	983	57	180	87	4,141	
Santa Barbara	Fall 2005	23	112	641	754	2,014	48	195	41	3,828	
	Fall 2006	39	114	639	873	2,129	70	202	34	4,100	
	Fall 2007	36	111	726	922	2,257	52	193	39	4,336	
Santa Cruz	Fall 2005	26	68	618	444	1,579	65	162	15	2,977	
	Fall 2006	26	83	739	576	1,660	65	168	21	3,338	
	Fall 2007	25	109	913	646	1,756	66	166	23	3,704	

**Figure 2B. Percentage of New Fall Freshman Enrollment by Campus, by Ethnicity, by Year
for Fall 2005 - Fall 2007**

		American Indian	African American	Asian	Chicano/L atino	White	Other	Unknown	Campus Total
Berkeley	Fall 2005	0.3%	3.3%	47.5%	10.7%	30.8%	1.4%	5.8%	100.0%
	Fall 2006	0.4%	3.7%	47.0%	11.9%	29.7%	1.0%	6.3%	100.0%
	Fall 2007	0.5%	3.3%	46.6%	12.0%	30.8%	1.3%	5.5%	100.0%
Davis	Fall 2005	0.4%	2.6%	44.5%	11.7%	33.8%	2.4%	4.6%	100.0%
	Fall 2006	0.4%	3.2%	44.1%	13.1%	33.0%	2.0%	4.1%	100.0%
	Fall 2007	0.8%	3.7%	43.5%	13.9%	33.0%	1.6%	3.4%	100.0%
Irvine	Fall 2005	0.5%	2.3%	53.0%	11.5%	26.3%	2.0%	4.4%	100.0%
	Fall 2006	0.5%	2.3%	57.2%	12.0%	23.2%	1.8%	3.1%	100.0%
	Fall 2007	0.2%	2.3%	56.3%	15.0%	20.9%	1.7%	3.5%	100.0%
Los Angeles	Fall 2005	0.4%	2.9%	41.1%	14.8%	33.3%	1.8%	5.7%	100.0%
	Fall 2006	0.3%	2.2%	44.9%	13.9%	31.8%	1.3%	5.5%	100.0%
	Fall 2007	0.3%	4.6%	41.2%	14.4%	33.0%	1.4%	5.0%	100.0%
Merced	Fall 2005	0.9%	6.9%	39.3%	25.1%	25.1%	2.1%	0.6%	100.0%
	Fall 2006	0.5%	6.5%	34.3%	29.2%	22.4%	3.0%	4.0%	100.0%
	Fall 2007	0.6%	6.7%	32.0%	33.5%	22.3%	2.5%	2.2%	100.0%
Riverside	Fall 2005	0.3%	6.2%	43.8%	27.4%	18.0%	1.5%	2.8%	100.0%
	Fall 2006	0.2%	8.1%	40.8%	29.0%	16.5%	2.5%	2.8%	100.0%
	Fall 2007	0.5%	8.1%	45.0%	27.8%	15.0%	1.6%	2.1%	100.0%
San Diego	Fall 2005	0.5%	1.2%	50.9%	11.8%	29.5%	1.3%	4.8%	100.0%
	Fall 2006	0.5%	1.0%	53.0%	11.3%	28.4%	1.2%	4.6%	100.0%
	Fall 2007	0.2%	1.8%	54.3%	13.6%	24.2%	1.4%	4.4%	100.0%
Santa Barbara	Fall 2005	0.6%	3.0%	16.9%	19.9%	53.2%	1.3%	5.1%	100.0%
	Fall 2006	1.0%	2.8%	15.7%	21.5%	52.4%	1.7%	5.0%	100.0%
	Fall 2007	0.8%	2.6%	16.9%	21.5%	52.5%	1.2%	4.5%	100.0%
Santa Cruz	Fall 2005	0.9%	2.3%	20.9%	15.0%	53.3%	2.2%	5.5%	100.0%
	Fall 2006	0.8%	2.5%	22.3%	17.4%	50.0%	2.0%	5.1%	100.0%
	Fall 2007	0.7%	3.0%	24.8%	17.5%	47.7%	1.8%	4.5%	100.0%

3. Are we seeing additional enrollment at UCs during the economic downturn or is the percentage staying constant? Are all campuses fully enrolled? Which are and which are not?

(Student Affairs Response)

We do not have evidence that undergraduate enrollment at UC varies systematically in response to economic cycles. Fall 2008 represents UC's largest applicant pool and largest entering class, but this is largely a result of demographics: the high school class of 2008 is California's largest ever, and the proportion of graduates who apply to UC is increasing. All campuses are fully enrolled.

CPEC Enrollment Data

4. When will the 2007 CPEC data be ready? Do we have sufficient data without the CPEC study to make well-informed decisions?

(Academic Senate Response / Student Affairs Response)

CPEC will issue its eligibility study report by the end of this year. UC expects to have access to the complete 2007 data by the end of September.

Some aspects of the proposal are dependent on the best available statistical data. Other aspects of the proposal rest on educational practice and judgment and are not data dependent. The problem with false positives and false negatives that attend the current eligibility policy have long been known, and such problems attend any admission practice that relies on strict score cut-offs and compliance with elaborate and complex systems of regulations. The value of defining admissions merit broadly and assessing achievement in context for increasing the accuracy and fairness of admissions judgments has long been accepted as a best practice in admissions, and recognized as an important innovation for UC's eligibility policy.

The Academic Senate in developing its eligibility proposal used the 2003 CPEC-study data, along with current UC applicant and enrollee data. The 2003 CPEC data was used because it was the most recent CPEC study available. Although the Senate regards the conclusions drawn on the basis of this data to be sound, it is recommended that the impacts of eligibility reform be analyzed using the 2007 data when it becomes available. The CPEC 2007 data will be useful for determining the precise parameters for implementing features of the Senate's proposal, and for more precisely estimating the characteristics of the Entitled to Review and the guaranteed-referral pools. CPEC study data, which is based on a sample of all California high school graduates, is our only source for certain information (for example, course taking and GPA patterns) for the full range of California public high school graduates (not just those who apply to college or take the SAT). The 2003 data is dated and does not reflect substantial changes that have occurred since then, including the institution of new eligibility requirements in 2004, and the revision of the SAT (which included incorporating the writing test into the core exam). In addition, the statistical validity of the 2007 CPEC data is enhanced over the 2003 data. By redoing the 2003-based analyses with the 2007 data, we will gain higher-confidence predictions of both the size and composition of the ETR and guaranteed-referral pools. This work is planned in preparation for the November Regent's meeting.

The “9 x 9” Proposal

5. Can you explain the “9 x 9” proposal? How does it work?

(Academic Senate Response)

The Academic-Senate proposal is based on a studied conclusion: it is reasonable to identify a majority, but not all, of the top one-eighth (12.5 percent) of California graduating seniors solely on the basis of two traditional measures of academic achievement that are among the most useful in predicting later college performance – GPA and SAT I/ACT scores. The proposal maintains that the remaining portion of the top 12.5 percent is best determined by considering a broader range of factors. This would be done in the same way that campuses currently select applicants for admission offers, i.e. by Comprehensive Review. Under the Senate’s proposal, students will be found to be in the top 12.5 percent by either of the two mechanisms – GPA/test scores alone (as is the case with statewide or local context eligibility) or via Comprehensive Review. Students who are found to be eligible by the first mechanism would be guaranteed admission to at least one campus using the existing referral mechanism; that is, applicants not admitted to any campus to which they apply are referred to a campus with remaining enrollment space (in recent years, Riverside and Merced) for admission. Students who are not in this “guaranteed referral” group, but who are found to be eligible via Comprehensive Review, would be in a position identical to that of their guaranteed-referral peers: they all would receive admission offers from one or more campuses to which they applied. The sole difference between the two groups of eligible students concerns applicants who are denied at all campuses to which they apply: of these applicants, those in the guaranteed-referral group would receive referral offers of admission, whereas those who are not in the guaranteed-referral group would simply be denied admission to the University.

Just as is the case under current policy, no student is guaranteed admission to the campus of their choice. However, campuses have full authority to select among the most talented from their applicant pool.

“9 x 9” refers to the criteria used to determine the guaranteed-referral portion of the eligibility pool. Students in this part of the eligibility pool must meet one of two criteria: the first criterion consists of a combination, or index, of GPA in “a-g” college-preparatory courses taken during high school and SAT/ACT scores; while the second criterion requires a GPA that places the student in the top 9 percent of their high-school graduating class. The GPA/test-score index of the first criterion would be set to capture the top 9 percent of all high school graduates statewide. So, students who, on the basis of the GPA/test score index, rank in the top 9 percent statewide or who, on the basis of GPA, rank in the top 9 percent of their high school, receive the guarantee of a referral if no campus to which they apply admits them; hence the designation “9 x 9.”

