

Comprehensive Review in Freshman Admissions – Fall 2003:

**A Report from the
Board of Admissions and Relations with Schools**

September 2003

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Comprehensive Review in Freshman Admissions – Fall 2003: **A Report from the Board of Admissions and Relations with Schools**

Executive Summary

BOARS' goal in recommending comprehensive review was to ensure continued excellence in the admissions process at selective campuses by enhancing the quality and depth of the selection review; to expand and deepen the conception of merit implicit in the freshman admission process by increasing the number of criteria considered and considering both academic and non-academic criteria for all applicants; and to maintain access to all campuses for students from throughout the eligibility pool by ensuring that all students are reviewed in the context of the opportunities and challenges they have experienced. (For additional information on the background and rationale for adoption of comprehensive review, see Appendix A.)

In its first-year report, BOARS found that:

- All six selective campuses* were successful in implementing comprehensive review within University policy and guidelines;
- Campuses went to great lengths to ensure the consistency of their admission decisions and the integrity of their processes;
- The academic preparation of admitted students, as measured by traditional quantitative indicators, remained quite stable; and
- The degree to which the selective campuses are accessible to low-income or educationally disadvantaged students did not decline and, in fact, increased on some campuses.

At the same time, BOARS observed that full implementation of comprehensive review would take several years and noted areas where additional study and work were needed.

This year's report notes continued progress in the development and implementation of comprehensive review, reports on successful efforts in several areas BOARS identified last year as needing further study, and responds to several questions raised by The Regents during BOARS' November 2002 presentation of its findings. Among the positive developments BOARS observes this year are the following.

- The academic preparation of the incoming class admitted through the comprehensive review process was exceptionally strong this year. On virtually every measure of academic excellence, the entering class of 2003 presents stronger qualifications than did the class of 2002. (See Section I, pages 4-5, and Appendix B.)
- The proportions of admitted students from groups that have historically had less access to selective campuses at UC (students from low-income families, families with no previous experience with college, low performing schools, rural areas, and other

* For Fall 2002, Berkeley, Davis, Irvine, Los Angeles, San Diego, and Santa Barbara.

groups underrepresented in UC's eligibility pool) remain higher than they were prior to the implementation of comprehensive review. (See Section I, pages 5-7, and Appendix B.)

- A study requested by The Regents confirms that UC continues to enroll the same proportion of high-achieving students that it did prior to the implementation of comprehensive review. Among admitted students in the top one-third of UC applicants (as measured by high school grade point average and test scores), between 63 and 65 percent enroll at UC and this proportion has held steady for the past five years. (See Section I, pages 7-10, and Appendix C.)
- At the request of The Regents, faculty members on all six campuses this year read a sample of Fall 2002 application files to confirm that decisions were consistent with faculty policy and values. This review confirmed that admission decisions made by staff in these cases were reasoned, consistent, and defensible. (See Section II, pages 13-14, and Appendix D.)
- UC's first-ever verification of non-academic information that students provide in the admissions application found no evidence of falsification. All of the respondents in the sample of Fall 2003 applicants selected for verification were able to document the activities and accomplishments they had reported. (See Section II, pages 14-15.)
- A subcommittee of admission directors reviewing the personal statement prompt has recommended changes to the prompt, to be implemented for Fall 2004 applicants, that BOARS believes will make the prompt more clear for applicants and will increase the consistency and usefulness of information they provide in this portion of the application. (See Section II, pages 15-16.)
- The systemwide faculty-administration Admissions Processing Task Force has made substantial progress in identifying possibilities for increasing the efficiency and accuracy of the admissions process. A key recommendation of this group is that the University eliminate the paper admissions application, effective with the Fall 2005 cycle. (See Section II, pages 17.)
- A BOARS subcommittee charged with identifying options for improving the clarity of the admissions process has made several recommendations with regard to admissions communications that are currently being implemented. (See Section II, pages 17-18.)

In summary, BOARS concludes that the comprehensive review policy continues to be quite successful and that faculty and staff have worked diligently over the past year to make a good process even better. At the same time, BOARS notes some areas of concern where external developments may negatively affect our future ability to fully achieve the faculty's goals in adopting comprehensive review. Principal among these is a concern that the need to slow enrollment growth in response to deep budget reductions will reduce opportunity for all students in California—and that, absent very careful planning, this

burden may fall most heavily on disadvantaged students and others who have historically had difficulty obtaining access to UC. BOARS will carefully monitor and actively respond to developments in this area over the coming year.

Comprehensive Review in Freshman Admissions – Fall 2003: A Report from the Board of Admissions and Relations with Schools

Introduction

The comprehensive review admissions process was adopted by The Regents upon recommendation from the Academic Senate in November 2001 and implemented for the first time for the freshman class applying to enter the University of California in Fall 2002. The background and rationale for adopting comprehensive review is discussed in Appendix A to this report, which also includes the principles the Board of Admissions and Relations with Schools (BOARS) articulated to guide campus faculties in developing and implementing campus-level policies and the University's systemwide admission guidelines and criteria.

In November 2002, BOARS issued a report¹ summarizing campuses' first-year experiences in implementing the new policy. This report was presented to The Regents at their November 2002 meeting. At that meeting, the Board agreed with representatives of the Academic Senate and BOARS on several follow-up studies of comprehensive review to be undertaken during the 2002-03 academic year. This document summarizes the results of that work, as well as the outcomes of the Fall 2003 comprehensive review admissions processes conducted at the six UC campuses that could not admit all UC-eligible applicants in 2003.²

This report is organized into three sections discussing key aspects of the comprehensive review policy:

- Section I discussed the **outcomes** of this year's comprehensive review process in terms of the academic quality of students selected and maintenance of access to selective campuses for students from schools, families, and backgrounds that have historically attended the University at lower rates. Additional data on admissions outcomes by campus are provided in Appendix B. This section also summarizes the results of a study requested by The Regents of the impact of comprehensive review on students' decisions to accept admission offers from UC versus other institutions. That report is included in its entirety in Appendix C.
- Section II discusses BOARS' findings with respect to the comprehensive review **process**. Included in this section are discussions of the faculty's re-reading of Fall 2002 files, which was requested by The Regents last November, as well as practices

¹ "First-Year Implementation of Comprehensive Review in Freshman Admissions: A Progress Report from the Board of Admissions and Relations with Schools," November 2002. Available at: <http://www.ucop.edu/regents/regmeet/nov02/302attach.pdf>

² It should be noted that UC Santa Cruz did deny a small number of eligible applicants for Fall 2003. Faculty at Santa Cruz are currently finalizing a comprehensive review policy for the campus, which they expect will become effective with the Fall 2004 admission cycle.

the University and the campuses have put in place to ensure quality and reliability in admission decisions. This section also discusses the faculty's continuing work on improving the clarity and accuracy of information provided to the public about the comprehensive review process as well as the University's ongoing work with respect to improving the efficiency of all admissions processes. More detailed reports on the faculty file review project is provided in Appendix D. Updated summaries of each campus's comprehensive review process are provided in Appendix E.

- Section III discusses **challenges** related to comprehensive review that the faculty plans to continue to address during the 2003-04 academic year. These include the need to develop options in the event that new student enrollments for Fall 2004 will need to be reduced as a result of deep and continuing budget reductions; the need to monitor access for disadvantaged students, which could be negatively affected by increasing selectivity, reductions in UC outreach programs, and enrollment reductions; and the need to begin preparing for potential admission changes that may be required in response to the California Post-Secondary Education Commission's study—expected to be released in spring 2004—of eligibility rates for graduates of the high school class of 2003.

I. FALL 2003 OUTCOMES OF THE COMPREHENSIVE REVIEW PROCESS

In examining outcome trends for Fall 2003, BOARS members noted several factors at work, including increasing selectivity on all campuses, as well as normal year-to-year fluctuations in applicant and admitted student pools at many of the campuses.

As shown in Table 1, below, Fall 2003 saw a noticeable increase in selectivity across the University of California system. Unduplicated freshman applications rose by more than 3,000, roughly 4 percent. Additionally, on average, students applied to more campuses each (3.6 as opposed to 3.5 in Fall 2002), so the duplicated count of applications rose even more sharply—nearly 7 percent at the selective campuses. At the same time, Fall term admit spaces on the six selective campuses increased by only 2,285—less than 3 percent. As a result of this increased pressure, the number of applicants each campus denied rose and the “referral pool”³ nearly doubled in size, to roughly 6,500 applicants. (All of these UC-eligible applicants were admitted to UC Riverside.) Last year, in its report on comprehensive review, BOARS noted that UCLA denied nearly 33,000 applicants—more than any other institution in the country. This year, that number rose to 34,387 at UCLA and more than 28,000 and 27,000, respectively, at Berkeley and San Diego⁴. This trend was most pronounced at the “middle-tier” campuses. For example, the number of denied applicants to UC Davis increased from 10,675 to 14,011, an increase of more than 31 percent in one year. At Irvine, the increase in denied applicants from 2002 to 2003 was roughly 20 percent.

**Table 1: Selectivity Factors at Six UC Campuses
Fall 2003 First-time Freshmen***

		Berkeley	Davis	Irvine	Los Angeles	San Diego	Santa Barbara	System
Applicants	2003	36,982	32,502	34,403	44,992	43,461	37,590	77,950
	2002	36,445	28,732	30,596	43,436	41,346	34,690	74,871
	2001	36,106	27,916	29,165	40,744	38,188	34,018	72,715
Admits	2003	8,837	18,491	18,516	10,605	16,254	18,777	62,245
	2002	8,707	18,057	17,325	10,454	16,960	17,692	58,648
	2001	8,910	17,527	17,219	10,956	16,390	17,013	56,522
Non-Admits	2003	28,145	14,011	15,887	34,387	27,207	18,813	15,705
	2002	27,738	10,675	13,271	32,982	24,386	16,998	16,223
	2001	27,196	10,389	11,946	29,788	21,798	17,005	16,193
Change in Applicants	2002-03	1.5%	13.1%	12.4%	3.6%	5.1%	8.4%	
	2001-02	0.9%	2.9%	4.9%	6.6%	8.3%	2.0%	
Change in Non-Admits	2002-03	1.5%	31.3%	19.7%	4.3%	11.6%	10.7%	
	2001-02	2.0%	2.8%	11.1%	10.7%	11.9%	0.0%	

* As of August 2003

³ The pool of UC-eligible applicants who cannot be accommodated on any of the campuses they applied to and are “referred” to campuses that have room.

⁴ Roughly 3,700 of these applicants denied for the Fall term at Berkeley and San Diego were offered deferred admission to the Winter term.

Despite the increase in applications, the academic quality of the Fall 2003 systemwide applicant pool⁵, measured by traditional quantitative measures, remained virtually identical to the Fall 2002 pool, with two exceptions: SAT II writing test scores and total course counts. With respect to systemwide average SAT II writing scores, BOARS observed that Fall 2003 scores declined slightly from 2002, but they are within two points of scores for the Fall 1999 through Fall 2001 classes. Thus, the higher number reported in Fall 2002 seems to have been an outlier.

Systemwide and at all campuses, the number of courses meeting the University's "a-g" requirements that applicants report having taken increased noticeably (by an average of 1.3 courses) in Fall 2003, after having been highly stable for many years. On further investigation, BOARS concluded that this increase is directly attributable to the implementation of the "f" requirement for a year-long course in Visual and Performing Arts. Applicants for 2003 were required to take one fewer elective ("g") course, so that the total number of required courses did not increase. But analysis of the course-taking patterns of Fall 2003 applicants indicates that even though the number of "g" courses required went down, applicants did not report taking substantially fewer courses in this category (perhaps because many courses typically listed for "g" credit are also required for high school graduation. Therefore the net effect of implementing the new requirement was to increase the total number of courses rather than substitute one kind of course for another.

A. Academic Quality

BOARS' first guiding principle for the comprehensive review process states,

"The admissions process honors academic achievement and accords priority to students of high academic achievement. At the same time, merit should be assessed in terms of the full range of an applicant's academic and personal achievements and likely contribution to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced."

In its November 2002 report on the first year of comprehensive review, BOARS reported that the implementation of new admission policies had little effect on academic quality: most quantitative indicators for admitted students were quite stable, with gains observed in measures that had taken on additional weight on some campuses, e.g., SAT II scores and numbers of academic courses taken beyond the UC minimum required.

For Fall 2003, the combination of continued strong emphasis on academic factors in the admissions process and a more competitive environment led to a strong upward trend in virtually all quantifiable academic factors and on all campuses. As shown in Table 2, mean high school GPA of admitted students increased from Fall 2002 to Fall 2003 on all campuses except Santa Barbara, where it stayed the

⁵ See Appendix B for tables displaying the characteristics of the Fall 2003 systemwide applicant pool.

same. Average SAT I scores increased on every campus and by more than 10 points at the Irvine, Los Angeles, and San Diego campuses. Similarly, SAT II Math scores increased on all campuses. The only exception to this upward trend occurred with respect to SAT II Writing scores, which stayed essentially the same: three campuses experienced small increases, two experienced small decreases, and one experienced no change. BOARS members attribute this to the anomaly, described above, in the SAT II scores of the Fall 2002 applicant pool.

The final indicator of academic quality that BOARS examined was Eligibility in the Local Context (ELC) status. Not surprisingly, given the competitive nature of this year's process, the proportion of admitted students who are among the top 4 percent of graduates from their own high schools increased on all campuses. ELC students—virtually all of whom are fully eligible and most of whom are very highly qualified—now make up roughly half of the admitted class at Berkeley and between 41 and 42 percent at Los Angeles and San Diego.

Table 2: Academic Indicators for Admitted Students at the Six Selective Campuses from 2001-2003*

		Berkeley	Davis	Irvine	Los Angeles	San Diego	Santa Barbara
Mean # A-G Courses (7th-12th Grades)	2003	49.0	47.2	46.3	48.5	47.4	46.2
	2002	47.5	45.1	44.7	46.9	45.8	44.9
	2001	47.2	44.8	44.5	46.7	45.7	44.7
Mean HSGPA**	2003	4.31	3.93	3.96	4.24	4.17	3.93
	2002	4.30	3.91	3.92	4.22	4.13	3.93
	2001	4.27	3.91	3.91	4.21	4.15	3.94
Mean SAT I	2003	1347	1243	1243	1340	1304	1238
	2002	1343	1235	1227	1329	1293	1229
	2001	1336	1231	1227	1333	1313	1240
Mean SAT II Math (1C and 2C)	2003	690	634	636	686	667	622
	2002	688	630	628	680	666	619
	2001	681	625	623	678	672	622
Mean SAT II Writing	2003	669	608	604	667	642	610
	2002	673	608	603	664	645	609
	2001	663	599	595	660	649	608
ELC Students (percent of admits)	2003	49.6%	23.0%	30.7%	41.2%	41.5%	19.9%
	2002	47.2%	22.1%	26.8%	40.4%	38.1%	20.9%
	2001	38.8%	19.2%	24.3%	35.7%	30.8%	18.2%

* As August 2003. Note that these percentages represent the portion of total admitted students who are identified as ELC—not the percentage of ELC applicants who are admitted.

