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The BOARS Eligibility-Reform Proposal: Q and A

What changes is BOARS proposing?
BOARS is proposing two main changes. First, UC would invite a larger number of graduating seniors from California public high schools to apply for freshman admission. Students who have completed the UC-approved college-preparatory curriculum (the "a-g" courses), have achieved sufficiently high grades in those courses, and have taken the SAT Reasoning test or ACT with Writing would be entitled to review of their applications, and would be invited to apply. This "entitled to review" (ETR) pool would be somewhat larger than the current UC-eligible pool mainly because it does not involve a requirement that SAT Subject (previously called "SAT II") tests be taken. Campuses would continue to select freshmen as they do now, using comprehensive review to consider all the information in the application, and to evaluate students' achievements in the context of their school and personal circumstances.

Second, BOARS is proposing to substantially strengthen its commitment to identify and select from the top one eighth of California high school graduates, as mandated by the Master Plan for Higher Education. Currently, the "top one eighth" is identified via UC's eligibility construct, which hinges primarily not on actual academic achievement, but instead on *merely taking each one* of the required high school courses and standardized tests. The BOARS proposal would replace this practice with a simpler and fairer system in which all students who meet specified criteria of college readiness would be guaranteed a comprehensive review of their applications. Alongside this statewide guarantee of a review, the top four percent of the class in each high school would be identified by grades in a-g courses, as is currently done to determine who is "Eligible in the Local Context." These students, if otherwise entitled to a review, would be guaranteed admission somewhere in the UC system, just as they are now. If not accepted at any of the campuses to which they apply, they would be offered admission at another UC campus. This definition of who is eligible for guaranteed admission would be more transparent and fairer than the current definition, which relies heavily on participation in UC's unique and extensive required test pattern. The remainder of the ETR pool beyond the top 4% would not be guaranteed admission, but would be guaranteed a comprehensive review of their entire application at each campus to which they apply.

Why is BOARS proposing these changes?
BOARS' overarching goal is to better honor its Master-Plan obligations, and to strengthen UC's commitment to the social contract they imply. If the proposal is enacted, two main benefits are expected to result. First, enriching the applicant pool should enable campuses to select a group of students who are better prepared academically. UC's current requirements for guaranteed admission to the system, which are presented in UC publications and web sites, deter applications from some students who are academically strong, but whose records have some technical deficiency. For example, the 2003 CPEC study estimated that about 10,000 seniors completed the required a-g courses, took the SAT I, and graduated with GPAs of 3.5 or better, but were ineligible for UC because they did not take the required SAT II exams. If campuses could receive and review

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applications from such students, they would likely find students who are better qualified overall than some students who are currently deemed eligible by the present version of the eligibility construct.

While eligibility, and therefore guaranteed admission to the system, involves meeting a GPA/test-score performance index, this index is set at such a modest level that nearly all students who take all required a-g courses and complete UC's test pattern are, in fact, UC eligible. At present, guaranteed admission to UC hinges primarily on students' course- and test-taking behaviors, and, to a much lesser extent, on the grades and scores they earn. Campuses can make better and more accurate decisions by reviewing all the information in the application, and by considering applicants' accomplishments in the context of their particular schools and personal circumstances. Not surprisingly, BOARS has found that considering other information from the application, in addition to average grades and composite test scores, does result in more accurate prediction of students' performance at UC.

The second expected benefit is better representation of California's various communities. Under current procedures, nearly half of UC's admitted freshmen come from high schools that account for only one-fifth of the state's public high school graduates, and the trend is toward more stratification, not less. UC's admitted freshmen come from households that have higher incomes and education levels than the general population of California. And the percentage of California high school graduates who are Chicano, Latino, African American or Native American is about two times bigger, and growing faster, than the percentage of UC freshmen from these groups.

The admission guarantee to the UC system, with its attendant rigidly-applied eligibility rules, has failed to attract high-achieving students from less-advantaged backgrounds. The current requirements for guaranteed admission instead favor students from high schools where curricula, counseling, and administrative procedures are geared toward maximizing the number of students who meet UC's requirements. These high schools tend to be affluent, enrolling relatively large proportions of white and Asian students. Enacting the BOARS proposal should increase the number of applications from the rest of the high schools. As the applicant pool draws from more high schools, it should also become more representative in terms of income, education, race, and ethnicity. A more representative pool should result in a more representative group of admitted freshmen. From this larger and more inclusive pool of applicants, campuses should be able to select students who are more qualified academically and who better represent California.

Why propose these reforms now?
During the past five years, all UC campuses have developed procedures for comprehensive review of freshman applications. These procedures take account of the whole array of information in the application, including various measures of academic achievement as well as leadership and other non-academic accomplishments, while considering, to varying degrees, each applicant's achievements in context.

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Actual offers of admission have always been made by individual campuses. Most UC campuses now have more applicants than they can admit. The requirements for guaranteed admission to the UC system were developed in a previous era, before most campuses became selective, and before all the campuses had developed procedures for comprehensive review. Those earlier requirements, using only high school grades and test scores, no longer reflect the way UC campuses select students. But they are still publicized by UC as criteria for "eligibility," and they deter some highly qualified students from applying. No other elite university, including those against which UC competes for students, guarantees admission to its admits based on such narrow criteria.