In practice, the guaranteed-referral pools identified by statewide or local-context criteria are significantly smaller than 9 percent of all graduates, primarily because each criterion requires, in addition to sufficiently high GPA and/or test scores, that the full 15-course a-g pattern be completed prior to college enrollment, and that they satisfy Entitled To Review (ETR) requirements by the end of the junior year. Students must achieve at least a 2.8 unweighted GPA in 11 of the 15 UC-approved a – g courses by the end of the 11th grade. Some students will fall short of those requirements. Also, there is substantial overlap between the statewide-index and

within-school pools. For these reasons, the combined guaranteed-referral pool is estimated to contain about 9.7 percent of California public high school graduates.

Applicants not in the guaranteed-referral group who satisfy entitled to review (ETR) requirements would be “entitled to review” via the Comprehensive Review admission processes. They would be fully reviewed by all campuses to which they apply, and admitted on a competitive basis through each campus's selection process. They would not be guaranteed admission via the referral pool if denied admission by all campuses to which they apply.

An important distinction exists between the proposed 9 x 9 guarantee structure and the existing concept of eligibility. Under current policy, “eligible” and “guaranteed admission via referral” are synonymous. Accordingly, a student who lacks a guarantee is, by definition, ineligible; and therefore faces a high likelihood of denial if she or he does apply. Under the Senate’s proposed policy, absence of a guarantee carries no such implication: students who are entitled to review will be admitted to specific campuses if their credentials are competitive with other applicants to those campuses, irrespective of their guarantee status. The guarantee thereby becomes essentially a perquisite that some ETR students will earn on the basis of high GPA and/or test scores.

The 1960 California Master Plan for Higher Education directs the University to “... select first-time freshmen ... from the top one-eighth (12.5 percent) of all graduates of California public high schools” but explicitly leaves it to the University to establish criteria for determining who falls within the top one-eighth. This has been interpreted as a commitment to admit all students falling within the notional top 12.5 percent since at least the 1980s, and was codified in the 1988 and 2002 modifications of the Master Plan. The current proposal attempts to respond to findings that a sizeable fraction of students who narrowly miss UC eligibility are superior to many students who are deemed eligible under current policy. In addition, the Academic Senate proposal for eligibility reform is designed to reach more of the highest-performing students in *every* high school, and to provide opportunity to highly qualified students who would be desirable to campuses if their applications were evaluated through comprehensive review.

6. Doesn’t comprehensive review remedy a good portion of what this proposal wants to cure?

(Academic Senate Response)

The function of the current eligibility policy is, in essence, to limit the pool of students who have access to Comprehensive Review. Comprehensive review 1) cannot account for students who do not apply to UC, for example because of the additional barrier of the SAT subject test requirement or because of failure to satisfy some a-g technicality, 2) does not have the “recruitment effect” that ELC has had, and 3) is essentially nullified by a finding of ineligibility on some campuses. In this sense, the proposed eligibility policy and Comprehensive Review are quite distinct in their functioning and their aims. Under the proposed policy, a somewhat expanded share of California high school graduates will have their qualifications assessed by Comprehensive Review, but UC’s commitment to admit the top 12.5 percent will remain unchanged.

The current eligibility policy yields a “bright line” of eligibility that has two critical flaws. First, there are the “false positives” – students who are deemed “eligible” not on the basis of superior performance relative to those who do not attain eligibility, but merely on the basis of participation (in other words, they completed the a-g coursework and required tests, but they may not have performed well). Second, there are the “false negatives” – students who, despite obviously strong records of accomplishment, fail to achieve eligibility because of minor or inconsequential variances from policy. For example, a student may have taken only one semester of a required course when two semesters were required but not available. Unfortunately, “false positives” prevail over “false negatives” in admissions selection: if you are not deemed in the top 12.5 percent of California high school students you have only a very small chance of being admitted to a UC campus because of the presumption that “eligibility” defines the totality of “top” students. The proposed policy seeks to provide a path for consideration and competitive admission to high-achieving students who, despite strong records, are technically ineligible due to minor variances from the required a-g course pattern, or failure to take the two SAT Subject exams required by UC. Thousands of students fit this description every year. Most of these accomplished, yet technically ineligible, students do not now apply to UC; among those who do, the vast majority is denied admission by all campuses to which they apply.

A further effect of the proposed policy is to increase the standards for UC admission. This proposal significantly tightens the GPA and standardized-test performance required to earn guaranteed admission via referral. (See the response to the previous question for an explanation of guaranteed referral.) Presently, the GPA/test-score index that must be met for eligibility (and therefore for guaranteed referral) actually sets a very modest standard of academic achievement; so modest that the index has only a minor influence on who is and is not eligible. Instead, eligibility currently hinges primarily on correctly completing the 15 required a-g courses and UC's required pattern of standardized tests. By eliminating a main constraint on the eligible pool – the SAT Subject test requirement – many more students become visible to the proposed policy's GPA/test-score index. This in turn requires that the index be “ratcheted up” substantially in order to capture the top 9 percent of California's graduating seniors.

ELC Increase to 9 percent

7. What is the number of students that are included in the top 4 percent local guarantee that would not be covered in the statewide 12.5 percent? Of that pool, how many are accepting admission?

(Academic Senate Response / Student Affairs Response)

For Fall 2008, 246 California Resident freshman applicants were eligible as a result of the ELC program, but did not meet statewide eligibility requirements. This figure represents about 0.4 percent of all eligible California-resident applicants, indicating that nearly all ELC students are also eligible via the Statewide and/or Examination-Only pathways. Of these 246, 61 plan to enroll at UC, which is less than 0.2 percent of those indicating an intention to enroll.

8. What percentage of students guaranteed admission through the 4 percent local guarantee is from low-income high schools? How many of those students are accepting admission? What is the breakdown by campus?

(Student Affairs Response)

For Fall 2008, 27.5 percent of freshman ELC students were from California public high schools where at least half of the student body is eligible to receive a free or reduced lunch. Nearly half (48.3 percent) of ELC freshman students are from California public high schools where at least one third of the student body is eligible to receive a free or reduced lunch. The enrollment patterns of these students are shown in Figure 3.

Figure 3. Fall 2008 Freshman Enrollment for ELC Students Attending Low-Income California Public High Schools

Fall 2008 ELC Freshman entering UC from low-income high schools as defined by percentage of students receiving free or reduced lunch		
	50% or more	33% or more
Berkeley	423	790
Davis	225	476
Irvine	280	450
Los Angeles	583	934
Merced	22	39
Riverside	95	171
San Diego	287	521
Santa Barbara	211	341
Santa Cruz	31	68
Total	2,157	3,790
% of ELC students	27.5%	48.3%

9. How did the Academic Senate arrive at the 9 percent number? Please provide variations for each percentage change, not just 9 percent.

(Academic Senate Response / Student Affairs Response)

In response to the Senate review of BOARS' initial recommendation, BOARS proposed expansion of ELC to 12.5 percent from each high school, accompanied by a statewide-index eligibility rate of 5 percent. The Academic Senate supports the expansion of ELC from 4 percent to 5 percent as a way of encouraging applications from a broader group of students whose excellence has been demonstrated in the context of their own peers who had access to similar high school resources. Both this original 12.5 x 5 guarantee structure and the eventual 9 x 9 plan that the Academic Assembly endorsed are estimated to capture approximately 10 percent of California's top graduating seniors. The remaining 2.5 percent required to make up the full 12.5 percent pool of eligible students is to be determined by comprehensively reviewing ETR applicants. It is emphasized, however, that the 10 percent identified by the guaranteed-referral

criteria are not necessarily “better” than the 2.5 percent who miss the guarantee but are identified through Comprehensive Review. The academic characteristics (GPA, test scores) of the 10 percent identified by the 12.5 x 5 structure were projected to be higher than those of the current eligibility pool. Further, the guaranteed-referral pool was projected to be more diverse than the current eligibility pool in terms of schools represented, as well as with respect to Chicano/Latino students. That proposal was modified by the Academic Council, which studied several different combinations of “statewide” and “local” guarantees before recommending the “9 x 9” proposal. Senate members wanted to have better data to support raising the ELC percentage to 12.5 percent, being concerned about the academic quality of the students guaranteed a referral. The attached tables show the composition of the guaranteed and entitled to review pools under various different combinations of “statewide” and “local context” requirements that were considered by the Academic Senate. If desired, Student Affairs can provide additional data with which to understand the different options once the 2007 CPEC data are available.