** HSGPA is honors-weighted GPA in A-G coursework

B. Access

BOARS' guidelines for the implementation of admission policy reaffirm the University's mission with regard to enrolling "*on each of its campuses* a student body that ...encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California" (emphasis added). In

its Fall 2002 report on comprehensive review, BOARS observed that, historically, admissions processes at selective institutions tend to favor students from families and schools that have access to greater resources and that, for this reason, the comprehensive review policy emphasizes the evaluation of students' achievements in the context of the opportunities and challenges they have faced.

In evaluating Fall 2002 outcomes, BOARS noted that in terms of maintaining access to the selective campuses for students from disadvantaged circumstances (as measured by family income, prior family experience with higher education, and type of school attended), the implementation of comprehensive review appeared to have no negative effect on access to four campuses and a positive effect at San Diego and Los Angeles. For Fall 2003, as shown in Table 3, outcomes remain positive overall, although perhaps more mixed.

Relative to Fall 2001, the last year before implementation of comprehensive review, Los Angeles, San Diego, and Santa Barbara are enrolling higher proportions of low income, first-generation college applicants and those from low performing schools⁶. At Berkeley, Davis, and Irvine, proportional representation of disadvantaged students is relatively stable over the two-year period: proportions have increased or decreased slightly on some measures and stayed the same on others. BOARS noted, however, that some campuses did not sustain in Fall 2003 the level of increases they experienced in Fall 2002. For example, with respect to first-generation college students, two-year trends are up at Berkeley, Los Angeles, San Diego, and Santa Barbara, but one-year declines were observed at all four campuses from 2002 to 2003—although they were very slight at San Diego and Santa Barbara.

In terms of geographic diversity, BOARS noted that students from rural areas fared relatively well in the Fall 2003 admission process at selective campuses. The proportion of admitted students from rural areas rose modestly on all campuses except Davis, although rural students remained at approximately the same proportion of the applicant pool that they held in 2002. At Davis, rural students declined somewhat, from 9.4 percent to 8.9 percent of the admitted class. However, this percentage remains higher than for any other campus except Santa Barbara. Moreover, the decline tracks a similar proportional decline in rural students among Davis applicants, from 8.9 to 8.5 percent of the pool. (This may reflect the overall growth in Davis's appeal to applicants from across the state, as indicated by its more than 13 percent growth in applicants.)

The final measure of access that BOARS considered is the proportion of students in the admitted class who are from underrepresented racial or ethnic groups⁷. Consistent with steady growth in the number and proportion of underrepresented California high school graduates, underrepresented students grew as a proportion

⁶ Defined as the bottom 40 percent of schools as measured by Academic Performance Index (API) scores

⁷ Defined as those groups for whom eligibility rates are below 12.5 percent. At present these groups include African Americans, American Indians, Chicanos, and Latinos.

of UC's applicant pool, from 18.9 percent in 2001 to 20.9 percent in 2003. Over the two-year period since the implementation of comprehensive review, underrepresented students have also grown as a proportion of the admitted class at all selective campuses. From Fall 2002 to Fall 2003, all campuses experienced increases, with the exception of Berkeley (which stayed the same) and Los Angeles (which experienced a one-year decline of 0.4 percentage points⁸.

Table 3: Measures of Access for Admitted Students at the Six Selective Campuses from 2001-2003*

(All measures are given as percent of admitted students)

		Berkeley	Davis	Irvine	Los Angeles	San Diego	Santa Barbara
First-Generation College	2003	25.5%	30.3%	31.7%	28.3%	31.5%	30.0%
	2002	26.1%	30.3%	31.6%	30.2%	31.6%	30.2%
	2001	25.3%	30.9%	31.7%	26.8%	25.7%	28.6%
Low Family Income**	2003	16.3%	17.6%	18.0%	19.0%	19.1%	16.1%
	2002	16.7%	16.7%	17.8%	20.1%	19.1%	16.0%
	2001	17.2%	17.0%	18.4%	18.1%	15.2%	15.5%
First-Generation College and Low Family Income	2003	11.3%	12.9%	12.8%	14.1%	13.6%	11.8%
	2002	11.8%	12.4%	12.4%	15.1%	13.7%	11.7%
	2001	12.1%	12.8%	13.0%	13.1%	9.7%	11.5%
Students from California Low-Performing Schools	2003	15.3%	15.0%	17.3%	17.7%	17.0%	15.8%
	2002	17.2%	15.1%	17.6%	19.1%	16.6%	16.2%
	2001	15.8%	14.6%	17.1%	16.8%	12.2%	15.0%
California Rural Students	2003	6.4%	8.9%	6.2%	4.5%	7.2%	9.3%
	2002	6.2%	9.4%	5.9%	4.5%	7.1%	9.0%
	2001	6.3%	9.4%	5.9%	4.6%	6.7%	8.8%
Underrepresented Minorities***	2003	16.5%	14.8%	16.1%	16.2%	14.5%	18.4%
	2002	16.5%	14.0%	15.3%	16.8%	14.2%	17.9%
	2001	16.3%	14.6%	15.6%	15.6%	11.1%	17.5%

*As of August 2003

**Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

***American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

C. Matriculation Rates at UC Versus Other Institutions

Both because enrollment data are not available until November or December and would thus substantially delay the release of this report and because enrollment rates reflect student choice—rather than the outcomes of the admissions process itself—BOARS has excluded consideration of enrollments from its reports on the outcomes of the comprehensive review process. However, during the November 2002 Regents meeting discussion of our first report, several Regents asked questions and requested additional

⁸ BOARS noted, however, that growth in the proportion of admitted students from underrepresented groups has failed to keep pace with growth in the proportion of these students in the applicant pool for all selective campuses except San Diego.

information on a potential unintended outcome of the comprehensive review process: the possibility that high-achieving applicants who could not be admitted to the University's most selective campuses would leave the UC system rather than accept admission to a campus that was not among their first choices. Some regents expressed concern that even though all UC-eligible applicants are admitted, admitting applicants to the most selective campuses based on other factors in addition to traditional academic performance would have the effect of driving high-achieving students out of UC. BOARS agreed to work with researchers in Student Academic Services to investigate this question.

During the past academic year, staff in Student Academic Services have studied patterns of college choice for students in the top one-third of UC applicants, as measured by GPA and test scores. Their research concludes that there is no evidence that UC is losing an increasing share of top students to other institutions. As Table 4 shows, among the top third of applicants to UC, between 63 and 65 percent of admitted students enroll at UC, and this proportion has held steady for the past five years. It should be noted that as a group, these students are very strong academically: for 2002, the mean high school GPA for admitted students in the top one-third of UC applicants was 4.09 and their average SAT I score was 1353. Moreover, the average academic qualifications of this group have grown over time, so the fact that UC enrollment rates for these students have remained relatively stable is particularly impressive.

**Table 4: College Destinations of Top Third*
of UC Admit Pool, 1997 to 2002**

	1997	1998	1999	2000	2001	2002	Change in Proportion, 1997 to 2002
UC	64.0%	64.4%	65.3%	63.9%	63.3%	63.4%	-0.6%
Private Selective	12.3%	11.4%	11.6%	13.7%	13.4%	13.8%	1.5%
CSU	2.8%	3.3%	3.3%	3.5%	3.7%	4.1%	1.3%
CCC	0.6%	0.6%	0.6%	0.4%	0.6%	0.4%	-0.2%
Other	5.2%	5.0%	4.7%	5.0%	4.9%	5.3%	0.1%
Unknown	15.2%	15.2%	14.6%	13.5%	14.0%	12.9%	-2.3%

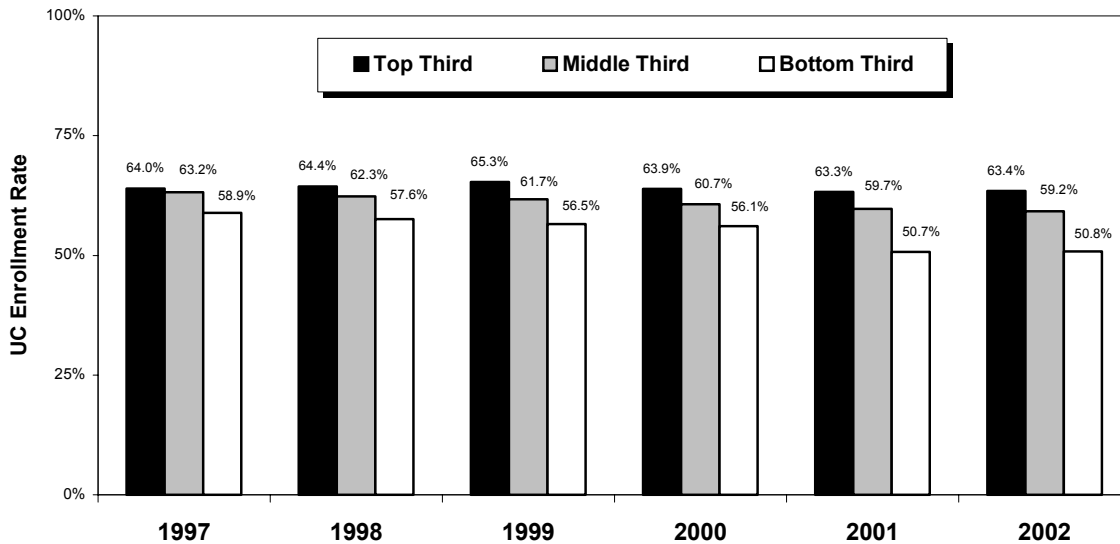
* Admitted students in top third of the UC applicant pool based on combined HSGPA, SAT I (or ACT) and SAT II scores.

Source: UC Admissions and National Student Clearinghouse data.

To provide a point of comparison, staff also studied the enrollment rates of students in the middle and bottom portions of the pool. Interestingly, admitted students in these groups are somewhat less likely to enroll at UC than are students at the top and the gap in enrollment rates for the different groups is growing. (See Table 5.) Over the same period, from Fall 1997 to Fall 2002, the percentage of admitted students in the middle of the applicant pool (as measured, again, by grades and test scores) who chose to enroll at UC has decreased from 63.2 percent to 59.2 percent and the proportion of admitted students in the bottom one-third of the applicant pool who enroll at UC has declined from 58.9 percent to 50.8 percent. Not surprisingly, non-matriculants with lower grades and test scores are more likely to choose CSU campuses, while those top students who do not attend UC tend to choose private selective institutions.

These findings suggest that the small reduction in overall enrollment rates that UC has experienced (from 56.6 percent in 1994 to 53.4 percent in 2002) is more likely to reflect admitted students' choice to enroll in less expensive institutions closer to home than high-achieving students opting for private selective institutions.

Table 5: UC Enrollment Rates for Top, Middle and Bottom Third* of UC Admit Pool, 1997 to 2002



* Admitted students in top, middle and bottom third of UC applicant pool based on combined HSGPA, SAT I (or ACT) and SAT II scores.

Source: UC Admissions and National Student Clearinghouse data.

Because questions have been raised specifically about the eventual college choice of high-achieving applicants who are denied at Berkeley and UCLA, the report also examined those two campuses specifically. Here it found that the majority of high-achieving applicants denied at Berkeley and UCLA stay within the UC system and that this proportion has not changed substantially over the time period studied: in 1997, 55.8 percent of applicants in the top one third of UC's pool who were denied at Berkeley and UCLA enrolled at another UC campus. In 2002, that proportion was 56.9 percent. (See Table 6.)

Table 6: College Destinations of Top Applicants* Denied Admission to Berkeley and UCLA, 1997 to 2002

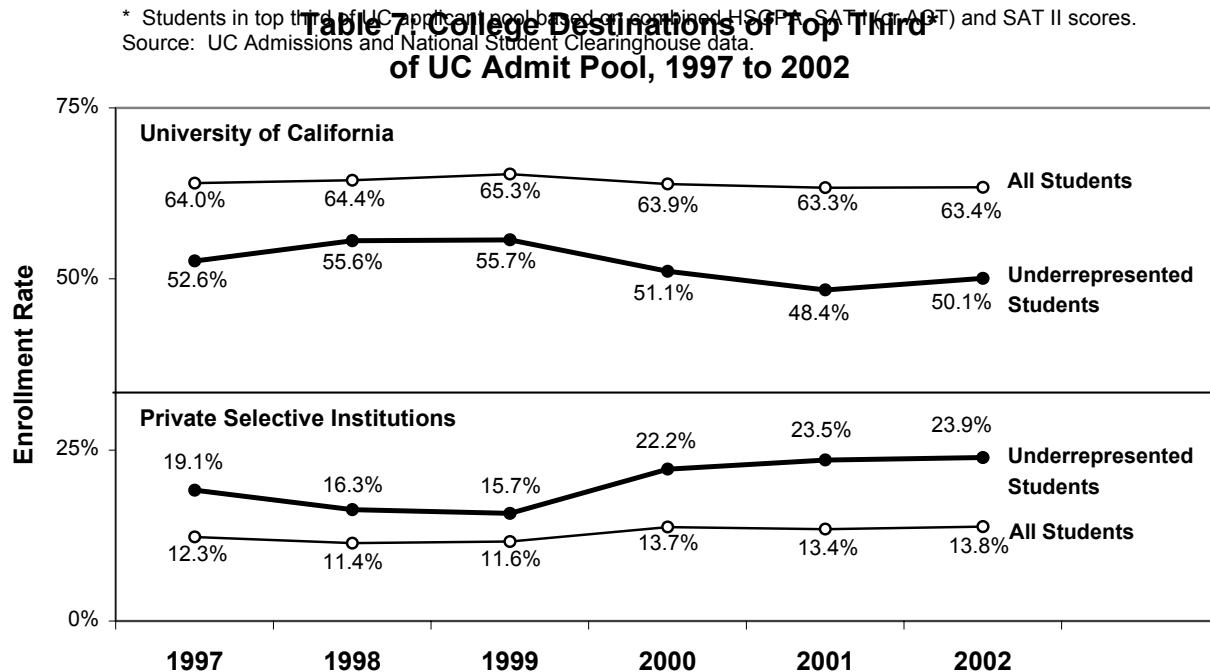
	1997	1998	1999	2000	2001	2002	Change in Proportion, 1997 to 2002
UC	55.8%	54.6%	58.3%	60.9%	61.5%	56.9%	1.1%
Private Selective	9.3%	9.0%	11.6%	12.6%	12.1%	13.8%	4.5%
CSU	5.8%	7.6%	5.7%	5.5%	5.8%	6.9%	1.1%
CCC	2.3%	2.2%	1.7%	1.3%	1.5%	1.0%	-1.3%
Other	7.2%	7.3%	6.8%	6.7%	6.5%	7.3%	0.1%
Unknown	19.6%	19.2%	15.9%	13.1%	12.6%	14.1%	-5.5%

* Students in top third of UC applicant pool based on combined HSGPA, SAT I (or ACT) and SAT II scores.

Source: UC Admissions and National Student Clearinghouse data.

The study also noted, however, that these patterns do not hold true across all groups. Analysis of college choice for students from different racial and ethnic groups reveals erosion in UC's ability to enroll admitted underrepresented students in the top one-third of the applicant pool. UC enrollment rates for these students are lower than for their non-underrepresented peers and are on the decline. In 1999, 55.7 percent of admitted underrepresented students among the top one-third of UC applicants accepted their admission offer; in 2002 this figure was 50.1 percent. The data indicate that these students are being lost to private, selective institutions. In 1999, 15.7 percent of high-achieving underrepresented admits to UC chose to attend private selective institutions; by 2002 this figure had increased to 23.9 percent.