In short, the systemwide eligibility requirements have become obsolete. They now hinder UC's effort to recruit and select the most qualified students.

What about the Master Plan? Doesn't it require a 12.5% eligibility rate for UC?
California's 1960 Master Plan for Higher Education calls for UC to "draw from the top one-eighth" of the state's high school graduates for its freshman classes. Subsequent revisions clarify that UC should in fact guarantee admission to all California applicants in the top 12.5% of their graduating class. The Master Plan and its amendments explicitly leave it to the University to decide how to determine the top one-eighth. Accordingly, UC developed the present eligibility construct, which requires periodic recalibration so that about one out of eight graduating seniors are deemed eligible.

The BOARS proposal would continue this adherence to the Master Plan by limiting the total number of freshman admission offers to about one out of eight graduating seniors. It would also strengthen UC's commitment to the principles underlying the Master Plan by basing the determination of the top one eighth not on mere coursework and test participation, but on a thorough and complete review of each college-ready applicant's qualifications.

Does the BOARS proposal remove the guarantee of admission to UC for some students?
Students who are in the top four percent of their high school class would continue to hold an admissions guarantee, as is presently the case. However, those students who are not in the top four percent of their high school class, even if eligible under the current policy, would no longer be guaranteed admission to the UC system. Instead,they would be guaranteed an admission review at every campus to which they apply.

The existing guarantee does not seem to be highly valued by most of its intended beneficiaries. The guarantee means that students who are not admitted by any of the campuses to which they apply are placed in a referral pool, which gives them the option of attending a UC campus where spaces are available — in recent years, Riverside and Merced. For Fall 2006, fewer than six percent of the students who were given this option accepted it. Those who accepted these referral offers amounted to less than one percent of new UC freshmen that year.

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Admission to a particular campus seems to matter more to students than admission to the UC system. The BOARS proposal would guarantee admission via the referral pool to fewer students, but would guarantee more students that their applications are thoroughly reviewed by the campuses to which they apply.

Does the BOARS proposal mean that campus-based selection procedures will have to change?
No, except possibly at Merced. Other campuses have already been using comprehensive review to select freshmen. Some campuses rely more on numerical formulas, others rely more on the judgment of trained readers. The BOARS proposal would not change these existing procedures. It would only increase the numbers of applicants subject to them. Campuses, via their divisional senates and ultimately their faculty admissions committees, would remain free to use the methods they think best to admit students, consistent with BOARS' systemwide comprehensive review guidelines.

The BOARS proposal would not require applicants to take SAT Subject examinations. Does that mean UC would be lowering its academic standards?
No, because the SAT Reasoning examination – the successor to the old "SAT I" exam – now includes a writing component. In fact the SAT Reasoning test incorporates the content of the old SAT II Writing test essentially in its entirety. The previous SAT I examination did not include writing. Statistical studies found that the previous SAT II Writing examination had a strong correlation with the academic performance of students at UC. However, among UC freshmen entering in fall 2006 — the first class that took the new SAT Reasoning test — statistical studies now find that the new SAT Subject examinations, which are taken in subjects elected by the student, do not add significantly to the accuracy of predictions of academic performance at UC, once scores on the Reasoning test are taken into account. It is also worth noting that the SAT Reasoning exam now includes substantial material from the old SAT II Math 1C exam, which was previously required of all UC applicants. Under UC's old test pattern, SAT I and SAT II math scores were highly correlated, and given the inclusion of much of the SAT II math material in the new SAT Reasoning test, it seems likely that this correlation will only increase. Taken together, these facts indicate that there is no longer a good reason for UC to keep requiring the Subject exams.

However, there may be circumstances under which specific SAT Subject exams, as well as other tests, may be useful to a campus in arriving at an admission decision. For example, although no campus or major can *require* specific SAT Subject exams as a condition of admission, many UC engineering programs recommend that their applicants submit a score on the SAT Math 2C Subject test. The BOARS proposal would in no way alter how campuses use scores on non-required examinations, such as SAT Subject and Advanced Placement tests. Campus-based majors are free to recommend particular exams, students are free to take the exams and submit the scores, and campuses are free to take them into account in making decisions. But students would be entitled to have

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their applications reviewed if they meet the basic conditions — a-g courses, grades, and taking the SAT Reasoning or ACT with Writing — and do not take SAT Subject examinations.

Finally – and importantly – it is noted that very few students are currently rendered ineligible because of low SAT Subject test scores. In effect, what matters in the current eligibility construct is whether students simply take the tests, not how well they score. This is not an effective way to maintain high standards.

What will happen to Eligibility in the Local Context (ELC)?

The BOARS proposal provides for continuation of the ELC program in essentially its present form, except that taking SAT Subject exams will no longer be required to retain ELC status. Test scores have never played a role in determining eligibility under the program, by design.

Aren't there other ways of achieving the same goals without restructuring eligibility? What about Admission by Exception?