10. How many students that are now guaranteed admission within the 12.5% eligibility threshold would not be guaranteed admission under the proposed threshold of 9 percent?

(Academic Senate Response / Student Affairs Response)

In an effort to explore questions such as this, BOARS has conducted extensive simulations under the artificial, but unavoidable, assumption that a hypothetical student could be subject to either the current policy, or the proposed policy. Then BOARS studied the differences in eligibility outcomes between the two policies. However, great caution is warranted in interpreting these results. Simulations of this kind, while providing some insight, are rather contrived, because they involve applying one policy to subjects who knew they were operating under a different policy. Such simulations necessarily ignore the profound influence of UC policies and their wide public dissemination on student behavior. Indeed, to prevent misunderstanding among prospective applicants about what policy applies to them, students are given notice of UC admissions policy changes years in advance of when the changes become active.

Regarding differences in the characteristics of students who receive the referral guarantee under the current and proposed policies, analyses conducted for BOARS using the 2003 CPEC-study data project that 36.3 percent of eligible (and therefore guaranteed a referral) public high school graduates would not have been accorded guaranteed referral under the proposed policy. Most of these students (32.1 percent of all eligible students) would move into the “Entitled to Review” category and would therefore be guaranteed a comprehensive review, while 4.2 percent of previously guaranteed students would lose eligibility entirely because they failed to qualify for ETR status. In 2003, 36.3 percent of eligible students equated to approximately 15,000 students (out of 41,390 public high school graduates estimated to be eligible that year). In 2008, we estimate that 65-70,000 graduates (of both public and private high schools) are eligible, but we cannot estimate whether the proportion losing the referral guarantee as a result of this change would be the same.

11. If the local guarantee threshold is set at 9 percent, are there predictors for how many more students would be covered?

(Student Affairs Response)

BOARS estimates that the 9 by 9 guarantee construct would have resulted in a guaranteed-referral pool of 32,410 students in 2003, the year of the CPEC study on which this estimate is based. Of these, 26,383 would have met the index that defines the 9 percent statewide criterion. The remaining 6,027 would have met the top 9 percent within-school criterion, but not the statewide index.

A – G Coursework

12. How will students be notified that they have deficits in “a-g” courses during their senior year in high school?

(Student Affairs Response)

Because students apply early in their senior year of high school, most of them have not completed the full a-g requirements at the time of application. Rather, they indicate on their applications which courses they plan to complete during their senior year and they are admitted contingent upon submitting a final transcript that shows they did indeed complete the necessary coursework. As is true under current policy, campuses would continue to admit students contingent upon verification that they have completed the necessary coursework. They would also have the discretion, as they do now (through Admission by Exception), to admit a student who appears otherwise qualified despite missing a specific course or courses. In the case of an “ETR” applicant who did not indicate on his or her application a plan to complete the required courses, but who otherwise appeared competitive for admission, the campus could contact the student to encourage the student to make up the required coursework prior to graduation. Some campuses already notify students in similar cases so that they can be better prepared for enrollment.

13. How specifically will the policy define flexibility in the number of “a-g” courses required for eligibility?

(Student Affairs Response / Academic Senate Response)

The proposed policy gives campuses flexibility in using comprehensive review to overlook minor discrepancies for students who are otherwise well qualified and competitive. Just as now, if a student who is admitted does not fulfill the technical requirements of eligibility prior to enrollment for some reason understood and appreciated by admissions staff, the “Admission By Exception” policy remains a tool for admitting the student.

14. Are there certain “a-g” courses that are predictors of success in high school? If so, what impact would not taking such courses have on college success?

(Academic Senate Response)

No systematic analytical study of the predictive validity of completion of specific courses has been conducted. Research shows that a *pattern* of rigorous coursework is predictive of college success. In general, the courses deemed most critical for college success include English and Mathematics. Of course, certain courses are critical in certain fields (for example, Chemistry for students interested in science and engineering) because they transmit knowledge or skills essential in specific fields. These kinds of nuanced judgments can only be made by comprehensively reviewing applicant files. UC campuses do not admit students they do not feel are sufficiently prepared in these areas, though under current policy campuses with enrollment space are obligated to admit students deemed UC eligible, regardless of such considerations.

15. If there is no longer a weighting in GPA for honors courses, will all honors course work be disregarded? Is this not an averaging down of student work since there will no longer be an incentive to take honors courses?

(Academic Senate Response / Student Affairs Response)

The policy recommendation does not disregard honors-level courses. Honors coursework will still be considered in the GPA calculation for the referral guarantee portion of the eligibility pool, both with regard to statewide eligibility and ELC. Honors points will not be part of the calculation of the GPA needed for a student to be considered “entitled for review,” but campuses would continue to consider honors coursework in the comprehensive review process, as they do now, when it can be considered in the context of course availability. Students are expected to make the most of their educational opportunities. Apart from admissions competitiveness, there are many other incentives for taking advanced course work: better preparation for the rigors of the University; more engaging coursework and classroom experiences; better preparation for entrance examinations, etc.

SAT II Subject Matter Tests

16. Will the elimination of the SAT II subject matter test result in any disproportionate impact by gender?

(Academic Senate Response / Student Affairs Response)

The test participation requirement of multiple subject tests appears to disadvantage male students, but we cannot reliably estimate disproportionate impact because of the large variety of subject examinations taken by UC applicants. Additionally, for the guaranteed portion of the eligibility pool, the elimination of the subject test requirement will force a substantial increase in the minimum scores applicants will need to achieve on the regular SAT/ACT examinations.

This may disadvantage females in certain circumstances (e.g., access to math/science majors). Overall, these effects may offset one another.

17. How many public higher education institutions require the SAT subject matter test(s)?

(Student Affairs Response)

UC is the only public higher education system that requires the SAT subject tests. Of UC's ten comparison institutions, 3 private universities require subject tests, 2 universities (one private and one public) recommend subject tests, and 5 universities (all public) neither require nor recommend subject tests.

Figure 4. Review of UC Comparison Institutions Standardized Testing Admissions Requirements

School	SAT Subject Tests Required for Admission
Cornell University	Required: 1 or 2 subject tests required depending on applicants intended college
Yale University	Required: Any two SAT II Subject Tests are required
Massachusetts Institute of Technology	Required: Two SAT Subject Tests required: one in math (level 1 or 2), and one in science (physics, chemistry, or biology e/m).
Stanford University	Recommended: (but do not require) that students submit official results of at least two SAT Subject Tests
University of Virginia	Recommended: Results from two SAT Subject Tests strongly recommended; any two subjects of student's choice
SUNY - Buffalo	Subject tests not required; no recommendation online
University of Illinois	Subject tests not required; no recommendation online
University of Michigan	Subject tests not required; no recommendation online
University of Washington	Subject tests not required; no recommendation online
University of Wisconsin	Subject tests not required; no recommendation online

Summary:	3	Required
	2	Recommended
	5	Neither required nor recommended

Source: selected Universities' admissions websites, July 8, 2008, RJT

18. As we know California's high schools are uneven in their preparation, do we want to knock out a national test that is a somewhat helpful tool for norming student performance?

(Academic Senate Response / Student Affairs Response)

The Academic Senate accepted BOARS' recommendation that the SAT I or ACT admissions tests remain part of both eligibility and admissions. These tests are taken by far more students than the subject matter tests and should provide information about how well students do relative to their peers across the country. Because the SAT subject examinations are taken by fewer people and can be taken in 23 different subject areas, they are less useful as a national norming tool.

In addition, recent UC data indicates that once other factors known at the time of application (e.g., GPA and SAT Reasoning test or ACT scores) are taken into account, SAT subject test scores add negligible increments of predictive validity in predictions of UC freshman GPA. Specifically, these scores do not contribute much to the reliability of predictions of who will do well as a freshman enrolled at UC.

Finally, the proposal only calls for elimination of the strict requirement that two subject tests be taken. It explicitly provides that campuses, colleges, and majors can continue to recommend submission of specific subject test scores, just as now. It is likely that Engineering departments will continue to require SAT subject tests at least in mathematics. The proposal also provides that campuses may consider voluntarily submitted Subject test scores in their selection processes. Students who believe the scores help make their cases for admission are welcome to take the tests and submit the scores.

Impacts of the Proposal

19. What is an estimate, supported by accompanying data, of the proposal's impact on diversity? Who wouldn't get in—especially if we have to freeze enrollment?