* Students in top third of UC applicant pool based on combined HSGPA, SAT I (or ACT) and SAT II scores.
Source: UC Admissions and National Student Clearinghouse data.



* Admitted students in top third of UC applicant pool based on combined HSGPA, SAT I (or ACT) and SAT II scores.
Source: UC Admissions and National Student Clearinghouse data.

A similar trend was also observed with respect to students who are denied at UCLA and Berkeley. While 56.9 percent of the total group of students in the top third who are denied at these two campuses stayed within the UC system, that figure was substantially lower for underrepresented students: 41.5 percent of high-achieving underrepresented students denied at Berkeley and UCLA stayed within the UC system. Moreover, while the rate has stayed substantially the same for the full group of high-achieving students, it has declined sharply for underrepresented students. In 1997, 54.7 percent of high-achieving underrepresented students denied at Berkeley or UCLA chose another UC campus—virtually the same as the proportion for all students. By 2002, that percentage had dropped by roughly a quarter, to 41.5 percent. During the same period, the proportion of high-achieving underrepresented students denied at Berkeley and UCLA who chose a private selective institution has increased, from 9.3 percent to 13.8 percent.

The full text of the report summarized above is included in Appendix C.

D. Conclusions

In summary, BOARS concluded that the comprehensive review selection process continues to show very positive results in terms of maintaining or enhancing both academic quality and access for students who typically enroll at UC at lower than average rates. All academic indicators rose across all campuses in 2003 and in virtually all cases they are noticeably higher than in 2001. Similarly, most measures of access have improved over the two-year period during which comprehensive review has been in place. At the same time, as BOARS observed at the time comprehensive review was implemented, comprehensive review cannot be expected to create major shifts in the disproportionate levels of access to UC that students from different backgrounds experience—particularly when we see marked increases in competition for space at the most selective campuses, as we did this year. The slowed growth in some measures of access that was observed on some campuses this year is of concern—particularly in light of drastic budget reductions to UC outreach programs and continued tight budgets for K-12 across California.

With respect to the study of matriculation patterns for admitted students, BOARS concludes there is no evidence that the implementation of comprehensive review has led to a significant decline in the proportion of high achieving students who choose to enroll in UC—even when denied at both of the two most selective campuses. However, the results with respect to underrepresented students indicate that increased competition from other institutions has substantially reduced our ability to enroll the most high-achieving students from these groups.

BOARS will continue to monitor and discuss these issues over the coming year and to look for ways the comprehensive review process can be improved so as to continue to meet the University's goals with respect to the academic preparation of incoming students and maintenance of access to all UC campuses for students from the full range of UC's eligibility pool.

II. QUALITY AND RELIABILITY OF THE COMPREHENSIVE REVIEW PROCESS

In its first-year report, BOARS commented extensively on the multiple strategies campuses employ for ensuring quality and reliability in the selection process. These strategies include:

- Careful attention to reader selection and training. Admissions readers are a combination of full-time admissions officers, other campus staff (generally from Student Affairs units) who volunteer their time during the reading cycle, high school teachers and counselors, and other paid or unpaid staff with expertise in education. All readers, including internal staff, receive extensive annual training. For example, at Berkeley, readers undergo 30-40 hours of training and read at least 50 “practice” files before they are allowed to score a real file; during the reading cycle, they gather weekly for three-hour “norming” sessions to go over difficult cases and ensure that each reader continues to score consistently. In more than 98 percent of the Berkeley cases, readers are within one point of one another in the scores they assign to files. In addition to developing campus policies, faculty help design training materials, make presentations at training sessions, and, on several campuses, members of the admissions committee and/or regular or emeriti faculty participate in the actual reading process.
- Checks and balances in the scoring process. Particularly in cases where the applicant is close to the borderline between admission and denial, files are read by multiple readers. For example, at UCLA, every file receives scores from three different readers and these scores are balanced in the admission decision. After tentative decisions are made, hundreds of files along the borderline are read again to confirm the scoring. Similarly at Berkeley, each file is read in full by two readers, particularly challenging files are identified for a special, more rigorous process, and borderline cases may be read by three, four, or even five readers. Several campuses that employ machine-based scoring for parts of the evaluation also have those scores checked by professional readers during the course of the process.
- Monitoring of the process during and after the admission cycle. Campuses monitor individual reading scores during and at the conclusion of the admission cycle to identify particular patterns in individuals’ scoring and look for readers who tend to be outliers. Those who produce discrepant scores are counseled or not invited back to read in the following year. In addition, several campuses send blind test files through large numbers of readers (in some cases the full reader cadre) to verify there is no bias and identify discrepant scoring.

In this section we describe several special projects completed this year to improve the quality, reliability, clarity, and efficiency of the comprehensive review process.

A. BOARS Review of Selected Admission Files

At the time that it adopted comprehensive review, BOARS also put in place accountability principles to guide continuing faculty oversight of the process (see Appendix A). To ensure that campus policies and practices are fully consistent with faculty principles and guidelines, BOARS engages in an annual review process that includes review of each campus's written policies; a full-day meeting in which each admission director presents the campus's current year processes and outcomes to the full membership of BOARS; and the compilation and analysis of data on campus-level outcomes and trends (see Section II and Appendix B). In addition, at the request of the Board of Regents, during the 2002-03 academic year, BOARS took on an additional oversight task: direct faculty re-review of individual admission files after the completion of the admission process.

More specifically, at the November 2002 Regents meeting, Academic Council chair Gayle Binion and BOARS chair Barbara Sawrey agreed to have BOARS members review the admission decisions of a sample of actual applicants to Fall 2002 to confirm that the decisions made by staff readers were "reasoned, consistent, and defensible." In response, BOARS directed each campus admission committee to review a sample of a minimum of 60 Fall 2002 applicant files, with 30 selected from the full range of the pool and 30 selected from the "borderline" between admission and denial. Campus faculty were asked to address the following questions:

- 1) Was the scoring given the application consistent with campus policies and guidelines?
- 2) Is the faculty comfortable that the decisions resulting from these scores were reasoned, consistent, and defensible?
- 3) To the degree that this review identified any anomalies, how does the campus plan to address these in the future?

Campus representatives reported their findings to BOARS at its February 2003 meeting. Across all six selective campuses, faculty reported that their reviews confirmed that the scores assigned to individual files faithfully reflected faculty policy and that the decisions resulting from those scores were reasoned, consistent, and defensible. In the very large majority of cases, faculty reviewers assigned the same score to a file that it received from admissions readers. In cases where the scores were discrepant, differences were small and within the narrow range of variance that campuses consider normal for multiple readers. In no case did faculty note patterns of discrepancy that might have been the result of bias or consistently different judgments from faculty versus readers. Similarly, in no case did admissions officers admit a student whom the faculty felt should have been denied or vice versa.

Faculty commented that they found the file review exercise was quite useful in reinforcing their understanding of the reading process and gave them additional insight into ways they can improve it. In one or two instances, it revealed cases where faculty felt the guidelines they provide to readers could be more clear. In these cases, policies and guidelines have been clarified. Several campuses commented that they planned to make this review a regular part of their accountability measures.

BOARS' report on the file reading exercise is included as Appendix D.

B. Verification of the Accuracy of Information Used in the Admission Process

The University of California's admission process is founded on the assumption that applicants report information honestly. Admissions directors report that revealed instances of deliberate misreporting are rare. Moreover, the University has a long-standing practice of verifying academic information—by far the most important aspect of the admissions application—for all admitted students before they are allowed to matriculate. Each year, campuses rescind the admission offers of a handful of applicants whose final transcripts do not match the information provided in the application.

The escalating competition for admission to selective universities and the public's increasing awareness of the importance in the admission process of non-academic information raise reasonable questions about the reliability of this kind of information. High school counselors have reported that some potential applicants fear that others will embellish their records and that they will be relatively disadvantaged as a result. Given this environment, BOARS agrees that the University has a responsibility to do what it can to reassure applicants and the general public that the information on which admission decisions are based is accurate. Accordingly, BOARS supported the recommendation by a staff Task Force to put in place a systemwide verification process for non-academic information contained in the application.

This process was implemented for the freshman class entering in Fall 2003. In early January, a small random sample of applications from the Fall 2003 pool was drawn centrally at the application processor. Each application was randomly assigned one of the following areas for verification:

Honors/Awards

Extracurricular Activities (including volunteer or community service)

Special program participation

Academic record of courses and grades⁹

Personal statement

Applicants selected for verification received a letter explaining the verification process and asking them to provide documentation of a specific item, highlighted on an enclosed

⁹ As noted above, this element is verified for all admitted applicants. It was also included in the pre-admission verification process in order to stress the importance of academic information and to avoid sending the inaccurate message that UC does not check this information.

copy of their application. Applicants were provided extensive directions and examples of acceptable documentation, as well as a phone number to call if they had questions. Applicants were given a deadline in early February by which to provide documentation and by mid-February, most had successfully submitted acceptable documentation. No cases of falsification were found. At the conclusion of the process, a very small number of applicants had not replied to the request and their applications were canceled. Office of the President staff investigated each one of these cases and found that all had either chosen other institutions or were not UC-eligible. In addition, several of the non-respondents had not paid their application fees—a further indication that the applications were not serious in the first place.

Despite initial fears of negative student and parent reaction to the idea of verification, UCOP staff did not receive any complaints about the process. Reaction among high school counselors has been quite positive. Based on the success of the initial year of verification, BOARS supports continuation of the process.

C. Improvements to the Personal Statement Prompt

Like most selective institutions, the University of California has long required as part of the application a “personal statement” in which applicants are given the opportunity to provide additional information about themselves. In recent years, the personal statement has taken the form of a two-page “essay.”¹⁰ Generally the prompts ask very open-ended questions encouraging applicants to use this part of the application to augment or explain information provided elsewhere or to provide new information they would like the University to consider during the admission process. Prompts employed for the personal statement have changed marginally each year and are usually slightly different for freshmen and transfers.

Admissions officers have frequently observed that the quality and usefulness of information provided in the personal statement varies widely—and in ways that do not necessarily reflect the overall strength of the writer as an applicant. While the statement is the only place in the application where the applicant is free to choose the information he or she provides—and this opportunity is important and yields very helpful information in many cases—it is also so unstructured that some applicants fail to take full advantage of the opportunity and instead provide statements that are of little or no use in the selection process. Prior to the adoption of comprehensive review, these limitations were perhaps less important: for many students admitted in “Tier 1,” the statement was never read and, because the criteria on which even Tier 2 decisions were made tended to be less comprehensive, the statement carried relatively less weight.

This situation has changed over the years as campuses have become more selective and admissions criteria have become more extensive. With the implementation of

¹⁰ It is important to note that although the personal statement is often referred to casually as an “essay,” it is not intended to serve as a writing sample. Admissions reviewers are trained to read the personal statement for content only and to evaluate it based on the information provided about the applicant’s goals, life experiences, and personal characteristics, not on the quality of the writing *per se*.

comprehensive review, the role of an applicant's educational and personal context became more prominent and the number of applicants receiving a full file review greatly increased. Additionally, some criteria—for example, participation in special academic enrichment programs—are difficult to evaluate without additional descriptive information. In its Fall 2002 report, BOARS noted that the implementation of a new selection process reasonably raises the question of whether our existing application form should be revised. Admissions directors also expressed a strong interest in reformatting the personal statement to make it more amenable to the use of technology in the reading process. For example, readers express that trying to read a two-page essay on their computer screens is difficult, while shorter blocks of text can be read effectively on screen, eliminating the need for paper copies of the application and reducing the burden of complex paper-handling systems.

In the summer of 2002, a subcommittee of admissions directors began a review of the personal statement. After consulting broadly with campus admissions directors, vice chancellors for student affairs, University writing faculty, and outreach staff familiar with high school writing instruction, this group recommended that the personal statement be broken up into multiple, shorter responses and that additional specificity be added to the prompts, so as to reduce the number of applicants who miss the opportunity to provide information that could be beneficial in the review of their applications. At the same time, the subcommittee recommended that some element of applicant choice be retained. Accordingly, one open-ended question remains and students are given flexibility in terms of the length of their answers: while the total length (1000 words) is equivalent to the two pages requested previously, students are asked to write a more lengthy response (600 words) to one of the three prompts and are allowed to choose, based on their own circumstances and preferences, which one of their three answers will be extended in length.

The three areas in which applicants will be asked to respond are as follows:

- 1) Academic preparation: In what ways has the applicant taken advantage of opportunities to enhance his or her academic preparation (for example, by participating in outreach, particularly rigorous curricula, or special research opportunities)?
- 2) Potential to contribute to the campus learning community: What special talents, experiences, strengths, or personal qualities will the applicant bring to the campus?
- 3) Other aspects of the student's life or experiences that are relevant to the admission process. As described above, this more open-ended prompt is designed to provide applicants the opportunity to tell the reader important things about themselves that have not been captured elsewhere in the application.

These recommendations were approved by BOARS and have been field-tested in several high schools of different sizes, types, and locations. They are being implemented for the Fall 2004 cycle.

D. Improvements to Efficiency of the Process

In its Fall 2002 report, BOARS commented positively on the formation by the Office of the President of the “Admissions Processing Task Force” (APTF), a systemwide group charged with identifying ways that technology can be used to make the application processing and review task both more accurate and more efficient. In its first year, the APTF, chaired jointly by (then-Vice Chair and now) Chair of BOARS, Barbara Sawrey, and UCSB Vice Chancellor for Student Affairs Michael Young, recommended several improvements which have already been successfully implemented.

This spring, the APTF recommended an important step forward for the University: the adoption of a fully electronic application system and elimination of paper applications. This recommendation has been approved by BOARS and other groups and will be implemented for the Fall 2005 undergraduate admission cycle. Elimination of the paper application will create major efficiencies both at the campus and the systemwide level—efficiencies that are critical given the challenging combination of rapid application growth and declining budgets. In addition, APTF and BOARS believe a fully electronic environment will create important new flexibility and responsiveness to the needs of campuses and students. At present, APTF has organized itself into several working groups that are tackling various aspects of the implementation of the new system. This work should be largely complete by the end of this calendar year.

In addition, APTF has invested substantial time in analyzing options for collaboration across campuses in the processing of admission applications. The first stage of this work is information sharing. For example, the Office of the President has now made available to all campuses the percentile rankings incorporated in the “read sheet” first developed at the Berkeley campus as a means of evaluating large numbers of applicants in the context of their individual schools as well as the statewide applicant pool. Centralized web-based systems have been developed to share repetitive tasks (such as requesting from transfer applicants and recording in the admissions system information on academic work in progress). The next stage of this work is to experiment with sharing of actual admission evaluation tasks. While all campuses take very seriously their responsibility to make their own admission decisions, certain aspects of the evaluation of applicants’ records can be centralized or shared. A pilot project involving collaboration of this kind across three of the six selective campuses will be conducted this year and others are under development.