"Admission by Exception" (A by E) is a longstanding policy construct whereby campuses are permitted to admit ineligible applicants, not to exceed six percent of the enrolled freshman class. The original purposes of A by E were to allow campuses and the system to experiment with alternative admissions processes, to admit academically promising students whose profiles of disadvantage prevented them from achieving UC eligibility, and to attract students with extraordinary talent who failed eligibility for one reason or another. Some campuses use A by E primarily to admit sponsored athletes for intercollegiate sports, while others use the policy more broadly.

In the last decade or so, no campus has come close to the six percent limit — most have only one or two percent A by E enrollees. A main reason is that A by E admits must, by definition, be ineligible, but the great majority of applicants do meet eligibility requirements, because UC publications present these as minimum requirements for even applying to UC. The A by E pathway is an unadvertised pathway that is underutilized because of broad misperceptions that "eligibility" defines the pool of meritorious students. Advertising A by E more aggressively would be confusing, given the current eligibility policy.

With more applicants, won't the costs of admissions processing increase?

Yes, but applicants pay a $60 fee for each campus to which they apply. The marginal cost of reading a single application is considerably less than this, even in the most elaborate and intensive campus-based processes.

Will the BOARS proposal impact the University's general-fund appropriation from the state?

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Each year, the University negotiates with the state's Department of Finance to arrive at an enrollment target for both freshman and transfer students, as well as a marginal funding rate ("per head" allocation). This negotiation process is driven by a variety of factors, including demographic projections, state and UC educational policy aims, and the fiscal circumstances of the state. While it is true that budgetary scenarios that prevent admission of all applicants guaranteed admission under the current eligibility policy – which occurred in 2004 – are politically painful, it is highly unlikely that the current guarantee structure represents a significant element in the negotiation process. After all, it is widely known that, the eligibility index notwithstanding, UC routinely admits considerably more than 12.5% of California's high school graduates. Yet, neither the legislature nor the Department of Finance has put pressure on UC to adjust the eligibility index. This implies that other considerations, and not simply the number of students declared eligible by the eligibility index in force at any given time, drive the budget negotiations with the state.

Where can I go to get more information and supporting data?

The full BOARS proposal is available at:
www.universityofcalifornia.edu/senate/underreview/sw.rev.eligibility.reform.0807.pdf

CPEC report which synopsizes the main reasons why students fail to be UC eligible:
"Factors limiting eligibility for the University of California" (CPEC report OP/04-03, December 2004), available at:
www.cpec.ca.gov/completereports/2004reports/OP04-03.pdf

Information relating to the stratification of access to UC: "BOARS Inclusiveness Indicators," available at:
www.universityofcalifornia.edu/senate/committees/boars/boars.indicators.pdf

Study of the relevance of various factors known at the time of application in predicting freshman GPA at UC: "A comparison of measures included in the UC eligibility construct in the prediction of first year UC GPA – focus on the predictive value of SAT II," available at:
(URL pending Senate approval for posting)

Study to estimate the size and composition of the ETR pool: available at:
(URL pending Senate approval for posting)

**A Comparison of Measures Included in the UC Eligibility Construct
in the Prediction of First Year UC GPA – Focus on the Predictive Value of SAT II**
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Purpose:
The analyses in this report, requested by Board of Admissions and Relations with Schools (BOARS), are part of an effort to determine which factors available to UC admission offices, beyond those currently used in determining eligibility, improve the prediction of student success at the University of California. This report examines the contribution of a number of variables of different types, but also focuses on the relative value of the new SAT test pattern (as simulated from old SAT I and SAT II measures), most especially the value of the new SAT Subject test requirement, in the prediction.

Data Set:
Data from the cohort of freshman entrants to the University of California, 2004, were used in the analyses in this report. In addition to the grades and test scores used in determining UC eligibility, percentile ranks within high school (statistics akin to "*class ranks*") were calculated for SAT scores, high school GPA, and number of college preparatory and honors courses taken. The percentile ranks were calculated based on three years of applicants to UC from the same school. Percentile ranks within school were not calculated for schools with fewer than 20 applicants to UC over the three-year period. Instead, the percentile ranks for three years of UC applicants ("pool" percentile ranks) were used in the cases where the school percentile ranks were not available. A dummy variable was included in the analyses to represent this replacement of pool percentile rank for school percentile rank. Additionally, a series of variables captured by the on-line application system, "Pathways," was employed in the analyses. These variables include change in GPA from 9th to 10th grade and from 10th to 11th grade, number of academic and non-academic awards, number of AP exams taken or planned, percent of scores of 3 or 4 or 5 on the AP exams, total hours spent in activities outside of high school, and the percent of time spent in volunteer activities, employment, or academic preparation programs sponsored by the University of California or others. Finally, a school's Academic Performance Index (API) was obtained from the California Department of Education. Schools with no API score, such as private and out-of-state schools, were assigned an API score equivalent to the mean score of schools in the 9th decile for that year, and a dummy variable indicating this replacement was included.