(Academic Senate Response / Student Affairs Response)

As explained in answer to Question 10, BOARS has conducted simulations to answer such questions but care must be taken in interpreting the analytic results. The simulations were performed under the artificial assumption that a hypothetical student could be subject to either the current policy, or the proposed policy. BOARS was able to model the demographic profiles of both the entitled-to-review pool as well as the subset of this pool that would be subject to a referral guarantee. However, it is not possible to model campus-by-campus Comprehensive-Review outcomes based on CPEC data to know who would be admitted to our campuses. Among the most important reasons for this are: absence, in the CPEC data, of many of the factors that influence Comprehensive-Review decisions; and unknown and unknowable application behavior (whether or not they would apply to UC, and to which campuses) among CPEC-sample students.

Based on 2003 data, we have estimated changes in eligibility status for students from different racial and ethnic groups. (See below. Note that all numbers in the table are based on 2003 CPEC data; as noted elsewhere, actual numbers for 2007 will be higher, and the distribution may be different.) But, again, this does not tell us who will be admitted: actual admission will depend not only on the composition of the “Guaranteed” and “Entitled to Review” categories, but also on the factors each campus considers in its admissions process. We know that the quality and the diversity of admitted classes depend heavily on how broadly merit is defined, and how effectively achievement is evaluated in the context of educational opportunity. In addition, admissions outcomes will depend on which students choose to apply to UC, and on the extent to which those who are not guaranteed a referral are competitive in the comprehensive review processes at the campuses to which they apply.

Turning briefly to admitted students who actually come to UC, the enrolled freshman class consists, almost exclusively, of students who were selected by Comprehensive Review by one or more campuses. The proportion of the systemwide freshman class that came in via a referral offer of admission was 2 percent for Fall 2008.

Figure 5. Changes in Student Eligibility Categories by Ethnicity

Changes in Student Eligibility Categories Total and by Ethnicity Projected from 2003 Eligibility Study Data						
		Current		Proposed		
		Eligible - Guaranteed	Not Eligible - Not Guaranteed	Eligible - Guaranteed	Eligible - ETR	Not Eligible
All Applicants (335,658)	2003 Elig	41,390		26,377	13,275	1,738
	2003 Not Elig		294,268	6,032	27,072	261,164
	Total	41,390	294,268	32,409	40,347	262,902
African American (33,566)	2003 Elig	1,614		635	780	199
	2003 Not Elig		31,952	234	1,900	29,818
	Total	1,614	31,952	869	2,680	30,017
Asian (56,391)	2003 Elig	14,900		9,789	4,788	323
	2003 Not Elig		41,491	877	5,933	34,681
	Total	14,900	41,491	10,666	10,721	35,004
Chicano/Latino (104,725)	2003 Elig	5,339		2,833	1,992	514
	2003 Not Elig		99,386	788	4,978	93,620
	Total	5,339	99,386	3,621	6,970	94,134
White (135,270)	2003 Elig	19,081		12,801	5,576	704
	2003 Not Elig		116,189	4,047	13,802	98,340
	Total	19,081	116,189	16,848	19,378	99,044

20. Of the currently accepted students, which category is likely to be denied admission under the new standards? Will there be a significant change in racial, geographic and economic mix?

(Academic Senate Response / Student Affairs Response)

Again, BOARS has simulated answers to these questions but under contrived conditions—under the unavoidable assumption that a hypothetical student could be subject to either the current policy, or the proposed policy.

Among students currently admitted, two categories of students are likely to be denied under the new proposal: (1) those whose only admission offer is currently through the referral pool and who lose “guaranteed referral” status; and (2) those who are marginally competitive at the campuses to which they apply and would not be selected if application volume of better qualified students increases at these campuses, making admission to them more competitive. We cannot estimate with current data the number or characteristics of students in the second category.

Focusing now on category (1) described above, for Fall 2008, 9,553 students were admitted via the referral pool. Using parameters for the new guaranteed pool derived from the 2003 eligibility study data, we can estimate that 3,508 would fall into category 1— that is, they would not be guaranteed a referral offer (because they do not meet the new, higher Eligibility Index required for the statewide guarantee and are not in the top 9 percent of their school) and therefore would be denied. Of these, 354 (9.8 percent of the 3,508, or 1.0 percent of all admits who plan to enroll) indicated they plan to enroll at either Riverside or Merced. Figure 6 displays the academic and demographic characteristics of the admitted and enrolling students who would be denied under the new proposal.

Importantly, however, even this 1 percent of intended enrollees could be offered options by UC that would result in admission and enrollment at Riverside or Merced for some of them. This could be done by retaining, under the new eligibility policy, a new practice that was put in place for 2008. Specifically, earlier this year UCOP conducted analyses of the systemwide applicant pool, and then contacted those who met all of the following criteria: they 1) applied to neither Riverside nor Merced, 2) appeared to be eligible, and 3) appeared likely to end up in the referral pool. These students were asked if they wished to be considered by the Riverside and Merced campuses, in addition to the campuses to which they applied. Many of them replied affirmatively. Crucially, this early contact encouraged these students to incorporate, at an early stage in the application cycle, the possibility of Merced or Riverside into their thinking and plans. This early contact is credited with boosting the yield rate (i.e., intended enrollments divided by admits) of the 2008 referral pool to almost 8 percent, instead of the more typical 5-6 percent. This forward-thinking and effective practice can and should be continued if the proposed policy is put in place. It could be applied to both guaranteed-referral applicants who appear to be headed for the referral pool, as well as to ETR-only applicants whose credentials, while strong, may not quite be competitive at the very selective campuses to which they may have applied.

Figure 6. Current Referral Pool Admits and Enrolls Likely to be Denied Under New Eligibility Proposal

Characteristic	Number Admitted	Mean/ Percent	Number Planning to Enroll (SIRd)	Mean/ Percent
Weighted-Capped GPA	3,508	3.73	345	3.67
Unweighted GPA	3,508	3.49	345	3.41
Average SAT Reasoning Score	3,508	574	345	552
First Generation College	960	27.4%	122	35.4%
Low Income (Under \$46,000)	543	15.5%	91	26.4%
American Indian	22	0.6%	3	0.9%
African American	158	4.5%	31	9.0%
Chicano-Latino	665	19.0%	86	24.9%
Asian-Filipino-Pac. Isle	819	23.3%	124	35.9%
White	1,634	46.6%	85	24.6%
All Other Ethnic	210	6.0%	16	4.6%

21. If we currently have about 12.7 percent eligibility and this proposal would move us to 9.7 percent being guaranteed, would we lose some of the best and the brightest—future engineers and scientists?

(Academic Senate Response / Student Affairs Response)

No. In fact, a major purpose of the proposal is to invite applications from, and consider for admission through comprehensive review, the best and the brightest we are now missing because they are currently ineligible for minor reasons. The point of the proposal is to invite applications from all students who look like they might succeed at UC, and then select for admission the most accomplished from among this broader pool.

The University is obligated to admit the top 12.5 percent, and that commitment remains under this proposal. The Senate's proposal defines a portion of the top 12.5 percent via the 9 x 9 guarantee structure, and the balance via comprehensive review of those who are ETR, but not guaranteed. The proposal does not aim to reduce either the number or the academic excellence of the students UC admits: although fewer students would be guaranteed, the proposal assumes that students who are not guaranteed would also be admitted, up to the same enrollment targets UC would have had anyway. The impact of removing the SAT subject examinations from the requirements for the guaranteed-referral group will be to increase the minimum requirements for the guarantee on all other factors. Although a smaller percentage of high school graduates would be guaranteed admission, students with strong backgrounds and potential in math and science should continue to have strong chances of admission.

22. What will be the quality of the entering freshman class under the proposed policy as measured by traditional indicators?

(Academic Senate Response)

Although it is not possible to realistically simulate campus-based admissions outcomes with available data (see the response to question 18), large changes in the academic profile of the freshman class are not expected under the proposed policy.

Although it is difficult to quantitatively predict admissions outcomes, and even more difficult to predict enrolled-class profiles, some insight can be gained by examining the characteristics of the pool of eligible students. As previously discussed, under the proposal the bulk of the eligible pool would be determined by the 9 x 9 guaranteed-referral structure, while a smaller proportion would be determined directly by campus-based Comprehensive Review. Focusing for the moment on the guaranteed-referral subset of the eligible pool, BOARS estimates, based on 2003 CPEC data, that the average GPA would go up by 0.15 grade points and the average SAT scores would go up by 10.5 points, among guaranteed-referral students. These increases occur because the GPA/test-score index for the statewide 9 percent must be substantially higher than the current Eligibility Index for the following reasons. At present, because many high school graduates do not complete UC's subject examination requirement, the Eligibility Index must be set at a modest level in order to delineate the full 12.5 percent of all graduates as being eligible. By eliminating the subject test requirement, many more students become "visible" to the statewide-eligibility index, which in turn necessitates that the Index set a high standard in order to capture 9 percent of all graduates. In the "local context" portion of the guaranteed pool, this effect will be mitigated somewhat by expanding the proportion of guaranteed admits from each high school from 4 percent to 9 percent.