E. Clarity With Which Selection Policies and Processes Are Communicated

In its Fall 2002 report, BOARS identified as an “area requiring further study” the question of clarity and predictability of the admissions process. With regard to clarity, BOARS noted that the admission process at UC is actually much more open and well documented than those of most selective institutions, but that our position as a public institution places an additional responsibility on us to continue to search for areas where we can do more. BOARS observed that descriptions of our processes may not have kept up adequately with recent changes and that the desire to be encouraging to all potential

applicants may compel campuses to be somewhat vague in explaining their processes. To address these issues, BOARS pledged to undertake a review of admissions communications at both the systemwide and campus levels.

While this work is not complete—and will always be subject to more improvements—substantial progress has been made this year. At the request of BOARS, campus admissions committees have examined their own communications and many have made changes. Additionally, a subcommittee of BOARS this winter reviewed systemwide publications as well as those of the individual campuses. This review concluded that UC can do a better job of communicating both systemwide policies and practices that span all of the campuses and important distinctions that exist among the campuses in terms of admission approaches and processes. Both systemwide and campus publications are now being revised. Campuses have been asked to develop a common format for describing their admissions processes that will facilitate comparison across the campuses and to describe with greater specificity the distinctive aspects of their practices.

BOARS also noted that public expressions of dissatisfaction with this aspect of our work have declined markedly. Comprehensive review is of necessity a complex process and communicating any change takes several years. But parent, counselor, and media responses to the second year of comprehensive review have been both less frequent and more positive. Audiences both inside and outside the institution appear to have gained a foundation of understanding of the process that—while it cannot eliminate the deep disappointment that typically accompanies a denial decision—does help put individual outcomes in context. BOARS was also gratified by the very positive responses of a team of officials from the U.S. Department of Education who recently spent a full week meeting with faculty and administrators at the Office of the President and on three selective campuses, to study UC admissions and outreach programs. At the conclusion of this visit, one senior researcher summed up his impressions by stating that in his many years in higher education, he could not recall ever encountering an undergraduate admission process that was as “transparent, accountable, and faculty-driven” as the University of California’s.

F. On-going Development of Campus Practices

BOARS has frequently observed that the development of comprehensive review processes on the campuses is of necessity an iterative process. Each year’s experience brings new ideas and each year’s applicant pool brings new challenges. It is particularly true that the first year of any process serves as a learning experience: ideas that looked good on paper may be found difficult to implement while other processes that seemed highly daunting turn out to be quite manageable.

In their annual meeting with admissions directors, BOARS members observed that comprehensive review is evolving on all campuses and several campuses adjusted aspects of their processes that had caused difficulty in the first year. For example, UCSD this year changed the order in which it conducts different aspects of its review in order to take advantage of “down” time experienced in December (before final admissions test scores

are received and the academic review can begin) to begin the individualized file read. This allowed the campus to read more files in less total elapsed time than it had in Fall 2002. In response to suggestions made by readers during its annual post-hoc review of the admissions process, the Berkeley campus also changed the order in which aspects of its evaluation are conducted. Previously, the campus had allowed readers to evaluate different portions of the application in whatever order felt most comfortable to them. This year, the campus instructed all readers to read the personal statement first and prescribed an order in which other aspects of the application should be reviewed. Campus admission managers reported that during training and norming sessions it was clear that using a prescribed order increased the congruence among readers' views (which are already highly congruent as evidenced by a very low "third read" rate). Even highly experienced readers reported that reading the personal statement first enhanced their understanding of applicants' contexts and that disciplining themselves to read the file in a prescribed order made the reading experience more orderly.

BOARS members also heard this year from the three campuses that do not currently use comprehensive review about their plans for implementing it. Santa Cruz expects to be fully selective within a year and the campus admission committee has developed a selection policy that is now in the final stages of campus review. Riverside expects to be fully selective within two to three years and is currently exploring selection alternatives. Merced staff have indicated that even though it is very difficult to project demand for the campus, they plan to have a comprehensive review policy in place when they open.

III. CHALLENGES FOR THE COMING YEAR

In general, BOARS concludes that the greatest work involved in implementing comprehensive review is behind us and that, absent significant new external factors, modifications in future years would be the typical adjustments that any process undergoes with increased experience. However, higher education in California faces serious external challenges that BOARS expect to address during the next several years. Three are discussed briefly below.

A. The Possibility of Reduced Enrollment Growth

The University received very deep budget cuts for 2003-04 and we expect additional cuts in future years. Of particular concern to BOARS is the implementation language that accompanied this year's budget indicating that the University should expect no funding for enrollment growth in the coming year. While it is fundamentally understood that the University cannot continue to grow without base budget support for the new students it would like to enroll, reducing growth during a period of very rapid growth in high school graduates poses very serious threats to opportunity for California students. If reductions are required for the 2004-05 academic year, campuses would ideally adjust their admission processes over the course of the coming fall. However, the nature of the changes needed will not be fully understood until January, when the Governor's budget is received and the Regents take action on enrollment targets for Fall 2004. BOARS will work with OP and campus staff over the course of the next several months to develop options for campuses to employ if they are required to admit fewer students from the Fall 2004 pool.

B. Access for Disadvantaged Students

As described in Section I, BOARS observed that the proportion of students from groups that have typically experienced reduced access to some campuses of the University (e.g., students from low-income families, those attending schools with fewer resources, etc.) remains higher under comprehensive review than previously. This is an important achievement given the rapidly increasing selectivity that many campuses have experienced in the past two years. However, the reduced proportional growth for these students from 2002 to 2003 is of concern. Given normal increases in selectivity and particularly if the University experiences a rapid, budget-induced reduction in growth, access for these students will be an even greater challenge in future years. This is of even greater concern given the deep program cuts to UC outreach programs necessitated by substantial cuts to the outreach budget in the past two years. BOARS will continue to monitor this situation and look for ways in which selection policies and processes can continue to provide opportunity on all campuses for students from throughout the range of the eligibility pool.

C. California Post-Secondary Education Commission Eligibility Study

California's Post-Secondary Education Commission (CPEC) conducts studies every few years of the degree to which graduates of California's public high schools are achieving eligibility for UC and the CSU system. In the past, when these studies have shown a significant difference between UC's eligibility rate and the 12.5 percent specified by the California Master Plan for Higher Education, BOARS has recommended adjustments to UC's eligibility criteria to bring the two into closer alignment.

CPEC is currently studying eligibility rates for the graduating class of 2003 and the results of this study are expected to be released in the late spring of 2004. BOARS expects that any adjustments would be recommended no earlier than the 2004-05 academic year and put into place thereafter (typically changes are announced several years before they are implemented in order to give high schools and potential applicants time to adjust). While any action on the study's outcomes must of necessity wait until after its release, BOARS plans to begin addressing related issues during the coming year. For example, BOARS will review the history and trends provided by earlier studies and look at the ways that previous incarnations of BOARS have responded, and will review and analyze current data regarding changes in high school preparation, demographics, college choice, etc. This preparatory work will begin in October 2003 and continue through next spring.

Appendix A

Background and Rationale for Comprehensive Review

Background on Adoption of Comprehensive Review

Policy Documents:

Guidelines for Implementation of University Policy on Undergraduate Admissions

BOARS Accountability Principles For Comprehensive Review of Undergraduate Applicants to the University of California

BACKGROUND ON ADOPTION OF COMPREHENSIVE REVIEW

In February 2001, President Atkinson wrote to the Academic Senate, requesting that they consider a policy under which “campuses move away from admissions processes focused on quantitative formulas and instead adopt evaluative procedures that look at the applicants in a comprehensive, holistic way.”¹¹

In November 2001, the Regents adopted BOARS’ recommendation for the Comprehensive Review of freshman applications at campuses that cannot accommodate all UC-eligible applicants. Comprehensive Review did not change any of the selection criteria adopted by the University in 1995 (which had been revised once, to add Eligibility in the Local Context as an academic criterion), but eliminated the “two-tiered” process that had been in place for roughly thirty years. BOARS’ statement of principles for Comprehensive Review (included in this appendix) encourages campuses to evaluate all eligible applicants on a broad array of academic and other criteria. Decisions on the weights of the various criteria are left to the discretion of faculty on individual campuses, with the clear understanding that academic criteria will continue to predominate.

In implementing the new policy, every campus eliminated the historical practice of setting aside a particular proportion of the admitted class for students admitted on a narrow range of academic criteria (Tier 1) and extended its review process to include all eligible applicants. In addition, all campuses increased the number of criteria they consider and many increased the contextual information about students’ educational and personal circumstances that they review. At the same time, considerable variety still exists in the degree to which campuses incorporate qualitative processes and rely on fixed weights assigned to specific criteria. The University fully expects that comprehensive review will continue to evolve at the six campuses that now use it, as well as expanding to other campuses as they are no longer able to accommodate all UC-eligible applicants.

This appendix provides additional background on the rationale that led BOARS to adopt the comprehensive review policy and includes the policy documents that govern admission of applicants to the selective campuses.

A. Rationale for Adoption of Comprehensive Review

BOARS based its recommendation to adopt comprehensive review on many factors, principal among which are the following.

1. The desirability of employing a broad range of academic criteria for all applicants. Although University policy specifies ten different academic criteria, under the two-tier process campuses often assessed the qualifications of a portion of their applicants based on a narrow set of numerical indicators—e.g., a combination of grades and test scores that did not differentiate among applicants in terms of the rigor of the curriculum they studied, trends in their achievement over time, strength of the senior year program, or the relative level of achievement that a particular GPA or test score

¹¹ Richard C. Atkinson to Academic Council Chair Michael Cowan, February 15, 2001.

represented in the context of the applicant's own high school. Particularly as campuses have grown increasingly selective, these practices meant in some cases that small differences in a single indicator could have substantial effects on admission outcomes.

At the same time, the University's message to students, communicated through counselors' conferences, publications, and recruiting visits, is that students should take the most rigorous curriculum they can, including a strong program in the senior year, and should demonstrate achievement and accomplishment in a broad range of areas. BOARS concluded that a focus on test scores and GPA as measures of academic accomplishment contradicts this fundamental message and may not always identify the strongest students. For example, a review of the transcripts of two students with similar GPA's and test score totals might reveal quite different curricular patterns or upward or downward trends in grades that made the student with slightly lower overall grades and test scores the clearly better qualified. Faculty on campuses using more intensive reviews reported that they felt they were making better decisions in terms of applicants' academic qualifications than they had been when using less thorough approaches.

2. The difficulty of distinguishing between "academic" and "supplemental" qualifications and the educational value of applying the full range of criteria to all applicants. As campuses began reading the full files of greater numbers of applicants, they reported that the distinction between "academic" and "supplemental" criteria was increasingly difficult to maintain and that many aspects of students' qualifications previously considered only in the Tier 2 review were in fact directly relevant to students' academic qualifications, potential, and likely success. For example, a knowledge of, and intellectual passion for, Shakespeare reflected in a student's creative work in playwriting or directing could arguably be treated under the University guidelines as an "academic" accomplishment or a "special talent." Differentiating between the two types of criteria sometimes led to under- or over-weighting criteria that could not easily be categorized.

In reviewing the University's fourteen admissions criteria, BOARS members noted that, with the exception of criterion #14 (geographic location of the applicant's secondary school and residence), all of the criteria have an academic component and can be directly related to the likelihood of success in college and beyond. For example, criteria #11 and #12 assess talents and accomplishments demonstrated outside the classroom. Many of these—e.g., study abroad, achievement in debate, internships, special research projects, or other academic support and enrichment programs—are academic in nature. Others (for example, community service or leadership in student government) identify qualities and experiences that are directly related to the contributions an applicant is likely to make to campus life while in college and to society after graduation. Criterion #13 credits students who have demonstrated persistence, tenacity, and commitment to educational success and it acknowledges the role of context in helping campuses to understand the significance of an applicant's academic achievements and potential. BOARS members concluded

that there was considerable overlap among the academic and supplemental criteria and that an admission process that considered all of these factors in the review of every applicant would yield a stronger freshman class.

BOARS members also noted that, despite the substantial overlap among the different criteria, the two-tiered process created the impression that students admitted in the “second tier” were somehow less qualified when in fact they had been admitted based on more factors and on a more thorough review of their qualifications than those in the “first” tier.

3. The desirability of moving, over time, toward more nuanced approaches to evaluation of applicant qualifications. BOARS members appreciate the benefits of quantitative approaches that lend themselves to machine-based evaluation. They can be fast and efficient—important advantages as the number of applications campuses receive grows dramatically—and they can yield highly predictable outcomes. At the same time, many of the criteria that the faculty value highly—for example, an upward trend in grades, special accomplishments outside the classroom, or an intellectual curiosity and spark revealed in the personal statement—cannot be assessed by machine and are not easily quantified.

As campuses must make ever-finer distinctions among highly qualified applicants, the ability to assess all of the information contained in the application becomes increasingly important. Thus, it is not surprising that all of the country’s most highly selective institutions use a more qualitative review process, nor that UC’s two most selective campuses, Berkeley and UCLA, are also those that had already moved toward processes that rely more heavily on individualized review and evaluate factors that cannot be reviewed in a mechanical process. BOARS concluded that the combination of increasing selectivity and a move toward using a broader range of criteria, some of which require qualitative review, necessitates an incremental move toward review processes that rely at least in part on human evaluation of individual applications.

At the same time, BOARS members acknowledged several challenges associated with adopting a more comprehensive approach. For example, campuses are differentially situated in terms of their experience with qualitative processes and the resources needed to implement more complex admissions processes. Underlying these differences, perhaps, is the existence of quite different admissions contexts on different campuses. A campus that admits three-quarters of its eligible applicants does not need to focus the same level of attention or resources on its admission processes as one that admits only one quarter. On the other hand, for campuses that deny a significant majority of their applicants, it may be easy to identify applicants who are unlikely to be admitted but quite difficult and time-consuming to distinguish among thousands of very highly qualified applicants, many of whom are fully “deserving” of admission but will nonetheless be denied at that campus.

B. BOARS' Oversight Process For Comprehensive Review

The comprehensive review policy differs fundamentally from other admission policies developed by the University in recent years in that it deals specifically with selection from among UC-eligible applicants. This means it operates primarily at the campus level. Traditionally, BOARS has allowed campuses latitude in designing and implementing selection policies and has left oversight of these policies up to campus faculty.

BOARS remains convinced that campus faculty admissions committees are by far the best situated to evaluate and monitor the outcomes of their local admissions processes. Nonetheless, BOARS is also committed to ensuring that, in the course of the next several years, comprehensive review is fully and effectively implemented on all campuses and to reporting back on that implementation process to the Academic Council and The Regents. Thus, the faculty oversight process for comprehensive review represents a multi-level review in which campus admissions committees retain primary and ultimate authority for their own selection policies and BOARS plays a direct and active role in monitoring these policies. The key elements of BOARS' oversight process are described below.

1. Post-hoc review. Since the implementation of comprehensive review, BOARS and the Admissions Directors have met annually to discuss and review each campus's experience. At that meeting, each admissions director presents campus-specific processes and outcomes and BOARS members questioned directors about areas where the process was unclear or warranted further discussion. In addition, BOARS members and admissions directors discuss the value of the process as well as issues that need further work.
2. Data analysis. BOARS has also examined annually data profiles of applicants and admitted students at the selective campuses over a multi-year period, looking at a specific set of academic and other factors and at admit rates across a range of characteristics. These data are analyzed to observe (1) trends within a specific campus—e.g., sudden or unexplained changes in admission patterns; and (2) patterns across campuses, particularly those that appear anomalous. BOARS members discuss these trends extensively at their annual meetings with admissions directors and in subsequent meetings with specific campus representatives.