In order to *simulate* the effect of the new SAT composite scores on UC GPA, the older SAT I and SAT II measures available for the class of 2004 freshman entrants needed to be recombined. The new SAT reasoning exam, effective for the freshman class entering in 2006, includes three components: SAT Math, SAT Critical Reading, and SAT Writing. The complete battery of SATs in 2006 consist of these three SAT Reasoning exams plus two SAT Subject exams of the student's choice (the highest two SAT Subject scores are used). The simulation of this new SAT pattern was accomplished by combining the older SAT I and SAT II measures as follows:

1) Approximation of <u>composite</u> of new "SAT Reasoning" exam plus two SAT Subject exams =
average(SAT I Math, SAT II Math) + SAT II Writing +SAT I Verbal + 2(SAT II Other)

2) Approximation of new "SAT Reasoning"exam only =
average(SAT I Math, SAT II Math) + SAT II Writing +SAT I Verbal

The outcome variable analyzed was UC GPA after one year of matriculation.

Models/Analyses:
Linear multiple regression was employed to predict the first-year GPA. The predictor variables described above are identified as follows:

1.   Weighted, capped high school GPA

2.   New simulated SAT Composite (simulated SAT Reasoning + simulated new SAT Subject) as defined above

3.   New simulated SAT Reasoning (as defined above)

4.   Rank: capped GPA (i.e., an approximation of the percentile rank of variable 1)

5.   Rank SAT Composite (i.e., an approximation of the percentile rank of variable 2)

6.   Rank: SAT Reasoning (i.e., an approximation of the percentile rank of variable 3)

7.   Ranks: Percentile ranks on A-G courses, junior and sophomore honors, senior honors, plus a dummy variable identifying number missing one or more rank variables

8   Number of semesters of A-G courses, reported individually, plus total semesters of honors courses taken

9.   "Pathways" variables described above

10.   Academic Performance Index (API), as described above

The Models tested combine the variables or sets of variables numbered above as follows:

Model 1: **1** (i.e., Weighted, capped high school GPA only)

Model 2: **1 + 2** (i.e., Weighted, capped high school GPA + new simulated SAT *Composite*)

Model 3: **1 + 3** (i.e., Weighted capped high school GPA + new simulated SAT *Reasoning*)

Model 4: **1 + 2 + 5**

Model 5: **1 + 3 + 4 + 6**

Model 6: **1 + 3 + 4 + 6 + 7**

Model 7: **1 + 3 + 4 + 6 + 7 + 8**

Model 8: **1 + 3 + 4 + 6 + 7 + 8 + 9**

Model 9: **1 + 3 + 4 + 6 + 7 + 8 + 9 + 10**

Results:

The nine tables that follow show the results of these regression analyses, first for the UC system and then broken down by the eight undergraduate campuses that accepted freshmen in 2004 (UC Merced was not yet enrolling students).

The multiple-R-squares shown in the top rows of each table allow the comparison of the nine Models in terms of the amount of variance explained in UC GPA.

Predictive Value of "Simulated" SAT Subject scores:
The comparison of Model 1 (Weighted-capped GPA only) with Model 2 (Weighted-capped GPA + simulated SAT Composite) and Model 3 (Weighted-capped GPA + simulated SAT Reasoning) in the systemwide data (first table) shows that the SATs add approximately 0.06 – 0.07 to the prediction of UC GPA. *However, a comparison of Model 2 vs. Model 3 shows that the prediction of the simulated SAT Reasoning exam actually contributes slightly more variance (0.2542) to the prediction of UC GPA than the simulated SAT Composite which contains the SAT Subject scores (0.2413).* This finding appears in the separate campus analyses, shown on subsequent pages, that compare Models 2 and 3 for all campuses except Berkeley. For Berkeley, see second table, the model including SAT Subject tests (Model 2) is only slightly higher (0.1775) than the model without the simulated SAT Subject scores (Model 3, 0.1766).

A comparison of Model 4 and Model 5 shows a similar pattern of results. Model 5 which contains <u>no</u> SAT Subject variables has slightly more explained variance than Model 4 which contains the SAT Subject variables.[1]

Models 6 through 9 build on Model 5 by adding the additional variable groups. Each of these models *exclude* the SAT Subject variables. The systemwide results show that there are only small gains in predictive validity, beyond Model 5 (weighted-capped GPA, simulated SAT Reasoning, plus percentile ranks on GPA and SAT Reasoning) when these additional variable groups are included. I.e., the gain in predictive validity between Model 5 (0.2806) and Model 9 (0.2958) is about 0.015. However, the gains between Model 5 and Model 9 in some of the campus models is a little larger, e.g., about.0.036 at UCLA and 0.025 at UC Davis.

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[1] The variance explained by Model 5 may also be higher than Model 4 because of the inclusion of the percentile rank on weighted capped GPA in Model 5 but not Model 4.