Turning now to the smaller portion of the eligible pool determined by Comprehensive Review, it is noted that the academic profile of this pool will depend on the weighting of factors in each campus's selection process and the quality of the applicant pool.

23. What is the impact on high achieving high schools?

(Academic Senate Response / Student Affairs Response)

The eligibility reform proposal shifts the emphasis within the guaranteed-referral category of eligibility away from "statewide" eligibility and toward Eligibility in the Local Context. Under the current policy, virtually all ELC students are also statewide eligible. Under the proposed 9 x 9 guarantee structure, BOARS estimates that approximately 55 percent would satisfy both the within-school top-9 percent criterion and the statewide-by-index top-9 percent criterion, with the remaining 45 percent of guaranteed-referral students satisfying one or the other, but not both. For schools where more than 9 percent of the graduating seniors are currently eligible, this will result in a decrease in the number of students in the "guaranteed" category. Most of these students will still be "entitled to review" and those who are high achieving will continue to have strong chances for admission at the campuses to which they applied.

Process

24. Who will review the applications? Will the applications be reviewed and decided upon by more than one person?

(Student Affairs Response)

Applications will be reviewed by campus admissions staff, as they are now, based on their local campus faculty admissions committee's comprehensive review policies. Campuses vary in the way that they deploy admissions readers and the number of reads per applicant. But in general, except in cases where the admissions outcome is relatively clear (for example, students with

exceptionally high credentials who are virtually certain of admission), applications are reviewed multiple times. In cases where a single read is employed, campuses use additional quality control processes to validate the results of the single read.

25. What will the additional cost be to administer “entitled to review”? How many additional FTEs will be needed? Could this be done centrally and not sent to each campus since we allow multiple applications?

(Student Affairs Response)

Applications are processed both centrally and on the campuses. Applicants apply to a central site and the preliminary work, including application intake and fee processing, test score matching, calculation of the GPA, acknowledgment and other services, are done one time on behalf of the entire system. The applications are then sent electronically to campuses where individual campus reviews and admissions decisions are made consistent with local faculty-approved selection processes.

If the eligibility reform proposal achieves its goal of substantially increasing the number of students who apply to UC, both UCOP and campuses will see increased costs. The greatest increases would occur at campuses, where the additional applications would be individually reviewed. Increased application fee revenue from the additional applications should offset campus costs, but disproportionate increases from low-income applicants whose application fees are waived could reduce the total fee revenue per applicant that UC receives. Whether this would be a significant effect is unknown at this time. At present, the proportion of applicants who request and receive a waiver for the application fee is slightly under 20 percent.

In addition, UCOP’s costs to identify a larger number of top students in each high school – 9 percent as opposed to the current 4 percent – are anticipated to increase by at least \$1 million annually (currently \$2.5M). There also will be non-recurring costs associated with systems development changes to accommodate the eligibility reform process in the admissions system, and an increase in the application processing costs due to the increase in volume

26. What are the plans for accountability? If change is desired, how will success be determined?

(Student Affairs Response)

The recommendation adopted by the Academic Senate specifies that BOARS commit to “annual and five-year evaluations and reporting of academic and fiscal impacts” and “based on the results of these studies, BOARS should periodically consider recommending adjustments to the guarantee structure.”

27. How will quality and consistency be maintained?

(Student Affairs Response)

As described earlier, the Academic Senate proposal specifies annual and five-year evaluations of the new eligibility structure. With respect to admissions outcomes, campuses currently have in place multiple mechanisms for ensuring the quality, consistency and integrity of admission decisions. These include, but are not limited to:

- Rigorous professional standards for individuals selected to read applications
- Detailed written instructions and policy guidance for all readers
- Extensive, on-going training and norming processes required of all readers throughout the admission cycle
- Multiple evaluations of the same application by readers and re-review of applications where reader evaluations deviate substantially
- Quantitative monitoring and oversight of reader outcomes during the process
- Statistical procedures designed to identify outliers and deviant outcomes
- Multiple reviews of overall decision patterns prior to finalization of decisions
- Double-checking of applications “at the boundary” between admission and denial
- Ongoing oversight from faculty admissions committees as well as campus administrators
- Regular reporting and analysis of data on admissions outcomes both at the campus level and systemwide
- Data transparency through tools such as STATFINDER that allow interested parties to conduct their own analyses of admissions data.

28. What’s the schedule for making the change in the standard?

(Student Affairs Response)

The Academic Senate recommends that the new eligibility requirements go into effect for freshmen entering in Fall 2012. These students will apply for admission in November 2011. These students are high school freshmen in the 2008-09 academic year.

Coordination with CSU

29. Are we working with our colleagues at CSU? Are we encroaching on their designated student population as defined by the Master Plan?

(Student Affairs Response)

Historically, UC and CSU have used similar but not identical requirements to define their populations (though specific cut-offs, such as the minimum GPA, varied to capture different numbers of students). As long as UC does not admit more than its “share” of students, it should not be seen as “encroaching.” CSU Chancellor Reed has written a letter of support for the goals of UC’s eligibility reform efforts.

30. How does this solution differ from CSU’s already existing 11th grade evaluation? Wouldn’t it be easier to work in tandem with CSU and modify the evaluation needed for UC eligibility? Wouldn’t it be easier for students and their families?

(Student Affairs Response)

UC and CSU both base eligibility on completion of the ‘a-g’ college preparatory coursework and grades earned in those courses. The Academic Senate proposal moves UC’s requirements closer to CSU’s by eliminating the requirement that applicants take two SAT subject examinations (not required by CSU).

CSU’s Educational Assessment Program, including the optional supplemental examination questions for high school juniors, is not an admissions or eligibility requirement, but rather is designed primarily to identify students in need of remediation in English or mathematics prior to beginning college-level work. UC encourages all high school students to take the CSU-sponsored EAP tests so that they can identify areas of academic weakness to be addressed in the senior year of high school.

Other Positions

31. What are the contrary arguments supported by data against the proposal, including issues identified by the faculty during the Academic Senate review?

(Student Affairs Response)

The February 2008 version of the BOARS proposal to reform eligibility was reviewed by the Academic Senate systemwide committees and campus-level divisional committees in March and April 2007. The concerns and contrary arguments raised by Senate respondents are compiled below. It is noted that these concerns were generally not accompanied by supporting data in the course of the systemwide review.

- Concerns about reducing the “guaranteed” portion of the eligibility pool.
 - Will reducing the guarantee call in to question our compliance with the Master Plan or weaken our relationship with state policy makers or the public?
- Concerns about which groups of students would be affected: who would lose the guarantee, who would gain it, and what would be the net impact of these changes? How would the proposal affect applications? Who would be admitted under the new

proposal and what will be the impact on the quality and diversity of campus freshman classes? Will the proposal actually achieve its goals?

- Concerns about the cost of the proposal and its impact on admission operations: if it achieves its goal of generating substantial application growth, how will campuses find resources to review all these applications?
- Concerns that aspects of the proposal (especially the increase in the percentage of the “guaranteed” proportion that would be eligible in the local context) would lead to lower academic profiles for students enrolling at some less selective campuses and could widen the gap between the most and least selective campuses and increase the need to devote resources to academic support programs
- Concerns about public reaction, including lack of consultation with key constituencies (e.g., high school counselors) and the possibility that the proposal would be viewed as lowering academic standards
- Concerns about the analysis on which the proposal was based, including reliance on the 2003 CPEC eligibility data rather than the upcoming 2007 data (this issue was raised with respect to projecting the diversity of students eliminated from the “guaranteed” pool and the academic profile of students who would become newly guaranteed or entitled to review)
- Concerns that many of the goals of the proposal could be achieved with less sweeping policy changes: for example, by creating a special pathway for students with high GPAs who do not complete the SAT subject examinations or have minor or technical omissions in required a-g coursework or by strengthening of the Admission by Exception pathway
- Concerns that the proposal is not “transparent” in that the likelihood of admission for non-guaranteed ETR students is unknown, leading to the possibility of unrealistic expectations on the part of hopeful applicants, and anger and negative responses if those students who were encouraged to apply are not admitted
- Concerns that the proposal is highly complex, affecting both the faculty’s ability to evaluate it, campuses’ ability to implement it, and students’ ability to understand how it will affect them and help them make wise choices about preparation for UC
- Concerns that differential impacts on specific campuses were not analyzed

Issues that have been raised in public reaction to the proposal and correspondence received by the Office of the President include:

- Concerns that elimination of the SAT subject examination requirement will have negative consequences for specific groups of students including Asian Americans, recent immigrants, and minority students.