BOARS has also promulgated a set of accountability principles for comprehensive review that are included at the end of this appendix.

GUIDELINES FOR IMPLEMENTATION OF UNIVERSITY POLICY **ON** **UNDERGRADUATE ADMISSIONS**

I. OVERVIEW

On May 20, 1988, The Regents of the University of California adopted a University of California Policy on Undergraduate Admissions. The Policy states in part that:

“Mindful of its mission as a public institution, the University of California...seeks to enroll, on each of its campuses, a student body that, beyond meeting the University’s eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California.”

In December 1995, following passage the previous July of Regents Resolution SP-1, a task force convened by the President of the University reviewed existing Guidelines for the Implementation of University Policy on Undergraduate Admissions and recommended substantive changes. The revised Guidelines were issued in July 1996 and revised in May 2000 to reflect the University’s newly adopted Eligibility in the Local Context (ELC) policy.

In May 2001, The Regents adopted Resolution RE-28, which rescinded Resolution SP-1 and reaffirmed the goals of the 1988 Policy as follows:

“the University shall seek out and enroll, on each of its campuses, a student body that demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of backgrounds characteristic of California.”

Following the passage of RE-28, the President asked the Academic Senate to consider the adoption of evaluation procedures that would look at applicants in a comprehensive manner and would utilize a variety of measures of achievement.

The present revision of the Guidelines follows extensive deliberation on the part of the Academic Senate, its Board of Admissions and Relations with Schools (BOARS), and its individual campus divisions and faculty admissions committees undertaken during the summer of 2001. The work of the Academic Senate built on themes already developed by the 1995 Task Force. For example, the report of the Task Force commented on the “need for a comprehensive review of the methods used for assessing academic performance, beyond utilizing criteria such as GPA and standardized test scores” and suggested that “the selection process could be altered in the future to include a more comprehensive approach to reviewing students’ academic accomplishments and personal

backgrounds.” The work of the Academic Senate should be considered as yet another step in the continuing evolution of undergraduate admissions practices and policies.

Effective with applicants seeking admission for the fall 2002 term and thereafter, the following revised guidelines and procedures shall be followed for implementation of the 1988 University of California Policy on Undergraduate Admissions and RE-28, adopted in May 2001.

These selection guidelines apply to campuses that have to select from a pool of eligible applicants, and to students who have met the established UC eligibility requirements for admission¹². These eligibility requirements are established by the University in conformance with the specifications outlined in the California Master Plan for Higher Education, which specifies that the top one-eighth of the State’s public high school graduates, as well as those community college transfer students who have successfully completed specified college work, be eligible for admission to the University of California.

These guidelines provide the framework within which campuses shall establish specific criteria and procedures for the selection of undergraduate applicants to be admitted when the number of eligible applicants exceeds the places available.

II. GUIDING PRINCIPLES FOR COMPREHENSIVE REVIEW

Campus admissions procedures should involve a comprehensive review of applications. BOARS defines comprehensive review as:

The process by which students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise while considering the context in which each student has demonstrated academic accomplishment.

In designing campus procedures, campus admissions committees should adhere to the following guiding principles:

1. The admissions process honors academic achievement and accords priority to students of high academic accomplishment. At the same time, merit should be assessed in terms of the full range of an applicant’s academic and personal achievements and likely contribution to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced.

¹² These guidelines apply to those students eligible for admission. Up to 6 percent of new enrolled freshmen and 6 percent of new enrolled advanced standing students can be admitted by exception, as authorized by The Regents. Refer also to the Policy on Undergraduate Admissions by Exception.

2. Campus admissions procedures should involve a comprehensive review of applications using a broad variety of factors to select an entering class.
3. No fixed proportion of applicants should be admitted based solely on a narrow set of criteria.
4. Campus policies should reflect continued commitment to the goal of enrolling classes that exhibit academic excellence as well as diversity of talents and abilities, personal experience, and backgrounds.
5. Faculty on individual campuses should be given flexibility to create admission policies and practices that, while consistent with Universitywide criteria and policies, are also sensitive to local campus values and academic priorities.
6. The admission process should select students of whom the campus will be proud, and who give evidence that they will use their education to make contributions to the intellectual, cultural, social, and political life of the State and the Nation.
7. The admissions process should select those students who demonstrate a strong likelihood that they will persist to graduation.
8. Campus selection policies should ensure that no applicant will be denied admission without a comprehensive review of his or her file.

Faculty takes their responsibilities for admission and selection very seriously. BOARS anticipates that campuses will act autonomously in designing campus-specific policies and processes that are consistent with Universitywide policies and guidelines. BOARS will continue to monitor campus policies and work with faculty to continuously improve the processes and outcomes.

III SELECTION CRITERIA

Campuses receiving applications in excess of the number required to achieve their enrollment target for a specific term shall select students for admission as follows:

A. **Freshman Applicants**

The following criteria provide a comprehensive list of factors campuses may use to select their admitted class. Based on campus-specific institutional goals and needs, admissions decisions will be based on a broad variety of factors to ensure attainment of the goals set forth in the 1988 University of California Policy on Undergraduate Admissions and RE-28.

1. Academic Grade Point Average (GPA) calculated on all academic courses completed in the subject areas specified by the University's eligibility

requirements (the a-f subjects), including additional points for completion of University certified honors courses (see 4, below). It is recommended that the maximum value allowed for the GPA shall be 4.0.

2. Scores on the following tests: the Scholastic Assessment Test I or the American College Test, and the College Board Scholastic Assessment Test II: Subject Tests.
3. The number, content of, and performance in courses completed in academic subjects beyond the minimum specified by the University's eligibility requirements.
4. The number of and performance in University approved honors courses, College Board Advanced Placement courses, International Baccalaureate courses, and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of 1, above. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the candidate's secondary school.
5. Being identified as eligible in the local context, by being ranked in the top 4% of the class at the end of the junior year, as determined by academic criteria established by the University of California.
6. The quality of the senior year program, as measured by type and number of academic courses (see 3 and 4, above) in progress or planned.
7. The quality of academic performance relative to the educational opportunities available in the applicant's secondary school.
8. Outstanding performance in one or more specific academic subject areas.
9. Outstanding work in one or more special projects in any academic field of study.
10. Recent, marked improvement in academic performance, as demonstrated by academic grade point average and quality of coursework (see 3 and 4, above) completed and in progress, with particular attention being given to the last two years of high school.
11. Special talents, achievements, and awards in a particular field, such as in the visual and performing arts, in communication, or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other

significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus.

12. Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs co-sponsored by the school, community organizations, postsecondary educational institutions, other agencies, or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.
13. Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status.
14. Location of the applicant's secondary school and residence. These factors shall be considered in order to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.

B. Advanced Standing Applicants

Advanced standing applicants shall be selected by each campus using the criteria listed below as well as criteria 11-14 listed above. Priority consideration for admission of advanced standing applicants shall be given to upper division junior transfers from California Community Colleges.

Criteria to Select Advanced Standing Applicants

1. Completion of a specified pattern or number of courses that meet breadth or general education requirements.
2. Completion of a specified pattern or number of courses that provide continuity with upper division courses in the major.
3. Grade point average in all transferable courses, and, in particular, grade point average in lower division courses required for the applicant's intended major.
4. Participation in academically selective honors courses or programs.

(Refer to items 2 through 6 in Section A above for additional criteria to consider.)

IV. APPLICATION PROCEDURES

A common filing period for submission of applications shall be established by the Office of the President in consultation with the campuses. These dates shall be observed by all campuses and may be extended only if a campus determines that additional applications are required to meet enrollment targets. All applications submitted during the prescribed dates shall receive equal consideration for admission.

Applicants shall file one application on which they shall indicate all the campuses where they wish to be considered for admission.

Campuses shall observe and publish a common notification period for notifying applicants of their admission status.

V. ACCOMMODATION OF UC ELIGIBLE APPLICANTS

UC eligible resident applicants, who have not been admitted at any of the campuses of their choice shall be offered a space at other UC campuses where space is available. This process, called referral, reaffirms the long-standing University commitment to provide a place for every eligible California applicant who wishes to enroll.

In addition to the referral process, campuses may choose to offer other enrollment alternatives to UC eligible applicants. Examples of such alternatives may include:

1. Fall term admission to a different major,
2. Deferred admission to another term; or,
3. Enrollment at a community college with provision for admission at a later time, if a stated level of academic achievement is maintained (for freshman applicants only).

BOARS ACCOUNTABILITY PRINCIPLES FOR COMPREHENSIVE REVIEW OF UNDERGRADUATE APPLICANTS TO THE UNIVERSITY OF CALIFORNIA

UC Regents Policy and the Guidelines For Implementation of University Policy on Undergraduate Admissions state that “the University shall seek out and enroll, on each of its campuses, a student body that demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of backgrounds characteristic of California.”

In November 2001, the University adopted a new comprehensive review admissions policy designed to afford optimum autonomy to each campus in fulfilling this mission, while selecting students who complement the unique attributes of each campus. As UC moves to implement a comprehensive system of applicant evaluation at each campus, numerous and important questions have been raised about the impact of comprehensive review on the quality and characteristics of admitted classes. One question concerns the role of subjective assessments in admissions processes that move beyond grades and test scores. Another question concerns the relative roles of a wide range of admissions factors in determining admissions decisions under comprehensive review.

BOARS recognizes the need for an accountability system that is transparent, valid, equitable, and efficacious and adopts the following ten principles for ensuring accountability in the admissions processes devised at each campus.

1. Each campus should articulate its admissions goals, based on Universitywide policies and guidelines and campus-specific educational values and philosophy.
2. Each campus should define its campus admissions selection criteria and the selection process it will use in the context of the campus admissions and enrollment goals. Campus practices should be tailored to campus-articulated goals and policies and conform with Universitywide policies and guidelines.
3. Campuses should ensure that the faculty members are engaged in the selection processes and that professional staff are well qualified and well trained to conduct admissions evaluations.
4. Campus practices should ensure that no systematic bias is present.
5. Campus practices should include processes to monitor accuracy and reliability of data used in the decision-making process.
6. BOARS should disseminate to the campuses information regarding effective admissions selection practices.

7. Campus practices should be refined over time to reflect the most effective practices and to ensure continued compliance with Universitywide guidelines and policies and changing circumstances.
8. Campus practices should be routinely evaluated and monitored both by appropriate committees of the campus Academic Senate Divisions and by BOARS at scheduled intervals. Processes should be reviewed in terms of conformance to Universitywide and campus-specific policies and guidelines, and state and federal regulations.
9. Admission outcomes—defined in terms of qualifications at entrance (e.g., high school GPA, other academic indicators, and other evidence of achievement), as well as demographic characteristics (e.g., ethnic makeup, socio-economic status, geographic distribution, etc.)—should be systematically studied. Campuses should maintain these data in accordance with standards set by BOARS to support systemwide evaluation.
10. Campuses should have mechanisms in place to evaluate long-term outcomes in terms of student performance as measured by first-year GPA, persistence and graduation rates, and other indicators of student success that may be identified.

Adopted in principle by BOARS December 17, 2001.

Date of this document March 25, 2002.

Appendix B

Profiles of UC First-Time Freshman Applicants and Admits **Information Source and Data Definitions**

APPENDIX B

Profiles of UC First-Time Freshman Applicants and Admits Information Source and Data Definitions

Data Source

Campus profiles were generated using systemwide admissions data collected by the University of California and last updated in August 2003. Through their applications to UC, students provide academic and demographic information that is subsequently reviewed and standardized. Using data from the systemwide admissions process allow us to have consistent field definitions across years and campuses. Counts reported in these tables may not match those included in earlier reports due to discrepancies that have been resolved.

Data Definitions

Campuses profiles only consider students applying to fall semester or fall quarter as “first-time freshmen.” In other words, it excludes transfer students and students in early admission accelerated programs. In terms of admissions, the analyses consider students who were regularly admitted as well as those admitted by exception. The counts for Santa Cruz and Riverside include freshmen referred to these campuses after not being accommodated elsewhere. All indicators, except underrepresented minorities, were calculated as a fraction of the **overall number** of students applying and admitted at a given campus. Following a long-standing UC reporting practice the proportion of underrepresented minorities was calculated as a fraction of domestic students only.

The average number of A-G courses for 2000, 2001, 2002 and 2003 only reflects students who indicate in their application that their high school operates on a semester system, and includes approximately 83% of applicants. Students from schools using trimester, quarter, block or any other system are excluded from these averages. Classes students completed in 7th and 8th grade in order to fulfill the C (mathematics) and E (foreign language) requirements are counted towards the fulfillment of the A-G requirement and are included in these averages. Information on A-G completion for students on semester system was not available for 1999.

The average number of honor courses in the applicant and admit pools includes all advanced placement, International Baccalaureate, college level and honors courses completed by students in 10th, 11th and 12th grade. The high school grade point average reported considers all UC-approved honors, advanced placement, International Baccalaureate and college level courses completed by students in 10th and 11th grade. It excludes students with non-traditional grading systems.

For purposes of calculating the standardized test mean score of the applicant and admit pool, ACT scores have been transformed to their corresponding SAT scores using a standard concordance table provided by the College Board. In the case of students who took both the SAT I and the ACT, the best score is considered.

First-generation college students have been defined as those students for whom neither parent completed a four-year degree. Family income is expressed in 1999 dollars and low-income students are those whose parents have a combined annual income less than or equal to \$30,000 in 1999 dollars. Low-performing schools are those in the 1st and 2nd quintiles of the Academic Performance Index ranking constructed by the California Department of Education. California rural students are those attending California rural high school. Counts for the Eligibility in the Local Context program include all eligible students and not only “newly” eligible students. Note that tables include applicants who withdrew their applications before admissions decisions were made. Thus, ELC admit rates will be less than 100 percent. For purposes of these tables “outreach” participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only.