University of California, Office of the President
A Comparison of Measures from the UC Application in Predicting UC GPA

UC Systemwide: No exclusions

2004 fall freshman entrants

28375 cases used

Outcome: First-year GPA

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9
Rsq	0.1827	0.2414	0.2543	0.2682	0.2807	0.2820	0.2856	0.2965	0.2966
AdjRsq	0.1827	0.2413	0.2542	0.2680	0.2806	0.2817	0.2852	0.2957	0.2958

Cat	Variable	M1 B	M1 Beta	M1 p	M2 B	M2 Beta	M2 p	M3 B	M3 Beta	M3 p	M4 B	M4 Beta	M4 p	M5 B	M5 Beta	M5 p	M6 B	M6 Beta	M6 p	M7 B	M7 Beta	M7 p	M8 B	M8 Beta	M8 p	M9 B	M9 Beta	M9 p
	Intercept	.221		.000	-.389		.000	-.358		.000	-1.113		.000	.274		.000	.280		.000	.090		.294	.159		.070	.155		.085
	Weighted, capped GPA	.723	.427	.000	.555	.328	.000	.528	.312	.000	.618	.366	.000	.156	.092	.000	.165	.098	.000	.197	.116	.000	.210	.124	.000	.209	.123	.000
SAT	SAT composite[1]				.000	.262	.000							.001	.449	.000												
SAT	SAT reasoning[2]							.001	.291	.000				.001	.462	.000	.001	.459	.000	.001	.450	.000	.001	.405	.000	.001	.405	.000
High School Rank	Rank: capped GPA													.007	.290	.000	.007	.296	.000	.007	.277	.000	.006	.264	.000	.006	.265	.000
High School Rank	Rank: SAT1 verbal										.000	.005	.561	-.001	-.049	.000	-.001	-.043	.000	-.001	-.042	.000	-.001	-.040	.000	-.001	-.039	.000
High School Rank	Rank: SAT1 math										-.002	-.081	.000	-.002	-.107	.000	-.002	-.103	.000	-.002	-.099	.000	-.002	-.096	.000	-.002	-.096	.000
High School Rank	Rank: SAT2 writing										.000	.009	.263	-.001	-.054	.000	-.001	-.049	.000	-.001	-.049	.000	-.001	-.045	.000	-.001	-.045	.000
High School Rank	Rank: SAT2 math										-.001	-.061	.000	-.002	-.094	.000	-.002	-.089	.000	-.002	-.081	.000	-.002	-.076	.000	-.002	-.075	.000
High School Rank	Rank: SAT2 other										-.004	-.181	.000															
High School Rank	Rank: A-G courses																.000	-.008	.145	-.001	-.040	.000	-.001	-.044	.000	-.001	-.045	.000
High School Rank	Rank: junior & soph. honors																-.001	-.044	.000	.000	-.002	.817	.000	-.007	.411	.000	-.006	.450
High School Rank	Rank: senior honors																.000	.009	.177	.001	.039	.000	.001	.036	.000	.001	.036	.000
High School Rank	missing at least 1 rank variable																-.003	-.001	.835	.002	.001	.909	.009	.003	.595	.020	.006	.256
Courses Total	History/Social Science																			.004	.010	.093	.003	.009	.122	.004	.011	.081
Courses Total	English																			.002	.005	.456	.004	.008	.200	.004	.008	.188
Courses Total	Mathematics																			.002	.006	.307	.002	.005	.369	.002	.005	.389
Courses Total	Lab Science																			-.003	-.010	.086	-.002	-.008	.181	-.002	-.008	.197
Courses Total	Language other than English																			.008	.030	.000	.010	.034	.000	.010	.035	.000
Courses Total	Visual and Performing Arts																			.007	.042	.000	.007	.041	.000	.007	.042	.000
Courses Total	College Preparatory Elective																			.002	.010	.078	.002	.012	.038	.003	.014	.018
Courses Total	Total honors																			-.006	-.076	.000	-.007	-.087	.000	-.007	-.087	.000
Pathways Variables*	Change in GPA: 9th to 10th																						-.074	-.039	.000	-.074	-.039	.000
Pathways Variables*	Change in GPA: 10th to 11th																						.112	.057	.000	.112	.057	.000
Pathways Variables*	Academic Awards																						.011	.026	.000	.011	.025	.000
Pathways Variables*	Other Awards																						.022	.040	.000	.022	.040	.000
Pathways Variables*	# of AP exams planned																						.004	.011	.046	.004	.011	.049
Pathways Variables*	# of APs exams taken																						.003	.008	.244	.003	.007	.307
Pathways Variables*	% taken scored 3																						.031	.016	.006	.030	.015	.007
Pathways Variables*	% taken scored 4 or 5																						.090	.053	.000	.090	.053	.000
Pathways Variables*	Total activity hours																						.000	.005	.377	.000	.005	.359
Pathways Variables*	% Volunteer work																						.040	.015	.006	.040	.015	.006
Pathways Variables*	% Employment																						-.057	-.017	.002	-.057	-.017	.002
Pathways Variables*	% Outreach (non-UC)																						-.285	-.018	.000	-.285	-.018	.000
Pathways Variables*	% UC Outreach																						-.045	-.008	.126	-.046	-.008	.118
Pathways Variables*	Missing Pathways data																						-.010	-.005	.404	-.008	-.004	.512
API	API (2003)-with replacement																									.000	.001	.871
API	missing API																									-.020	-.013	.021

* Reported by applicants on the UC on-line application.
1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)
2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

University of California, Office of the President
A Comparison of Measures from the UC Application in Predicting UC GPA