- Concerns that UC is “watering down” academic standards
- Concerns that eligibility reform is designed to circumvent Proposition 209 by allowing for the admission of greater numbers of minority students

32. What are the unintended consequences of the revisions, including public attitudes and perceptions on the issue, particularly in light of the rigor that is being sought for K-12?

(Academic Senate Response / Student Affairs Response)

Of course we cannot know all of the unintended consequences. Some campus faculty in their written responses to the proposal expressed concern that it could be misconstrued as lowering standards for UC preparation. UCOP plans to conduct formal or informal focus groups to identify the messages that schools and families associate with the new proposal and develop an information campaign to address these.

A speculative concern relates to the prospect for gross public misunderstanding of the new policy. Specifically, if prospective applicants incorrectly assume that they have little chance of being admitted if they are not in the guaranteed-referral pool, then the intended broadening of the application pool may not materialize, at least initially. The recommended long lead-time for implementation, along with a well-organized effort at public education, may help reduce the likelihood of this occurring.

33. What lessons can be learned from Texas and Florida, which use different guarantee percentages than California?

(Student Affairs Response)

Texas’ Top 10 Percent law is the legislative response to the 1996 Hopwood v. University of Texas Law School decision. In contrast to UC’s ELC (top 4 percent), the Texas plan guarantees admission to flagship campuses in the University system and does so based on the student’s rank-in-class as provided by the high school; ELC guarantees admission to the UC system (not necessarily the campus of choice) and only when the applicant completes prescribed academic coursework. To ensure consistency across the state and within each school, UC calculates the GPA of ELC-eligible students based on a-g approved courses only.

The program has been very popular in Texas with more than 70 percent of incoming freshmen at UT-Austin in the fall 2006 class qualified for admission under the program. At Texas A&M University, just less than 50 percent of the fall 2006 class gained admission through the program. Supporters of the program cite the role of the program in stimulating racial, ethnic and social diversity at the state’s top institutions. Critics claim that it threatens UT-Austin’s ability to enroll out-of-state and international students as well as highly talented non-Top 10 Percent students from Texas. Efforts in recent years to reduce the proportion of entering freshman students admitted to UT-Austin under the program have failed. Legislators point to the fact that the plan has widened access to the Texas flagship, which now enrolls students from a greater number of high schools across Texas.

Recent data show that the University of Texas at Austin and Texas A&M now have a greater proportion of ethnic minority students than they did prior to the top 10 percent plan. In 2006, UT-Austin recorded its highest-ever enrollment numbers for Latino and African American students – 7,553 Latinos (15 percent of the student population) and 1,939 African Americans (3.9 percent of the student population). The previous high enrollments of these two ethnic groups were 7,013 Latinos in 2005 and 1,911 African Americans in 1996. Latino and African American enrollments also have increased to record levels at Texas A&M. Administrators report that a significant benefit of the program is that it provides an incentive for students who might not have otherwise considered these institutions to apply and enroll.

At both UT and Texas A&M, research shows that the top 10 percent students have higher grade point averages, higher retention rates and higher graduation rates than those not in the top 10 percent.

UC's experience with the existing ELC program (top 4 percent) mirrors the Texas experience in many ways: UC is attracting applicants from a broader group of California high schools; the program contributes to the racial, ethnic and social diversity of UC's applicant pool; and once enrolled, ELC students perform academically on par with non-ELC admits. Since ELC does not guarantee admission to a particular campus, UC is unlikely to experience the compaction problem UT-Austin faces.

Florida's Talented Twenty program was instituted as part of former Governor Jeb Bush's Equity in Education plan. The purpose is to guarantee admission to students who succeed in their respective *public* high schools, and to encourage students to strive for better grades and pursue rigorous academic courses. Eligible students are ranked in the top twenty percent of their class after the posting of the 7th semester grades (UC determines eligibility at the end of the 6th semester); must take the ACT or SAT (no minimum score is required) prior to completing the first semester of college (UC requires admissions tests be completed prior to the date of high school graduation but scores on these tests are not a factor in ELC determination); and must complete all 18 core course requirements for state university admission.

Students eligible for the Talented Twenty program are guaranteed admission, within space and fiscal limitations, to one of the eleven state universities, but (similar to UC's ELC) eligible students are not guaranteed admission to the university of their choice. Admission to Florida's two most selective institutions – the University of Florida and Florida State University – is guaranteed to those students who rank in the top five percent of their class.

Talented Twenty students are considered a priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), a need-based grant. According to representatives from the University of Florida and Central Florida University, the program has served as an incentive for students to strive for academic excellence. However, since these students are not identified until the spring of their senior year there has been little impact on admissions outcomes. Admissions professionals report that Florida's *Bright Futures* scholarship program and demographic changes in Florida have played a more significant role in admissions and enrollment outcomes than the Talented Twenty program.

Attachment 1: Simulations of Entitled to Review

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required

Guarantee Parameters: Top 8% Statewide by Index or Top 10% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR Students Meeting Both Parts of Guarantee
Number in Sample (of 18,660)	18,660	2,682	4,559	1,978	933	1,648	2,795	1,476	3,321	4,127	1,047
Population Estimate (weighted)	335,658	41,390	72,757	31,972	13,985	26,800	42,033	22,067	51,930	65,557	17,071
Percent of High School Grads	100.0%	12.4%	21.7%	9.6%	4.2%	8.0%	12.6%	6.6%	15.5%	19.6%	5.1%
Percent of Current Eligibles		100.0%	95.8%	62.0%	33.8%	0.0%	85.4%	46.6%	80.7%	89.3%	35.8%
Percent Potentially Eligible	19.1%	100.0%	75.5%	98.4%	100.0%	35.3%	85.7%	88.0%	81.5%	76.6%	100.0%
Gender											
Female	52%	58%	60%	62%	54%	60%	58%	58%	60%	60%	64%
Male	48%	42%	40%	38%	46%	40%	42%	42%	40%	40%	36%
Ethnicity											
African American	10%	4%	5%	3%	5%	7%	5%	4%	6%	5%	2%
Latino	31%	13%	15%	12%	14%	18%	14%	11%	14%	14%	9%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%	1%
Asian American	17%	36%	29%	33%	37%	22%	37%	44%	30%	29%	30%
White	40%	46%	50%	51%	44%	51%	43%	40%	48%	50%	58%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
High School GPA											
<u>Students Completing A-G</u>											
Mean GPA (unweighted)	27%	99%	85%	100%	96%	62%	89%	89%	88%	86%	100%
Mean GPA (weighted, capped)	3.33	3.53	3.44	3.68	3.23	3.15	3.52	3.55	3.48	3.44	3.81
	3.45	3.69	3.57	3.84	3.37	3.23	3.67	3.70	3.62	3.58	3.98
<u>All Students</u>											
Mean GPA (unweighted)	2.63	3.53	3.42	3.68	3.24	3.21	3.51	3.54	3.47	3.43	3.81
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.84	3.39	3.30	3.66	3.70	3.61	3.56	3.98
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	1%	20%	39%	11%	8%	14%	18%	0%
3.20 - 3.59	14%	32%	36%	16%	65%	45%	32%	30%	34%	36%	3%
3.60 - 3.99	9%	38%	30%	52%	13%	13%	36%	37%	33%	31%	44%
4.00 and above	4%	23%	15%	31%	2%	3%	22%	25%	18%	15%	53%
SAT Scores											
Average SAT I Score	1014	1199	1120	1205	1140	1007	1188	1210	1149	1124	1260
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	14%	7%	16%	14%	15%	14%	13%	10%
Deciles 4 and 5	28%	16%	22%	22%	12%	28%	16%	16%	21%	23%	23%
Deciles 6 and 7	27%	26%	26%	24%	30%	28%	25%	24%	26%	25%	31%
Deciles 8, 9, and 10 (top)	24%	46%	38%	40%	51%	29%	44%	46%	39%	38%	36%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.99	2.70	2.54	2.88	2.91	2.82	2.78	3.12
Applied to UC	16%	89%	58%	75%	86%	23%	100%	100%	69%	60%	80%
Enrolled at UC	8%	48%	30%	42%	43%	10%	52%	100%	42%	34%	46%
Enrolled at Any 4-Year College	25%	84%	71%	83%	78%	54%	85%	100%	100%	79%	85%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	94%	100%	100%	100%	93%

UCOP/SAS: Admissions Research (RS), 5/26/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required