UC SYSTEMWIDE FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	65,490	67,845	72,715	74,871	77,950	49,374	51,449	56,522	58,648	62,245	75.4%	75.8%	77.7%	78.3%	79.9%

ACADEMIC INDICATORS

	Applicants					Admits					Admit Rates				
Means	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Mean # A-G Courses (7th-12th Grades)		44.5	44.5	44.7	46.0		44.4	44.3	44.5	45.8					
Mean # Honors (10th, 11th and 12th Grades)	11.1	11.5	10.8	11.7	11.7	12.1	12.4	11.6	12.2	12.2					
Mean HSGPA ²	3.73	3.75	3.73	3.73	3.73	3.86	3.87	3.83	3.82	3.81					
Mean SAT I	1187	1193	1192	1186	1187	1210	1211	1209	1203	1205					
Mean SAT II Math (1C and 2C)	595	601	602	602	601	603	607	608	608	608					
Mean SAT II Writing	575	579	581	584	579	585	587	589	592	587					
	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	12.7%	14.6%	14.5%	na	na	16.1%	18.4%	17.8%	na	na	98.3%	98.5%	98.1%
Outreach Participants ⁴	8.5%	9.1%	11.0%	11.5%	na	9.2%	9.9%	12.0%	12.3%	na	81.6%	83.0%	84.8%	83.4%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	31.1%	31.2%	31.6%	32.3%	33.2%	30.8%	31.1%	31.3%	32.0%	32.4%	74.6%	75.5%	76.9%	77.6%	78.0%
Low Family Income ⁵	16.7%	17.2%	16.6%	16.7%	17.3%	17.0%	17.5%	16.6%	16.5%	16.7%	76.6%	77.3%	77.6%	77.2%	77.1%
First-Generation College and Low Family Income	11.7%	12.0%	11.8%	12.0%	12.4%	11.9%	12.3%	11.9%	11.9%	12.0%	77.0%	78.1%	78.3%	77.9%	77.1%
Students from California Low-Performing Schools	15.0%	15.4%	15.0%	16.3%	16.1%	15.6%	16.3%	15.5%	16.6%	15.9%	78.7%	80.4%	79.9%	79.8%	79.2%
California Residents	84.0%	82.5%	81.7%	83.7%	85.3%	90.4%	89.7%	89.6%	91.1%	91.7%	81.2%	82.5%	85.3%	85.3%	85.8%
Domestic Out-of-State Students	12.9%	14.2%	14.4%	13.2%	11.6%	8.1%	8.6%	8.5%	7.4%	6.8%	47.3%	45.9%	45.8%	43.9%	46.9%
International Students	3.2%	3.4%	4.0%	3.1%	3.0%	1.5%	1.7%	1.9%	1.4%	1.4%	36.7%	38.2%	37.5%	36.4%	38.2%
California Rural Students	7.1%	7.0%	7.2%	7.3%	7.3%	7.9%	7.8%	8.0%	8.0%	7.9%	83.8%	84.0%	86.4%	86.6%	86.6%
Underrepresented Minorities ⁶	17.3%	17.8%	18.9%	19.7%	20.9%	16.1%	16.7%	17.8%	18.3%	19.2%	71.0%	72.3%	74.7%	74.3%	74.3%
All Students											75.4%	75.8%	77.7%	78.3%	79.9%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

2 HSGPA is honors-weighted GPA in A-G coursework

3 ELC 2001 counts do not include Special Process. Note that admit rates include applicants that cancelled before being admitted. Thus, ELC admit rates will be less than 100%.

4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

UC BERKELEY FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	31,106	33,232	36,106	36,445	36,982	8,441	8,787	8,910	8,707	8,837	27.1%	26.4%	24.7%	23.9%	23.9%

ACADEMIC INDICATORS

Means	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Mean # A-G Courses (7th-12th Grades)		45.9	46.1	46.4	47.6		47.3	47.2	47.5	49.0					
Mean # Honors (10th, 11th and 12th Grades)	13.6	13.7	13.0	14.2	14.2	17.8	18.2	17.2	18.3	18.8					
Mean HSGPA ²	3.90	3.91	3.89	3.90	3.90	4.25	4.30	4.27	4.30	4.31					
Mean SAT I	1258	1256	1255	1247	1247	1352	1348	1336	1343	1347					
Mean SAT II Math (1C and 2C)	635	637	639	638	638	680	681	681	688	690					
Mean SAT II Writing	608	608	611	613	609	667	665	663	673	669					
	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	16.3%	18.5%	18.9%	na	na	38.8%	47.2%	49.6%	na	na	58.8%	61.0%	62.8%
Outreach Participants ⁴	6.8%	8.4%	9.9%	10.9%	na	7.6%	10.1%	12.7%	13.9%	na	30.3%	31.9%	31.5%	30.5%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	25.5%	27.3%	26.9%	28.3%	29.2%	23.2%	24.8%	25.3%	26.1%	25.5%	24.7%	24.0%	23.2%	22.1%	20.9%
Low Family Income ⁵	15.0%	16.9%	16.0%	16.6%	17.4%	15.6%	16.3%	17.2%	16.7%	16.3%	28.2%	25.5%	26.5%	24.0%	22.4%
First-Generation College and Low Family Income Students from California Low-Performing Schools	9.5%	11.2%	10.8%	11.4%	12.0%	10.3%	11.1%	12.1%	11.8%	11.3%	29.3%	26.2%	27.7%	24.8%	22.4%
California Residents	11.5%	13.1%	12.8%	14.4%	14.2%	12.2%	13.7%	15.8%	17.2%	15.3%	28.9%	27.7%	30.4%	28.5%	25.7%
Domestic Out-of-State Students	79.5%	78.3%	77.6%	80.2%	82.6%	85.5%	85.6%	87.9%	87.6%	87.9%	29.2%	28.9%	27.9%	26.1%	25.4%
International Students	15.6%	16.6%	16.7%	15.3%	12.7%	11.8%	11.8%	10.1%	10.3%	9.5%	20.6%	18.9%	14.8%	16.1%	17.8%
California Rural Students	4.9%	5.1%	5.6%	4.5%	4.6%	2.6%	2.6%	2.0%	2.1%	2.6%	14.7%	13.5%	8.9%	11.2%	13.6%
Underrepresented Minorities ⁶	4.6%	4.7%	5.1%	5.1%	5.6%	5.4%	5.2%	6.3%	6.2%	6.4%	32.3%	28.9%	30.9%	29.3%	27.5%
All Students	13.9%	15.6%	16.6%	17.4%	18.7%	13.5%	15.3%	16.3%	16.5%	16.5%	26.9%	26.6%	25.2%	23.3%	21.6%
											27.1%	26.4%	24.7%	23.9%	23.9%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

2 HSGPA is honors-weighted GPA in A-G coursework

3 ELC 2001 counts do not include Special Process. Note that admit rates include applicants that cancelled before being admitted. Thus, ELC admit rates will be less than 100%.

4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

UC DAVIS FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	22,744	25,241	27,916	28,732	32,502	14,344	15,942	17,527	18,057	18,491	63.1%	63.2%	62.8%	62.8%	56.9%

ACADEMIC INDICATORS

Means	Applicants					Admits				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Mean # A-G Courses (7th-12th Grades)		44.3	44.2	44.5	45.8		44.8	44.8	45.1	47.2
Mean # Honors (10th, 11th and 12th Grades)	10.0	10.5	10.0	10.6	10.7	11.9	12.6	11.9	12.7	13.3
Mean HSGPA ²	3.70	3.71	3.69	3.70	3.69	3.91	3.92	3.91	3.91	3.93
Mean SAT I	1178	1181	1181	1179	1182	1227	1234	1231	1235	1243
Mean SAT II Math (1C and 2C)	594	598	598	602	602	616	623	625	630	634
Mean SAT II Writing	566	570	572	578	575	591	597	599	608	608

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	12.7%	14.4%	13.6%	na	na	19.2%	22.1%	23.0%	na	na	95.1%	96.6%	96.2%
Outreach Participants ⁴	8.4%	9.9%	10.9%	10.8%	na	9.0%	10.6%	12.3%	12.1%	na	67.4%	68.0%	71.2%	70.7%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	30.3%	31.2%	31.4%	31.4%	31.4%	29.7%	29.8%	30.9%	30.3%	30.3%	61.8%	60.4%	61.8%	60.8%	54.8%
Low Family Income ⁵	15.7%	16.7%	15.9%	15.8%	15.9%	16.4%	17.3%	17.0%	16.7%	17.6%	65.7%	65.1%	67.1%	66.6%	62.8%
First-Generation College and Low Family Income	11.4%	12.1%	11.9%	11.6%	11.4%	11.9%	12.4%	12.8%	12.4%	12.9%	65.8%	64.9%	67.5%	67.6%	63.9%
Students from California Low-Performing Schools	13.3%	14.5%	14.0%	14.2%	13.5%	13.6%	14.8%	14.6%	15.1%	15.0%	64.3%	64.5%	65.4%	66.7%	62.8%
California Residents	93.3%	92.5%	92.0%	93.4%	94.0%	94.1%	93.4%	93.8%	94.6%	94.8%	63.6%	63.8%	64.0%	63.7%	57.4%
Domestic Out-of-State Students	4.9%	5.4%	5.6%	4.9%	4.4%	4.8%	5.2%	5.3%	4.7%	4.2%	61.3%	60.8%	59.1%	60.1%	53.9%
International Students	1.8%	2.1%	2.4%	1.7%	1.6%	1.1%	1.4%	0.9%	0.7%	1.0%	37.5%	42.1%	24.0%	25.5%	37.2%
California Rural Students	9.2%	8.6%	8.8%	8.9%	8.5%	10.0%	9.1%	9.4%	9.4%	8.9%	68.1%	66.3%	67.5%	67.0%	59.3%
Underrepresented Minorities ⁶	13.4%	14.7%	15.6%	15.4%	16.4%	12.5%	13.1%	14.6%	14.0%	14.8%	59.5%	56.6%	59.7%	57.6%	51.6%
All Students											63.1%	63.2%	62.8%	62.8%	56.9%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

2 HSGPA is honors-weighted GPA in A-G coursework

3 ELC 2001 counts do not include Special Process. Note that admit rates include applicants that cancelled before being admitted. Thus, ELC admit rates will be less than 100%.

4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

UC IRVINE FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	22,123	24,686	29,165	30,596	34,403	13,310	14,087	17,219	17,325	18,516	60.2%	57.1%	59.0%	56.6%	53.8%

ACADEMIC INDICATORS

Means	Applicants					Admits									
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003					
Mean # A-G Courses (7th-12th Grades)		43.7	43.7	44.0	45.4		44.5	44.5	44.7	46.3					
Mean # Honors (10th, 11th and 12th Grades)	10.4	11.1	10.6	11.1	11.4	12.9	13.7	13.0	13.7	14.4					
Mean HSGPA ²	3.64	3.66	3.65	3.65	3.68	3.89	3.93	3.91	3.92	3.96					
Mean SAT I	1146	1153	1157	1153	1161	1212	1228	1227	1227	1243					
Mean SAT II Math (1C and 2C)	584	590	592	592	595	611	622	623	628	636					
Mean SAT II Writing	544	550	557	563	562	576	586	595	603	604					

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	14.6%	15.3%	16.7%	na	na	24.3%	26.8%	30.7%	na	na	98.4%	99.1%	99.1%
Outreach Participants ⁴	9.8%	10.5%	13.5%	14.0%	na	8.8%	9.1%	12.9%	12.8%	na	54.2%	49.7%	56.4%	51.7%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	36.2%	36.6%	37.0%	37.2%	37.4%	32.1%	31.1%	31.7%	31.6%	31.7%	53.3%	48.5%	50.6%	48.2%	45.7%
Low Family Income ⁵	22.2%	23.5%	21.7%	21.6%	21.4%	19.4%	19.7%	18.4%	17.8%	18.0%	52.6%	47.9%	50.0%	46.6%	45.2%
First-Generation College and Low Family Income	15.9%	16.8%	15.9%	15.9%	15.7%	13.0%	13.1%	13.0%	12.4%	12.8%	49.2%	44.7%	48.3%	44.3%	43.9%
Students from California Low-Performing Schools	19.4%	20.5%	19.5%	20.5%	19.6%	17.2%	17.2%	17.1%	17.6%	17.3%	53.3%	48.0%	51.9%	48.6%	47.3%
California Residents	93.7%	93.0%	91.8%	93.6%	94.5%	94.9%	93.7%	93.6%	94.9%	96.7%	60.9%	57.5%	60.2%	57.4%	55.0%
Domestic Out-of-State Students	4.2%	4.8%	5.3%	4.5%	3.9%	4.0%	4.9%	4.6%	3.9%	2.7%	58.0%	57.5%	51.2%	48.9%	36.7%
International Students	2.1%	2.2%	2.9%	1.9%	1.6%	1.1%	1.4%	1.8%	1.2%	0.7%	31.4%	38.0%	36.9%	35.6%	22.8%
California Rural Students	4.7%	4.7%	5.4%	5.5%	5.7%	5.2%	5.0%	5.9%	5.9%	6.2%	65.6%	60.3%	63.7%	61.7%	58.7%
Underrepresented Minorities ⁶	16.5%	17.4%	18.8%	19.7%	20.6%	14.4%	13.9%	15.6%	15.3%	16.1%	53.0%	45.9%	49.5%	44.3%	42.4%
All Students											60.2%	57.1%	59.0%	56.6%	53.8%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

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3 ELC 2001 counts do not include Special Process. Note that admit rates include applicants that cancelled before being admitted. Thus, ELC admit rates will be less than 100%.

4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

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UC LOS ANGELES FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	35,682	37,803	40,744	43,436	44,992	10,296	10,943	10,956	10,454	10,605	28.9%	28.9%	26.9%	24.1%	23.6%

ACADEMIC INDICATORS

Means	Applicants					Admits									
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003					
Mean # A-G Courses (7th-12th Grades)		45.0	45.0	45.3	46.7		46.6	46.7	46.9	48.5					
Mean # Honors (10th, 11th and 12th Grades)	12.5	12.9	12.3	13.1	13.3	17.1	17.7	17.2	18.2	18.5					
Mean HSGPA ²	3.83	3.84	3.82	3.82	3.83	4.23	4.24	4.21	4.22	4.24					
Mean SAT I	1212	1215	1217	1208	1212	1331	1331	1333	1329	1340					
Mean SAT II Math (1C and 2C)	612	616	618	617	618	670	674	678	680	686					
Mean SAT II Writing	585	589	593	595	592	653	655	660	664	667					

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	16.0%	18.2%	18.4%	na	na	35.7%	40.4%	41.2%	na	na	60.1%	53.4%	52.6%
Outreach Participants ⁴	8.3%	9.3%	11.6%	12.4%	na	9.3%	10.6%	14.5%	15.8%	na	32.4%	33.1%	33.6%	30.7%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	29.8%	30.7%	30.7%	32.1%	32.6%	26.0%	26.8%	26.8%	30.2%	28.3%	25.1%	25.3%	23.5%	22.7%	20.4%
Low Family Income ⁵	17.4%	18.8%	18.0%	18.2%	19.2%	17.4%	18.2%	18.1%	20.1%	19.0%	28.8%	28.0%	27.0%	26.7%	23.3%
First-Generation College and Low Family Income	11.9%	13.1%	12.8%	13.1%	13.8%	12.2%	12.9%	13.1%	15.1%	14.1%	29.5%	28.5%	27.5%	27.7%	24.1%
Students from California Low-Performing Schools	15.0%	16.1%	16.0%	17.5%	16.9%	15.1%	15.7%	16.8%	19.1%	17.7%	29.0%	28.3%	28.2%	26.4%	24.7%
California Residents	86.8%	85.3%	84.5%	86.4%	87.3%	90.4%	90.3%	90.1%	90.2%	89.8%	30.1%	30.6%	28.7%	25.1%	24.2%
Domestic Out-of-State Students	10.0%	11.2%	11.7%	10.6%	10.0%	7.7%	7.8%	7.8%	7.9%	8.1%	22.3%	20.0%	18.0%	17.9%	19.2%
International Students	3.2%	3.4%	3.9%	3.0%	2.7%	1.8%	1.9%	2.0%	1.9%	2.1%	16.5%	15.9%	14.2%	15.1%	18.2%
California Rural Students	4.5%	4.6%	4.7%	5.0%	5.0%	4.5%	4.2%	4.6%	4.5%	4.5%	28.5%	26.3%	26.0%	21.6%	21.4%
Underrepresented Minorities ⁶	17.0%	18.1%	19.1%	20.3%	21.2%	14.0%	14.6%	15.6%	16.8%	16.2%	24.1%	23.8%	22.4%	20.2%	18.1%
All Students											28.9%	28.9%	26.9%	24.1%	23.6%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

2 HSGPA is honors-weighted GPA in A-G coursework

3 ELC 2001 counts do not include Special Process. Note that admit rates include applicants that cancelled before being admitted. Thus, ELC admit rates will be less than 100%.