UC Berkeley: No exclusions

2004 fall freshman entrants

3494 cases used

Outcome: First-year GPA

		Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
	Rsq	0.0940			0.1780			0.1771			0.1878			0.1939			0.2007			0.2054			0.2167			0.2167		
	AdjRsq	0.0938			0.1775			0.1766			0.1862			0.1923			0.1982			0.2011			0.2092			0.2088		
		B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
	Intercept	.741		.000	.156		.226	.218		.089	-.243		.113	1.190		.000	1.143		.000	1.012		.000	1.145		.000	1.162		.000
	Weighted, capped GPA	.608	.307	.000	.379	.191	.000	.394	.199	.089	.436	.220	.000	-.047	-.024	.570	-.009	-.004	.917	.016	.008	.850	.033	.016	.701	.029	.015	.737
SAT	SAT composite[1]				.000	.312	.000				.001	.407	.000															
SAT	SAT reasoning[2]							.001	.308	.000				.001	.427	.000	.001	.424	.000	.001	.402	.000	.001	.346	.000	.001	.353	.000
High School Rank	Rank: capped GPA													.008	.285	.000	.008	.293	.000	.008	.280	.000	.008	.274	.000	.008	.275	.000
High School Rank	Rank: SAT1 verbal										.000	-.010	.676	-.001	-.052	.031	-.001	-.039	.106	-.001	-.035	.146	-.001	-.035	.147	-.001	-.037	.145
High School Rank	Rank: SAT1 math										-.002	-.080	.002	-.002	-.092	.000	-.002	-.086	.001	-.002	-.080	.002	-.002	-.080	.002	-.002	-.082	.002
High School Rank	Rank: SAT2 writing										.000	.020	.395	-.001	-.033	.175	-.001	-.026	.290	-.001	-.024	.342	.000	-.008	.751	.000	-.010	.705
High School Rank	Rank: SAT2 math										.000	-.016	.541	-.001	-.035	.186	.000	-.018	.497	.000	-.005	.863	.000	.002	.935	.000	.002	.957
High School Rank	Rank: SAT2 other										-.002	-.084	.000															
High School Rank	Rank: A-G courses																.000	-.010	.541	-.001	-.033	.132	-.001	-.031	.156	-.001	-.031	.159
High School Rank	Rank: junior & soph. honors																-.003	-.097	.000	-.002	-.086	.000	-.002	-.085	.000	-.002	-.085	.000
High School Rank	Rank: senior honors																.000	.012	.537	.000	.018	.372	.000	.016	.431	.000	.016	.427
High School Rank	missing at least 1 rank variable																.036	.016	.303	.027	.012	.475	.035	.015	.352	.035	.016	.369
Total Courses	History/Social Science																			-.001	-.005	.813	-.001	-.003	.866	-.001	-.003	.865
Total Courses	English																			.012	.028	.162	.012	.029	.151	.012	.029	.152
Total Courses	Mathematics																			-.008	-.031	.097	-.008	-.030	.111	-.008	-.030	.110
Total Courses	Lab Science																			.001	.004	.853	.001	.003	.872	.001	.003	.863
Total Courses	Language other than English																			.014	.065	.000	.015	.066	.000	.015	.066	.000
Total Courses	Visual and Performing Arts																			.003	.022	.216	.003	.020	.254	.003	.020	.259
Total Courses	College Preparatory Elective																			.000	.002	.921	.000	-.002	.901	.000	-.002	.904
Total Courses	Total honors																			-.001	-.023	.363	-.002	-.027	.307	-.002	-.028	.300
Pathways Variables*	Change in GPA: 9th to 10th																						-.063	-.026	.101	-.063	-.026	.101
Pathways Variables*	Change in GPA: 10th to 11th																						.056	.021	.182	.056	.021	.181
Pathways Variables*	Academic Awards																						-.006	-.015	.477	-.006	-.015	.480
Pathways Variables*	Other Awards																						.007	.014	.486	.007	.014	.487
Pathways Variables*	# of AP exams planned																						-.002	-.007	.665	-.002	-.007	.666
Pathways Variables*	# of APs exams taken																						-.002	-.007	.717	-.002	-.008	.707
Pathways Variables*	% taken scored 3																						-.042	-.022	.232	-.042	-.022	.234
Pathways Variables*	% taken scored 4 or 5																						.115	.084	.000	.115	.084	.000
Pathways Variables*	Total activity hours																						.000	.021	.223	.000	.021	.220
Pathways Variables*	% Volunteer work																						-.090	-.034	.036	-.090	-.034	.036
Pathways Variables*	% Employment																						-.051	-.015	.352	-.051	-.015	.358
Pathways Variables*	% Outreach (non-UC)																						-.160	-.009	.560	-.164	-.009	.549
Pathways Variables*	% UC Outreach																						.162	.031	.046	.161	.031	.047
Pathways Variables*	Missing Pathways data																						.012	.006	.722	.012	.006	.727
API	API (2003)-with replacement																									.000	-.006	.792
API	missing API																									-.001	-.001	.974

* Reported by applicants on the UC on-line application.