Guarantee Parameters: Top 5% Statewide by Index or Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR Students Meeting Both Parts of Guarantee
Number in Sample (of 18,660)	18,660	2,682	4,559	2,039	976	1,544	2,795	1,476	3,321	4,127	798
Population Estimate (weighted)	335,658	41,390	72,757	33,346	14,361	25,050	42,033	22,067	51,930	65,557	12,560
Percent of High School Grads	100.0%	12.4%	21.7%	10.0%	4.3%	7.5%	12.6%	6.6%	15.5%	19.6%	3.7%
Percent of Current Eligibles		100.0%	95.8%	61.1%	34.7%	0.0%	85.4%	46.6%	80.7%	89.3%	27.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	97.3%	100.0%	32.3%	85.7%	88.0%	81.5%	76.6%	100.0%
Gender											
Female	52%	58%	60%	64%	52%	59%	58%	58%	60%	60%	60%
Male	48%	42%	40%	36%	48%	41%	42%	42%	40%	40%	40%
Ethnicity											
African American	10%	4%	5%	3%	4%	7%	5%	4%	6%	5%	2%
Latino	31%	13%	15%	15%	10%	17%	14%	11%	14%	14%	6%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%	0%
Asian American	17%	36%	29%	30%	40%	22%	37%	44%	30%	29%	31%
White	40%	46%	50%	50%	45%	52%	43%	40%	48%	50%	60%
Unknown	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	0%
High School GPA											
<u>Students Completing A-G</u>	27%	99%	85%	100%	96%	59%	89%	89%	88%	86%	100%
Mean GPA (unweighted)	3.33	3.53	3.44	3.66	3.25	3.13	3.52	3.55	3.48	3.44	3.87
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.81	3.39	3.21	3.67	3.70	3.62	3.58	4.03
<u>All Students</u>											
Mean GPA (unweighted)	2.63	3.53	3.42	3.66	3.27	3.20	3.51	3.54	3.47	3.43	3.87
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.81	3.41	3.30	3.66	3.70	3.61	3.56	4.03
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	2%	19%	41%	11%	8%	14%	18%	0%
3.20 - 3.59	14%	32%	36%	20%	62%	43%	32%	30%	34%	36%	0%
3.60 - 3.99	9%	38%	30%	49%	17%	13%	36%	37%	33%	31%	35%
4.00 and above	4%	23%	15%	29%	2%	3%	22%	25%	18%	15%	65%
SAT Scores											
Average SAT I Score	1014	1199	1120	1176	1177	1012	1188	1210	1149	1124	1317
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	16%	4%	15%	14%	15%	14%	13%	8%
Deciles 4 and 5	28%	16%	22%	25%	8%	26%	16%	16%	21%	23%	17%
Deciles 6 and 7	27%	26%	26%	26%	25%	28%	25%	24%	26%	25%	29%
Deciles 8, 9, and 10 (top)	24%	46%	38%	33%	63%	31%	44%	46%	39%	38%	47%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.95	2.76	2.54	2.88	2.91	2.82	2.78	3.20
Applied to UC	16%	89%	58%	71%	87%	24%	100%	100%	69%	60%	84%
Enrolled at UC	8%	48%	30%	39%	45%	10%	52%	100%	42%	34%	49%
Enrolled at Any 4-Year College	25%	84%	71%	82%	78%	53%	85%	100%	100%	79%	85%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	94%	100%	100%	100%	92%

UCOP/SAS: Admissions Research (RS), 5/26/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required

Guarantee Parameters: Top 10% Statewide by Index or Top 8% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR Students Meeting Both Parts of Guarantee
Number in Sample (of 18,660)	18,660	2,682	4,559	2,053	852	1,654	2,795	1,476	3,321	4,127	1,041
Population Estimate (weighted)	335,658	41,390	72,757	33,180	12,615	26,963	42,033	22,067	51,930	65,557	17,114
Percent of High School Grads	100.0%	12.4%	21.7%	9.9%	3.8%	8.0%	12.6%	6.6%	15.5%	19.6%	5.1%
Percent of Current Eligibles		100.0%	95.8%	65.3%	30.5%	0.0%	85.4%	46.6%	80.7%	89.3%	35.6%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.1%	100.0%	34.9%	85.7%	88.0%	81.5%	76.6%	100.0%
Gender											
Female	52%	58%	60%	61%	55%	60%	58%	58%	60%	60%	65%
Male	48%	42%	40%	39%	45%	40%	42%	42%	40%	40%	35%
Ethnicity											
African American	10%	4%	5%	2%	6%	7%	5%	4%	6%	5%	2%
Latino	31%	13%	15%	11%	16%	19%	14%	11%	14%	14%	10%
Native American	1%	0%	1%	1%	1%	1%	1%	0%	1%	1%	0%
Asian American	17%	36%	29%	33%	37%	22%	37%	44%	30%	29%	30%
White	40%	46%	50%	53%	40%	50%	43%	40%	48%	50%	57%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
High School GPA											
<u>Students Completing A-G</u>											
Mean GPA (unweighted)	27%	99%	85%	100%	95%	62%	89%	89%	88%	86%	100%
Mean GPA (weighted, capped)	3.33	3.53	3.44	3.68	3.20	3.15	3.52	3.55	3.48	3.44	3.81
	3.45	3.69	3.57	3.83	3.34	3.23	3.67	3.70	3.62	3.58	3.97
<u>All Students</u>											
Mean GPA (unweighted)	2.63	3.53	3.42	3.68	3.23	3.20	3.51	3.54	3.47	3.43	3.81
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.83	3.37	3.30	3.66	3.70	3.61	3.56	3.97
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	1%	22%	39%	11%	8%	14%	18%	0%
3.20 - 3.59	14%	32%	36%	17%	66%	45%	32%	30%	34%	36%	3%
3.60 - 3.99	9%	38%	30%	53%	9%	12%	36%	37%	33%	31%	45%
4.00 and above	4%	23%	15%	29%	3%	3%	22%	25%	18%	15%	52%
SAT Scores											
Average SAT I Score	1014	1199	1120	1217	1119	1000	1188	1210	1149	1124	1243
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	11%	11%	17%	14%	15%	14%	13%	12%
Deciles 4 and 5	28%	16%	22%	20%	16%	28%	16%	16%	21%	23%	25%
Deciles 6 and 7	27%	26%	26%	25%	29%	28%	25%	24%	26%	25%	31%
Deciles 8, 9, and 10 (top)	24%	46%	38%	44%	45%	27%	44%	46%	39%	38%	32%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.01	2.66	2.53	2.88	2.91	2.82	2.78	3.09
Applied to UC	16%	89%	58%	76%	85%	23%	100%	100%	69%	60%	80%
Enrolled at UC	8%	48%	30%	43%	41%	10%	52%	100%	42%	34%	46%
Enrolled at Any 4-Year College	25%	84%	71%	83%	77%	55%	85%	100%	100%	79%	84%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	94%	100%	100%	100%	93%

UCOP/SAS: Admissions Research (RS), 5/26/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required

Guarantee Parameters: Top 9% Statewide by Index or Top 9% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR Students Meeting Both Parts of Guarantee
Number in Sample (of 18,660)	18,660	2,682	4,559	2,011	887	1,661	2,795	1,476	3,321	4,127	1,072
Population Estimate (weighted)	335,658	41,390	72,757	32,410	13,275	27,072	42,033	22,067	51,930	65,557	17,541
Percent of High School Grads	100.0%	12.4%	21.7%	9.7%	4.0%	8.1%	12.6%	6.6%	15.5%	19.6%	5.2%
Percent of Current Eligibles		100.0%	95.8%	63.7%	32.1%	0.0%	85.4%	46.6%	80.7%	89.3%	36.6%
Percent Potentially Eligible	19.1%	100.0%	75.5%	98.7%	100.0%	35.6%	85.7%	88.0%	81.5%	76.6%	100.0%
Gender											
Female	52%	58%	60%	62%	54%	60%	58%	58%	60%	60%	64%
Male	48%	42%	40%	38%	46%	40%	42%	42%	40%	40%	36%
Ethnicity											
African American	10%	4%	5%	3%	6%	7%	5%	4%	6%	5%	2%
Latino	31%	13%	15%	11%	15%	18%	14%	11%	14%	14%	10%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%	1%
Asian American	17%	36%	29%	33%	36%	22%	37%	44%	30%	29%	30%
White	40%	46%	50%	52%	42%	51%	43%	40%	48%	50%	57%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
High School GPA											
<u>Students Completing A-G</u>											
Mean GPA (unweighted)	27%	99%	85%	100%	95%	62%	89%	89%	88%	86%	100%
Mean GPA (weighted, capped)	3.33	3.53	3.44	3.68	3.21	3.15	3.52	3.55	3.48	3.44	3.81
	3.45	3.69	3.57	3.84	3.35	3.24	3.67	3.70	3.62	3.58	3.97
<u>All Students</u>											
Mean GPA (unweighted)	2.63	3.53	3.42	3.68	3.23	3.21	3.51	3.54	3.47	3.43	3.81
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.84	3.38	3.31	3.66	3.70	3.61	3.56	3.97
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	1%	21%	39%	11%	8%	14%	18%	0%
3.20 - 3.59	14%	32%	36%	16%	65%	45%	32%	30%	34%	36%	3%
3.60 - 3.99	9%	38%	30%	53%	11%	12%	36%	37%	33%	31%	45%
4.00 and above	4%	23%	15%	30%	2%	3%	22%	25%	18%	15%	52%
SAT Scores											
Average SAT I Score	1014	1199	1120	1212	1128	1005	1188	1210	1149	1124	1251
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	12%	9%	16%	14%	15%	14%	13%	11%
Deciles 4 and 5	28%	16%	22%	21%	14%	28%	16%	16%	21%	23%	24%
Deciles 6 and 7	27%	26%	24%	24%	29%	28%	25%	24%	26%	25%	31%
Deciles 8, 9, and 10 (top)	24%	46%	38%	42%	48%	28%	44%	46%	39%	38%	34%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.00	2.68	2.54	2.88	2.91	2.82	2.78	3.10
Applied to UC	16%	89%	58%	76%	85%	23%	100%	100%	69%	60%	80%
Enrolled at UC	8%	48%	30%	43%	42%	10%	52%	100%	42%	34%	46%
Enrolled at Any 4-Year College	25%	84%	71%	83%	78%	54%	85%	100%	100%	79%	85%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	92%	93%	86%	94%	100%	100%	100%	93%