4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

UC RIVERSIDE FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	16,211	18,515	20,933	22,913	26,482	13,663	15,755	17,841	18,758	22,231	84.3%	85.1%	85.2%	81.9%	83.9%

ACADEMIC INDICATORS

Means	Applicants					Admits									
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003					
Mean # A-G Courses (7th-12th Grades)		42.8	42.6	42.7	44.0		42.9	42.9	42.9	44.2					
Mean # Honors (10th, 11th and 12th Grades)	8.8	9.5	8.6	9.3	9.2	9.6	10.3	9.4	10.0	10.0					
Mean HSGPA ²	3.54	3.55	3.50	3.51	3.51	3.66	3.67	3.60	3.61	3.60					
Mean SAT I	1097	1101	1099	1099	1102	1117	1120	1123	1123	1127					
Mean SAT II Math (1C and 2C)	554	560	558	560	560	561	566	567	569	570					
Mean SAT II Writing	523	527	528	535	532	531	534	538	545	542					

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	7.6%	10.5%	9.0%	na	na	8.9%	12.1%	10.6%	na	na	99.8%	95.0%	99.2%
Outreach Participants ⁴	13.1%	13.7%	15.9%	16.0%	na	13.1%	13.4%	15.5%	15.5%	na	84.4%	83.3%	83.5%	79.3%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	41.6%	42.8%	42.1%	42.0%	43.0%	40.2%	41.5%	40.2%	40.2%	40.2%	81.5%	82.5%	81.4%	78.2%	78.5%
Low Family Income ⁵	24.0%	25.3%	23.7%	22.7%	23.0%	23.0%	24.3%	22.1%	20.6%	20.5%	80.7%	81.7%	79.4%	74.5%	75.0%
First-Generation College and Low Family Income	18.4%	19.1%	18.3%	17.3%	17.5%	17.4%	18.3%	16.8%	15.5%	15.3%	79.7%	81.2%	78.2%	73.4%	73.3%
Students from California Low-Performing Schools	23.8%	25.2%	23.3%	25.2%	23.2%	23.3%	24.5%	21.7%	23.1%	20.9%	82.5%	82.8%	79.3%	75.0%	75.6%
California Residents	95.9%	96.0%	94.0%	96.0%	96.6%	97.3%	97.0%	95.4%	97.0%	97.4%	85.5%	86.0%	86.5%	82.7%	84.6%
Domestic Out-of-State Students	2.4%	2.3%	3.4%	2.3%	2.0%	1.7%	1.7%	2.8%	1.9%	1.5%	58.5%	62.3%	69.8%	65.1%	62.3%
International Students	1.7%	1.7%	2.6%	1.6%	1.4%	1.0%	1.3%	1.8%	1.1%	1.2%	51.3%	64.6%	59.3%	55.5%	69.0%
California Rural Students	7.2%	7.0%	7.3%	7.5%	7.3%	7.6%	7.2%	7.4%	7.8%	7.5%	88.4%	88.4%	86.4%	85.2%	86.3%
Underrepresented Minorities ⁶	23.3%	24.5%	25.8%	26.8%	28.2%	21.5%	22.7%	23.7%	24.5%	25.2%	78.5%	79.2%	79.0%	75.3%	75.4%
All Students											84.3%	85.1%	85.2%	81.9%	83.9%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

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4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

UC SAN DIEGO FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	32,482	35,693	38,188	41,346	43,461	13,115	13,643	16,390	16,960	16,254	40.4%	38.2%	42.9%	41.0%	37.4%

ACADEMIC INDICATORS

Means	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Mean # A-G Courses (7th-12th Grades)		44.6	44.7	44.9	46.2		45.6	45.7	45.8	47.4					
Mean # Honors (10th, 11th and 12th Grades)	12.0	12.4	11.8	12.5	12.7	15.9	16.4	15.5	15.8	16.7					
Mean HSGPA ²	3.79	3.81	3.79	3.79	3.80	4.16	4.20	4.15	4.13	4.17					
Mean SAT I	1210	1213	1215	1208	1211	1308	1313	1313	1293	1304					
Mean SAT II Math (1C and 2C)	607	612	617	617	617	658	665	672	666	667					
Mean SAT II Writing	584	587	592	595	590	638	642	649	645	642					
	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	14.9%	17.6%	17.8%	na	na	30.8%	38.1%	41.5%	na	na	88.4%	88.9%	87.2%
Outreach Participants ⁴	7.2%	8.3%	10.5%	11.3%	na	7.5%	9.4%	10.7%	13.9%	na	42.1%	43.1%	43.8%	50.5%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	27.1%	28.5%	28.8%	30.2%	30.8%	24.5%	27.1%	25.7%	31.6%	31.5%	36.5%	36.3%	38.3%	42.8%	38.3%
Low Family Income ⁵	14.8%	16.4%	15.7%	16.4%	16.7%	16.3%	17.4%	15.2%	19.1%	19.1%	44.4%	40.6%	41.5%	48.0%	42.7%
First-Generation College and Low Family Income	9.9%	11.0%	10.9%	11.5%	11.7%	10.5%	11.6%	9.7%	13.7%	13.6%	42.7%	40.2%	38.4%	48.9%	43.6%
Students from California Low-Performing Schools	12.5%	14.1%	13.7%	15.0%	15.0%	12.7%	14.7%	12.2%	16.6%	17.0%	41.2%	40.0%	38.3%	45.6%	42.4%
California Residents	90.5%	89.7%	88.8%	90.0%	91.0%	94.7%	94.3%	93.4%	97.0%	93.7%	42.3%	40.2%	45.2%	44.2%	38.5%
Domestic Out-of-State Students	7.8%	8.4%	8.8%	8.2%	7.3%	4.5%	4.8%	5.2%	2.0%	5.6%	23.2%	21.7%	25.4%	10.0%	29.0%
International Students	1.7%	1.9%	2.4%	1.8%	1.7%	0.8%	1.0%	1.4%	1.0%	0.7%	18.9%	19.3%	24.2%	23.6%	14.4%
California Rural Students	6.2%	6.2%	6.4%	6.5%	6.6%	6.3%	6.3%	6.7%	7.1%	7.2%	41.2%	38.8%	44.7%	45.1%	40.9%
Underrepresented Minorities ⁶	14.2%	15.3%	16.3%	16.9%	17.7%	10.4%	11.5%	11.1%	14.2%	14.5%	29.8%	29.0%	29.5%	34.8%	31.0%
All Students											40.4%	38.2%	42.9%	41.0%	37.4%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

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4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

UC SANTA BARBARA FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	26,952	31,224	34,018	34,690	37,590	14,375	14,677	17,013	17,692	18,777	53.3%	47.0%	50.0%	51.0%	50.0%

ACADEMIC INDICATORS	Applicants					Admits				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Means										
Mean # A-G Courses (7th-12th Grades)		43.9	43.8	44.1	45.5		44.7	44.7	44.9	46.2
Mean # Honors (10th, 11th and 12th Grades)	9.3	10.3	10.0	10.6	10.7	12.3	13.4	12.9	13.4	13.4
Mean HSGPA ²	3.60	3.65	3.65	3.66	3.66	3.87	3.96	3.94	3.93	3.93
Mean SAT I	1158	1170	1172	1171	1173	1224	1238	1240	1229	1238
Mean SAT II Math (1C and 2C)	572	584	585	589	590	605	619	622	619	622
Mean SAT II Writing	561	569	571	577	573	594	605	608	609	610

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	9.9%	11.6%	10.8%	na	na	18.2%	20.9%	19.9%	na	na	91.9%	92.1%	92.2%
Outreach Participants ⁴	7.8%	8.7%	10.4%	10.6%	na	8.5%	10.2%	11.5%	11.9%	na	58.5%	54.9%	55.3%	57.3%	na

DEMOGRAPHIC INDICATORS	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	28.3%	29.0%	29.5%	29.7%	31.2%	28.0%	28.5%	28.6%	30.2%	30.0%	52.8%	46.2%	48.4%	51.9%	48.1%
Low Family Income ⁵	14.0%	15.6%	15.2%	15.0%	15.9%	14.5%	16.8%	15.5%	16.0%	16.1%	55.3%	50.6%	51.3%	54.1%	50.4%
First-Generation College and Low Family Income	9.7%	10.9%	10.9%	10.8%	11.6%	10.4%	12.0%	11.5%	11.7%	11.8%	57.2%	51.6%	52.5%	55.3%	50.9%
Students from California Low-Performing Schools	13.1%	14.2%	14.3%	14.6%	14.8%	13.9%	15.6%	15.0%	16.2%	15.8%	56.5%	51.7%	52.7%	56.4%	53.6%
California Residents	91.7%	90.7%	90.0%	91.2%	91.9%	91.9%	91.7%	91.3%	92.2%	92.7%	53.4%	47.5%	50.8%	51.6%	50.4%
Domestic Out-of-State Students	6.8%	7.8%	8.0%	7.5%	7.0%	7.0%	7.3%	7.4%	6.9%	6.5%	54.7%	43.8%	45.9%	46.7%	45.8%
International Students	1.4%	1.5%	2.0%	1.3%	1.1%	1.1%	1.0%	1.3%	0.9%	0.8%	41.9%	30.9%	32.2%	34.9%	36.1%
California Rural Students	8.0%	7.5%	7.7%	7.5%	7.6%	8.6%	8.5%	8.8%	9.0%	9.3%	57.7%	53.5%	57.5%	61.7%	61.2%
Underrepresented Minorities ⁶	16.7%	17.4%	18.7%	18.8%	20.2%	15.7%	16.6%	17.5%	17.9%	18.4%	50.3%	45.1%	47.1%	48.7%	45.7%
All Students											53.3%	47.0%	50.0%	51.0%	50.0%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URM's only are calculated as a percentage of domestic students.

2 HSGPA is honors-weighted GPA in A-G coursework

3 ELC 2001 counts do not include Special Process. Note that admit rates include applicants that cancelled before being admitted. Thus, ELC admit rates will be less than 100%.

4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

UC SANTA CRUZ FIRST-TIME FRESHMEN

Source: SYSTEMWIDE ADMISSIONS DATA

Fall Term

CAMPUS PROFILE

	Applicants					Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Total Number	14,420	19,273	22,403	24,200	21,707	10,979	16,020	18,602	19,991	17,229	76.1%	83.1%	83.0%	82.6%	79.4%

ACADEMIC INDICATORS

Means	Applicants					Admits				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Mean # A-G Courses (7th-12th Grades)		43.7	43.7	43.8	45.6		43.9	43.8	44.0	45.8
Mean # Honors (10th, 11th and 12th Grades)	8.5	9.1	8.7	9.1	9.3	9.7	9.9	9.5	9.8	10.2
Mean HSGPA ²	3.52	3.57	3.57	3.54	3.53	3.69	3.69	3.68	3.66	3.67
Mean SAT I	1151	1147	1148	1145	1153	1179	1165	1170	1167	1181
Mean SAT II Math (1C and 2C)	565	567	569	571	576	576	574	578	581	588
Mean SAT II Writing	561	558	561	564	565	575	567	572	576	579

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
ELC Students ³	na	na	8.8%	7.5%	6.7%	na	na	10.5%	9.0%	8.4%	na	na	99.4%	99.1%	99.4%
Outreach Participants ⁴	9.2%	9.9%	11.8%	11.5%	na	9.7%	9.8%	11.6%	11.0%	na	80.0%	81.9%	81.7%	79.2%	na

DEMOGRAPHIC INDICATORS

	Percent of Applicants					Percent of Admits					Admit Rates				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
First-Generation College	29.3%	31.0%	31.7%	31.6%	32.2%	28.4%	29.7%	30.0%	29.9%	29.7%	73.9%	79.6%	78.6%	78.0%	73.2%
Low Family Income ⁵	16.4%	16.4%	16.4%	15.6%	17.3%	16.1%	15.4%	14.9%	13.9%	15.4%	74.7%	78.0%	75.4%	73.2%	70.9%
First-Generation College and Low Family Income	11.6%	11.6%	12.3%	11.4%	12.8%	11.4%	10.7%	11.0%	10.1%	11.4%	74.9%	77.1%	74.1%	72.8%	71.0%
Students from California Low-Performing Schools	13.5%	14.5%	15.0%	14.6%	14.8%	13.1%	13.8%	13.8%	13.3%	13.3%	74.3%	79.4%	76.2%	75.2%	71.2%
California Residents	89.9%	91.5%	91.1%	92.6%	92.0%	92.0%	93.4%	93.2%	94.3%	93.9%	78.0%	84.8%	84.9%	84.1%	81.0%
Domestic Out-of-State Students	8.6%	7.4%	7.2%	6.3%	7.0%	7.3%	6.1%	5.8%	5.2%	5.6%	64.6%	68.2%	67.8%	68.0%	63.5%
International Students	1.5%	1.1%	1.8%	1.1%	1.0%	0.6%	0.5%	1.0%	0.5%	0.4%	33.2%	38.4%	47.0%	38.3%	35.7%
California Rural Students	8.6%	8.8%	8.9%	8.2%	7.7%	9.8%	9.3%	9.4%	8.7%	8.3%	87.4%	88.4%	87.5%	87.2%	85.3%
Underrepresented Minorities ⁶	17.2%	18.1%	19.6%	19.4%	20.6%	15.9%	16.9%	17.9%	17.5%	18.2%	70.9%	78.1%	76.6%	74.9%	70.6%
All Students											76.1%	83.1%	83.0%	82.6%	79.4%

Note: Applicant and admit counts include referral pool. Admit counts for 2002 do not consider applications cancelled by students, which artificially depresses the 2002 admit rate.

1 For internal consistency, percentages have been calculated as a fraction of all students, international and domestic. This will result in minor differences with other UC publications that report on domestic or CA resident students only. Note that URMs only are calculated as a percentage of domestic students.

2 HSGPA is honors-weighted GPA in A-G coursework

3 ELC 2001 counts do not include Special Process. Note that admit rates include applicants that cancelled before being admitted. Thus, ELC admit rates will be less than 100%.

4 Outreach participants include students who participated in EAOP, MESA, Puente or School University Partnership programs only. The sum of campus counts exceeds systemwide counts since students can apply to more than one campus. Information for 2003 is not yet available.

5 Family Income is expressed in 1999 dollars. Low family income is defined as less than or equal to \$30,000 in 1999 dollars.

6 American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

[Appendix C: Click here for Appendix C](#)

“No-Show” Study

[Appendix D: Click here for Appendix D](#)

BOARS Report on Faculty Review of Fall 2002 Admission Files

Appendix E

Descriptions of Campus Processes

Berkeley Campus Description

Overview

Readers scored all undergraduate applications to Berkeley on a seven-point scale (1-5, including a score of 2.5, plus an additional score for ineligibles). This year the intermediate score of 2.5 was added to the scale to provide readers with a finer resolution near the ultimate admit/deny score divide. This change was widely regarded as a success by readers, who had sought a finer scoring gradation, particularly for use in this part of the pool, where applicant qualifications are very similar.