1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)

2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

University of California, Office of the President
A Comparison of Measures from the UC Application in Predicting UC GPA

UC Davis: No exclusions

2004 fall freshman entrants

4081 cases used

Outcome: First-year GPA

	Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
Rsq	0.1761			0.2597			0.2618			0.2822			0.2917			0.2958			0.2978			0.3211			0.3213		
AdjRsq	0.1759			0.2594			0.2615			0.2810			0.2905			0.2939			0.2945			0.3155			0.3154		
	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
Intercept	-.184		.073	-1.258		.000	-1.143		.000	-1.914		.000	.125		.557	.111		.605	-.216		.369	-.197		.417	-.262		.299
Weighted, capped GPA	.805	.420	.000	.698	.364	.000	.677	.353	.000	.750	.391	.000	.073	.038	.315	.094	.049	.199	.136	.071	.071	.166	.087	.026	.182	.095	.018
SAT — SAT composite[1]				.000	.295	.000							.001	.459	.000												
SAT — SAT reasoning[2]							.001	.300	.000							.001	.473	.000	.001	.469	.000	.001	.474	.000	.001	.419	.000
High School Rank — Rank: capped GPA													.010	.371	.000	.010	.379	.000	.010	.357	.000	.009	.340	.000	.009	.333	.000
Rank: SAT1 verbal										.000	-.015	.446	-.002	-.070	.000	-.001	-.058	.004	-.001	-.057	.005	-.001	-.055	.006	-.001	-.047	.033
Rank: SAT1 math										-.002	-.065	.002	-.002	-.094	.000	-.002	-.089	.000	-.002	-.092	.000	-.002	-.086	.000	-.002	-.083	.000
Rank: SAT2 writing										.000	-.006	.754	-.002	-.075	.000	-.002	-.071	.000	-.002	-.071	.000	-.002	-.072	.000	-.002	-.064	.004
Rank: SAT2 math										-.001	-.037	.084	-.001	-.060	.005	-.001	-.057	.007	-.002	-.061	.005	-.001	-.056	.008	-.001	-.053	.015
Rank: SAT2 other										-.004	-.164	.000															
Rank: A-G courses																.000	.007	.632	.000	-.008	.699	-.001	-.022	.258	-.001	-.022	.251
Rank: junior & soph. honors																-.002	-.067	.000	-.001	-.042	.037	-.002	-.060	.004	-.002	-.063	.003
Rank: senior honors																.000	.010	.517	.001	.031	.100	.001	.039	.039	.001	.038	.049
missing at least 1 rank variable																-.121	-.034	.011	-.130	-.037	.007	-.110	-.031	.021	-.105	-.030	.034
Total Courses — History/Social Science																			-.002	-.004	.783	-.002	-.006	.708	-.002	-.005	.751
English																			.018	.033	.034	.021	.039	.012	.021	.039	.011
Mathematics																			.001	.002	.907	.001	.004	.799	.001	.004	.810
Lab Science																			.006	.018	.247	.004	.014	.365	.004	.013	.392
Language other than English																			.000	-.002	.908	.002	.007	.645	.002	.007	.626
Visual and Performing Arts																			.002	.011	.480	.003	.019	.246	.003	.019	.237
College Preparatory Elective																			.000	-.001	.934	.001	.006	.678	.001	.007	.654
Total honors																			-.005	-.047	.041	-.007	-.072	.002	-.007	-.068	.004
Pathways Variables* — Change in GPA: 9th to 10th																						-.088	-.047	.001	-.091	-.049	.001
Change in GPA: 10th to 11th																						.148	.079	.000	.147	.078	.000
Academic Awards																						.017	.042	.004	.017	.041	.005
Other Awards																						.026	.046	.001	.026	.047	.001
# of AP exams planned																						.000	.000	.982	.000	.000	.995
# of APs exams taken																						.027	.052	.003	.027	.052	.003
% taken scored 3																						.050	.026	.076	.049	.026	.083
% taken scored 4 or 5																						.156	.083	.000	.155	.082	.000
Total activity hours																						.000	.015	.282	.000	.016	.277
% Volunteer work																						.053	.021	.138	.052	.021	.146
% Employment																						.005	.002	.908	.004	.001	.932
% Outreach (non-UC)																						-.092	-.007	.611	-.086	-.006	.634
% UC Outreach																						-.104	-.019	.165	-.101	-.018	.176
Missing Pathways data																						-.028	-.013	.372	-.027	-.012	.391
API — API (2003)-with replacement																									.000	.020	.342
missing API																									-.010	-.006	.647

* Reported by applicants on the UC on-line application.