UCOP/SAS: Admissions Research (RS), 5/26/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required

Guarantee Parameters: Top 8% Statewide by Index or Top 8% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR Students Meeting Both Parts of Guarantee
Number in Sample (of 18,660)	18,660	2,682	4,559	1,810	1,033	1,716	2,795	1,476	3,321	4,127	944
Population Estimate (weighted)	335,658	41,390	72,757	29,218	15,444	28,095	42,033	22,067	51,930	65,557	15,430
Percent of High School Grads	100.0%	12.4%	21.7%	8.7%	4.6%	8.4%	12.6%	6.6%	15.5%	19.6%	4.6%
Percent of Current Eligibles		100.0%	95.8%	58.5%	37.3%	0.0%	85.4%	46.6%	80.7%	89.3%	32.5%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.0%	100.0%	37.5%	85.7%	88.0%	81.5%	76.6%	100.0%
Gender											
Female	52%	58%	60%	61%	55%	60%	58%	58%	60%	60%	65%
Male	48%	42%	40%	39%	45%	40%	42%	42%	40%	40%	35%
Ethnicity											
African American	10%	4%	5%	2%	6%	7%	5%	4%	6%	5%	2%
Latino	31%	13%	15%	11%	14%	18%	14%	11%	14%	14%	10%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%	0%
Asian American	17%	36%	29%	33%	35%	22%	37%	44%	30%	29%	30%
White	40%	46%	50%	52%	43%	51%	43%	40%	48%	50%	58%
Unknown	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	0%
High School GPA											
<u>Students Completing A-G</u>											
Mean GPA (unweighted)	27%	99%	85%	100%	96%	64%	89%	89%	88%	86%	100%
Mean GPA (weighted, capped)	3.33	3.53	3.44	3.71	3.24	3.17	3.52	3.55	3.48	3.44	3.83
	3.45	3.69	3.57	3.86	3.39	3.26	3.67	3.70	3.62	3.58	4.00
<u>All Students</u>											
Mean GPA (unweighted)	2.63	3.53	3.42	3.71	3.26	3.22	3.51	3.54	3.47	3.43	3.83
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.86	3.40	3.31	3.66	3.70	3.61	3.56	4.00
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	1%	18%	38%	11%	8%	14%	18%	0%
3.20 - 3.59	14%	32%	36%	13%	63%	45%	32%	30%	34%	36%	1%
3.60 - 3.99	9%	38%	30%	54%	16%	14%	36%	37%	33%	31%	41%
4.00 and above	4%	23%	15%	33%	2%	3%	22%	25%	18%	15%	57%
SAT Scores											
Average SAT I Score	1014	1199	1120	1223	1132	1005	1188	1210	1149	1124	1261
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	12%	10%	16%	14%	15%	14%	13%	11%
Deciles 4 and 5	28%	16%	22%	21%	14%	28%	16%	16%	21%	23%	24%
Deciles 6 and 7	27%	26%	26%	24%	29%	27%	25%	24%	26%	25%	31%
Deciles 8, 9, and 10 (top)	24%	46%	38%	43%	47%	28%	44%	46%	39%	38%	34%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.02	2.70	2.54	2.88	2.91	2.82	2.78	3.13
Applied to UC	16%	89%	58%	77%	86%	22%	100%	100%	69%	60%	81%
Enrolled at UC	8%	48%	30%	44%	43%	9%	52%	100%	42%	34%	46%
Enrolled at Any 4-Year College	25%	84%	71%	84%	78%	55%	85%	100%	100%	79%	85%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	94%	100%	100%	100%	93%

UCOP/SAS: Admissions Research (RS), 5/26/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required

Guarantee Parameters: Top 10% Statewide by Index or Top 10% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR Students Meeting Both Parts of Guarantee
Number in Sample (of 18,660)	18,660	2,682	4,559	2,178	783	1,598	2,795	1,476	3,321	4,127	1,187
Population Estimate (weighted)	335,658	41,390	72,757	35,200	11,649	25,909	42,033	22,067	51,930	65,557	19,488
Percent of High School Grads	100.0%	12.4%	21.7%	10.5%	3.5%	7.7%	12.6%	6.6%	15.5%	19.6%	5.8%
Percent of Current Eligibles		100.0%	95.8%	67.7%	28.1%	0.0%	85.4%	46.6%	80.7%	89.3%	40.1%
Percent Potentially Eligible	19.1%	100.0%	75.5%	98.5%	100.0%	33.1%	85.7%	88.0%	81.5%	76.6%	100.0%
Gender											
Female	52%	58%	60%	62%	53%	60%	58%	58%	60%	60%	64%
Male	48%	42%	40%	38%	47%	40%	42%	42%	40%	40%	36%
Ethnicity											
African American	10%	4%	5%	3%	5%	7%	5%	4%	6%	5%	2%
Latino	31%	13%	15%	11%	15%	19%	14%	11%	14%	14%	10%
Native American	1%	0%	1%	0%	1%	1%	1%	0%	1%	1%	0%
Asian American	17%	36%	29%	32%	37%	22%	37%	44%	30%	29%	29%
White	40%	46%	50%	52%	41%	51%	43%	40%	48%	50%	57%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
High School GPA											
<u>Students Completing A-G</u>	27%	99%	85%	100%	95%	60%	89%	89%	88%	86%	100%
Mean GPA (unweighted)	3.33	3.53	3.44	3.66	3.19	3.13	3.52	3.55	3.48	3.44	3.79
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.81	3.33	3.22	3.67	3.70	3.62	3.58	3.95
<u>All Students</u>											
Mean GPA (unweighted)	2.63	3.53	3.42	3.66	3.21	3.20	3.51	3.54	3.47	3.43	3.79
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.81	3.35	3.30	3.66	3.70	3.61	3.56	3.95
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	1%	23%	41%	11%	8%	14%	18%	0%
3.20 - 3.59	14%	32%	36%	20%	66%	44%	32%	30%	34%	36%	5%
3.60 - 3.99	9%	38%	30%	51%	7%	12%	36%	37%	33%	31%	48%
4.00 and above	4%	23%	15%	28%	3%	3%	22%	25%	18%	15%	47%
SAT Scores											
Average SAT I Score	1014	1199	1120	1203	1128	1003	1188	1210	1149	1124	1238
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	13%	9%	16%	14%	15%	14%	13%	11%
Deciles 4 and 5	28%	16%	22%	21%	14%	28%	16%	16%	21%	23%	24%
Deciles 6 and 7	27%	26%	24%	24%	29%	28%	25%	24%	26%	25%	31%
Deciles 8, 9, and 10 (top)	24%	46%	38%	42%	48%	28%	44%	46%	39%	38%	34%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.98	2.67	2.53	2.88	2.91	2.82	2.78	3.08
Applied to UC	16%	89%	58%	74%	85%	24%	100%	100%	69%	60%	78%
Enrolled at UC	8%	48%	30%	42%	41%	10%	52%	100%	42%	34%	45%
Enrolled at Any 4-Year College	25%	84%	71%	82%	77%	54%	85%	100%	100%	79%	84%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	92%	92%	86%	94%	100%	100%	100%	93%

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