The comprehensive score reflects applicants' relative levels of achievement in both academic and non-academic areas. Academic factors are weighted very heavily in the scoring process, although there were no fixed weights governing the score. Among academic factors, Berkeley faculty policy states that the greatest weight should be given to the high school record (courses taken and grades earned), with lesser weight given to test scores and SAT II scores weighted more heavily than SAT I's. Admissions staff generated "read sheets" for each individual applicant that included student rankings and school information, such as ELC status and course offering lists, to allow readers to consider achievement in context. Readers could refer applicants who were close to being competitive for admission to an augmented review process, in which applicants were requested to submit supplemental information in the form of a questionnaire and letters of recommendation. Less than six percent (about 2,100 out of approximately 37,000 applicants) were reviewed under augmented review. Final admission decisions for all applicants are based on a linear ranking of scores, with students with the best scores admitted.

Reader Training, Monitoring and Reliability

Readers participated in a total of 30-40 hours of training before any actual files were read, and participated in mandatory three-hour norming sessions each week during the reading process. Readers received information on how to evaluate grades and test scores, in addition to how to interpret other information provided on the read sheet. Admissions staff considers training and reader preparation, while labor-intensive, to be crucial to the success of the review process. Each application was scored by at least two readers, and scores that differed by one point were averaged. When scores assigned by the two readers differed by more than one point, applications were referred to a third reader; this occurred in less than two percent of all cases. During the reading process, admissions staff management provides weekly reports to supervisors to monitor individual readers and counsel readers who may assign divergent scores. In addition, this spring an inter-reader reliability study was conducted. An analysis of the results shows the process to be highly reliable.

Role of Faculty

The Berkeley Academic Senate is responsible for setting admission policy and overseeing its implementation. Individual faculty members attended and participated in the reader training and in norming sessions for senior readers (where normed scores are

set). Three emeriti faculty served as regular readers during the Fall 2003 admission cycle.

Future Directions

UC Berkeley has been developing and using comprehensive application review for six years, and is planning only minor adjustments to the process for 2004. The campus plans to continue to improve its reader training process by enhancing written training materials and providing to novice readers more opportunities for discussion of complex cases with senior readers. In addition, it also plans to use web technology to speed up collection of supplemental materials from applicants undergoing augmented review, in order to allow readers more time for review of these cases.

Davis Campus Description

Overview

For the 2003 admission process, Davis read all undergraduate applications that met UC eligibility criteria. Applications were assigned a maximum of 14,000 points based on a fixed weight formula, which includes:

- High School GPA Capped at 4.50 GPA (up to 4,500 points)
- Required entrance exam scores (up 4,000 points)
- Number of “a-g” courses beyond the minimum of 35 (20 for each course with a maximum of 1000 points)
- Achieving UC – ELC (Eligibility in the Local Context) (1,000 points)
- Participation in a pre-collegiate motivational program (500 points)
- Membership in the EOP - Educational Opportunity Program (500 points)
- Individual Initiative factors as defined by reaching UC eligibility from an educationally disadvantaged high school environment (500 points)
- First generation of university attendance (250 points)
- Demonstrated leadership (250 points)
- One or more special talents (250 points)
- Demonstrated perseverance (250 points)
- Significant disability (250 points)
- Veteran/ROTC scholarship (250 points)
- Nontraditional university applicant (250 points)
- Marked Improvement in 11th grade (250 points)

Some of these factors can be evaluated electronically, while others had to be assessed and assigned by readers. Each file was reviewed by at least one reader (either admissions staff, professional staff from Student Affairs, faculty members, or professional staff from deans’ and college offices); multiple reads were made when necessary. All factors except for the first three are dichotomous, meaning that students either received all the points for this characteristic if it was present in their application or no points if it was not. Students with the highest scores based on this comprehensive formula were admitted, and cut-offs were determined by the enrollment targets for each college/division and in some majors.

Role of Faculty

Faculty designed the admission policies and draft policy documents, which were then approved by the Enrollment Work Group chaired by the Chancellor. Faculty created the formula for scoring applicants, including the factors to be included and their weights. Faculty also provided feedback on reader training materials. Some faculty members participated in internal reader training, and ten faculty members read applications.

Future Directions

Davis is not considering any changes for Fall 2004; however, this fall the faculty committee will begin studying and proposing refinements for Fall 2005.

Irvine Campus Description

Overview

Irvine's 2003 admission process ranked applicants on two dimensions: the academic profile and the personal profile. In the initial computer-assisted review, applicants were assigned one of eight academic profile rankings; an additional H category was utilized for applicants who were not UC-eligible. The placement of each profile or cohort was determined by specific criteria, including minimum requirements for GPA, test scores, the number of courses beyond the minimum subject requirements, and the quality of the applicant's senior year program, with one ranking reserved for ineligible applicants. For all applicants not assigned in one of the top three rankings, reviewers checked the accuracy of the electronic coding to ensure correct profile placement. No applicant was denied without an individualized academic review.

Applicants who met the criteria of the highest academic profile were admitted without further review, as were all ELC students. (The Departments of Dance and Music and the School of Engineering did not accept all ELC applicants; if not selected by their first choice major, these applicants were offered an alternate major.) Applicants assigned an academic profile ranking below the highest also received a Personal Profile Review. Readers considered multiple elements of the application in the Personal Profile Review, such as outstanding performance in one or more academic areas, exceptionally rigorous academic program, trends in academic performance, potential to contribute to campus life, sustained participation in UC outreach programs, and academic achievements in light of personal circumstances. For most applications, a minimum of two readers reviewed each application. Eligible applicants in the lower academic rankings received a Personal Profile Review by one reader. Ineligible applicants received further review *only* if they were low-income or first-generation students who attended a low performing or partnership school.

The final admissions decision was made by considering both the academic profile and the personal profile of the applicant. Depending on the capacity of individual academic units to accommodate students, applicants with the highest combination of scores were offered admission.

Reader Training, Monitoring and Reliability

Readers participated in an initial four-hour training and were given fifteen sample files to review, discuss, and score. After scoring ten sample files independently, readers were required to submit their results to Admissions staff before receiving additional applications to read and score; admission staff monitored scoring trends through weekly reports on scoring variance.

Role of Faculty

Faculty reviewed all admission documents and articulated the minimum requirements for each academic profile. The Chair of the Irvine faculty admission committee and several faculty members read applications.

Future Directions

Irvine has been developing its comprehensive application review process since 1997, and anticipates only minor adjustments for next year's process. Academic factors that determine rankings at the lower end of the academic profile spectrum will be reexamined. In addition, the campus's letter to ELC students will clarify that, while they are guaranteed admission to the Irvine campus, they are not assured a spot in the School of Engineering or in the Departments of Dance and Music.

Los Angeles Description

Overview:

For 2003, UCLA conducted a comprehensive review of all freshman applications for undergraduate admissions, comprising an evaluation in three areas: academic achievements, personal achievements, and life challenges. Decisions were then made by the faculty.

The academic review evaluates: A-G GPA (capping at a maximum of eight semesters of honors/AP/IB or CL courses), standardized test scores (SAT I or ACT and three SAT II's), completion of the required college preparatory courses, strength of the high school academic program, number of completed courses that are Honors, Advanced Placement (AP), International Baccalaureate (IB) or college level classes, number of AP/IB tests with passing scores, strength of the senior year, and the performance within the school context. The result of the academic review is the assignment of an Academic Rank (AR) to each applicant.

In the academic review, primary importance is placed on the (capped) GPA, since it represents performance in a select set of courses and is the best academic predictor of college-level performance. Test scores are also important; SAT II scores weigh more heavily than SAT I or ACT scores. Strength of the program, in terms of the number of courses taken and the challenging content of the courses, is next in importance. UCLA takes performance on AP and IB tests into account in determining academic achievement. UCLA also recognizes students who are Eligible in the Local Context (ELC).

The academic review is performed separately by two independent readers. All applicants are evaluated in the context of their high school, allowing for differences in opportunities and, therefore, not penalizing students who attend schools with fewer honors and advanced courses. At the same time, this review allows for expectations that students will take advantage of programs offered within their schools. Thus, students are reviewed within the same academic environment.

The assessment of personal achievements includes: extracurricular activities, honors and awards, leadership positions, volunteer work and community service, employment and other special accomplishments. The emphasis in this part of the review is on the quality and level of commitment and not on any particular activity. The result of the personal achievement assessment is the assignment of a Personal Achievement Rank (PAR) to each applicant.

The review and consideration of life challenges covers three areas: environmental factors, family environment, and personal situations. Factors in this review may include, but are not limited to, disadvantaged neighborhoods (L.A. County), rural settings, limited curricular or advising opportunities, physical disabilities, serious family illnesses or challenging behavior, low socio-economic status, parents' educational level, and participation in special academic enhancement programs (such as EAOP, MESA, Puente, Upward Bound, AVID, etc.). In the life challenges review, there is no specific emphasis

on any identified situation, but rather the uniqueness of the experience an applicant might have, while striving to achieve academically.

In the review of personal achievements and life challenges, each application is read by a trained reader who evaluates the information provided on the application form, the personal statement, and additional data on the school environment and local neighborhood.

Additional School Reviews:

The School of the Arts and Architecture and the School of Theater, Film and Television also evaluate applicants' special talents through a review of portfolios and/or auditions, which are the most significant admission factors in these schools. The Henry Samueli School of Engineering and Applied Science pays special attention to the math test scores and the strength of the student course work in the sciences and math curriculum.

Reader Training and Quality Control Measures:

All new and returning readers for the academic review were required to attend a four-hour training session. All new and returning readers for the personal achievements and life challenge levels were required to go through a three-step training program. Readers were first required to read all the policy and training materials (at home). Then they were required to attend a four-hour overview session. At this session, trainers went over the materials, answered questions, and explained to the readers how the policy was applied on three sample cases. Readers were required to go through an exercise applying what they had learned on two other sample cases. Readers were sent home with twenty "homework" cases which were the basis for the last session. Readers returned in small groups of a dozen or fewer, for the "norming" session, the last step in the training process. Discussion focused on how these twenty cases were evaluated and why.

Quality controls measures included: 1) re-read of the first 20 files by senior admissions readers (professional admissions staff); 2) using one "pre-normed" quality control batch of twenty applications during the read period; 3) identification and re-read of academic ranking for readers identified as "hard" or "soft"; 4) reread of academic ranking for all applicants where the rankings by two independent readers differed by more than one; and 5) reread of all folders, almost 5000, in "borderline" cells, to verify the scores.

Role of Faculty:

The Committee on Undergraduate Admissions and Relations with Schools set admissions policies, reviewed written materials (policy, training instructions, etc.) published by admissions staff and made final decisions, upon consultation with admissions staff, on which cells of students to admit, including which borderline cells were re-read for quality control purposes.

San Diego Campus Description

Overview

UCSD's review of each application for undergraduate admission included a review of academic, personal characteristics and achievement factors. Each applicant received two reviews by independent readers. At least one of the reviews was conducted by an admissions officer. Second reviews were conducted by either an admissions officer or an external reader. If the consideration of any factor varied more than one point value, a third review was conducted by a senior admissions officer.

The comprehensive review score was calculated using fixed weights for twelve factors: GPA, test scores, courses beyond minimum "a-g" requirements, ELC status, educational environment, low income, first-generation college attendance, demonstrated leadership, special talents/achievement/awards, community service, personal circumstances, and participation in pre-collegiate programs. Academic achievement factors comprised 75 percent of the total maximum possible points of the comprehensive review score. Applicants were ranked based on the comprehensive review score, and the top 17,616 (16,280 fall and 1,336 winter) were admitted.

Reader Training, Monitoring and Reliability

Readers attended two half-day training sessions, which also included the scoring of sample files. Admissions officers met for one to two hours each week to clarify questions, insure consistency in the read process, and review special cases. External readers met weekly with a senior admissions officer to clarify questions and submit completed reviews. Both readers and individual factors were monitored for consistency and reliability. Periodic reviews of reader-assigned factors were conducted throughout the process with clarification provided to internal and external readers.

Role of Faculty

The Committee on Admissions (COA) developed the admissions policy and was consulted in the development of training materials for readers. Members of the committee reviewed sample files and provided feedback on the outcomes. Several faculty members participated in reader training, although none served as an official reader for Fall 2003.

Future Directions

For the next admissions cycle and per the direction of the Committee on Admissions, the San Diego campus will not conduct two reviews of applicants in the highest and lowest bands of academic achievement, but will conduct a single review by a senior admissions officer. In addition, the Office of Admissions and Relations with Schools will continue to implement additional technological advancements to streamline the review process and provide additional data to reviewers.

In 2003, 83 readers—27 admissions officers and 56 external readers—assisted with the review process. External readers were employed with the primary goal of building and

training a larger pool of experienced readers to draw from in subsequent years. For next year, the staff is reviewing ways to make additional technological enhancements to the online review system, improve training materials and the reader monitoring process, and reduce the rate of third reads.

Santa Barbara Campus Description

Overview

Santa Barbara had a two-part review process, consisting of an initial and an augmented review. Readers reviewed all 2003 applications, checking and revising the GPA, number of “a-g” and honors courses, and other data derived from the freshman application centerfold. Following this initial review, all applicants were assigned an academic index score called the ADM (academic decision model), determined by a combination of GPA and test scores. One ADM has been developed for engineering applicants and another for Letters and Science applicants. In both cases, test scores and grade point averages are weighted based on predictive validity studies.

Applicants were awarded up to 36 total points, 18 for academic preparation and 18 for academic promise. Applicants were electronically assigned a maximum of 18 points for the academic preparation review, based on their relative standing in their high school and also based on their relative standing within the entire applicant pool. For the academic promise review, two readers reviewed each application and assigned up to nine points using selection criteria established by the faculty, including such characteristics as leadership, motivation, persistence, honors and awards, and intellectual vitality. Applicants were admitted based on a ranking of total score.

Reader Training, Monitoring and Reliability

Readers included professional admission staff, other professional staff from within the Santa Barbara Division of Student Affairs, and retired teachers and counselors. Santa Barbara held separate trainings for the readers who perform the academic preparation review, those who check and correct data from the freshman academic information, and the readers who conducted the academic promise review. Academic preparation readers trained for 20 to 25 hours, and then were paired with an admissions staff evaluator to whom they took unusual cases. Academic promise readers attended twenty hours of intensive training in large and small group sessions on admissions guidelines and scoring. They were also required to participate in weekly norming sessions throughout the reading process and their scoring was monitored on a daily basis.

At least one reader for each application was an experienced admission professional. Applications that received scores that differed by more than one point were referred to a third senior admission officer. This occurred in less than ten percent of cases.

Role of Faculty

Faculty set admission policy and drafted admission policy documents; admission staff helped refine the documents, and drafted the reader training materials, which faculty reviewed and approved. Faculty members participated in reader training and read a sampling of student applications.

Future Directions

Santa Barbara plans to institute changes suggested by analysis of the fall 2003 process, to optimize limited resources and minimize efforts in areas where a positive admission

decision is highly likely. To accomplish this, Santa Barbara will automate some of the existing elements of the current process and, if an applicant's total points exceed a threshold, the applications would not require further review. All remaining eligible applicants will undergo the full academic promise review.