1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)

2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

UC Los Angeles: No exclusions

2004 fall freshman entrants

3626 cases used

Outcome: First-year GPA

		Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
	Rsq	0.1538			0.2078			0.2112			0.2464			0.2695			0.2745			0.2848			0.3094			0.3110		
	AdjRsq	0.1536			0.2074			0.2108			0.2450			0.2681			0.2723			0.2810			0.3031			0.3042		
		B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
	Intercept	.232		.044	-.093		.413	-.045		.689	-.864		.000	1.079		.000	1.059		.000	.976		.000	1.010		.000	1.180		.000
	Weighted, capped GPA	.739	.392	.000	.512	.272	.000	.505	.268	.689	.640	.340	.000	-.031	-.016	.685	-.040	-.021	.596	-.023	-.012	.759	-.006	-.003	.938	-.036	-.019	.637
SAT	SAT composite[1]				.000	.262	.000				.001	.428	.000															
	SAT reasoning[2]							.001	.270	.000				.001	.462	.000	.001	.464	.000	.001	.438	.000	.001	.372	.000	.001	.431	.000
High School Rank	Rank: capped GPA													.011	.398	.000	.011	.417	.000	.011	.414	.000	.010	.391	.000	.011	.403	.000
	Rank: SAT1 verbal										.000	.002	.938	-.001	-.048	.023	-.001	-.050	.020	-.001	-.047	.030	-.001	-.041	.051	-.001	-.060	.007
	Rank: SAT1 math										-.002	-.090	.000	-.003	-.118	.000	-.003	-.118	.000	-.003	-.110	.000	-.002	-.103	.000	-.003	-.110	.000
	Rank: SAT2 writing										.000	.018	.414	-.001	-.034	.116	-.001	-.036	.102	-.001	-.033	.139	-.001	-.026	.248	-.001	-.042	.065
	Rank: SAT2 math										-.003	-.148	.000	-.004	-.181	.000	-.004	-.177	.000	-.004	-.155	.000	-.003	-.147	.000	-.004	-.155	.000
	Rank: SAT2 other										-.003	-.116	.000															
	Rank: A-G courses																.001	.060	.000	.000	.010	.628	.000	.003	.876	.000	.000	.989
	Rank: junior & soph. honors																-.001	-.047	.010	-.001	-.022	.300	-.001	-.023	.278	.000	-.018	.414
	Rank: senior honors																.000	.009	.593	.001	.024	.202	.001	.022	.261	.001	.023	.230
	missing at least 1 rank variable																.076	.027	.063	.060	.021	.156	.072	.025	.088	.070	.025	.111
Total Courses	History/Social Science																			.014	.048	.004	.013	.042	.010	.012	.041	.012
	English																			.002	.003	.837	.003	.007	.699	.002	.004	.821
	Mathematics																			-.003	-.011	.495	-.003	-.012	.476	-.003	-.011	.488
	Lab Science																			-.012	-.048	.005	-.012	-.045	.007	-.011	-.041	.015
	Language other than English																			.009	.043	.007	.011	.052	.001	.011	.053	.001
	Visual and Performing Arts																			.010	.080	.000	.010	.081	.000	.010	.082	.000
	College Preparatory Elective																			.003	.021	.184	.004	.026	.097	.004	.027	.091
	Total honors																			-.002	-.027	.233	-.003	-.033	.151	-.003	-.040	.083
Pathways Variables*	Change in GPA: 9th to 10th																						-.057	-.028	.058	-.055	-.027	.068
	Change in GPA: 10th to 11th																						.201	.097	.000	.203	.098	.000
	Academic Awards																						.029	.073	.000	.030	.075	.000
	Other Awards																						.049	.105	.000	.050	.107	.000
	# of AP exams planned																						.000	.001	.956	.000	.000	.996
	# of APs exams taken																						.011	.030	.079	.009	.027	.127
	% taken scored 3																						-.027	-.015	.368	-.023	-.013	.432
	% taken scored 4 or 5																						.087	.062	.002	.093	.067	.001
	Total activity hours																						.000	.015	.337	.000	.015	.336
	% Volunteer work																						.010	.004	.807	.011	.004	.782
	% Employment																						-.095	-.027	.064	-.094	-.027	.067
	% Outreach (non-UC)																						-.266	-.018	.221	-.300	-.020	.168
	% UC Outreach																						.022	.004	.761	.012	.002	.874
	Missing Pathways data																						.034	.019	.218	.033	.018	.229
API	API (2003)-with replacement																									.000	-.060	.005
	missing API																									.005	.004	.786

* Reported by applicants on the UC on-line application.

1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)

2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

UC Riverside: No exclusions

2004 fall freshman entrants

3211 cases used

Outcome: First-year GPA

		Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
	Rsq	0.0990			0.1295			0.1568			0.1627			0.1794			0.1823			0.1873			0.2012			0.2015		
	AdjRsq	0.0987			0.1290			0.1562			0.1608			0.1776			0.1795			0.1825			0.1929			0.1927		
		B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
	Intercept	.486		.000	-.463		.001	-.746		.000	-1.302		.000	.077		.761	.041		.872	-.137		.626	-.220		.452	-.186		.530
	Weighted, capped GPA	.620	.315	.000	.614	.312	.000	.608	.309	.000	.677	.344	.000	.155	.079	.080	.171	.087	.053	.222	.113	.013	.253	.128	.005	.244	.124	.007
SAT	SAT composite[1]				.000	.175	.000							.001	.339	.000												
	SAT reasoning[2]							.001	.240	.000				.001	.366	.000	.001	.368	.000	.001	.365	.000	.001	.359	.000	.001	.374	.000
High Rank School	Rank: capped GPA													.009	.292	.000	.009	.287	.000	.008	.264	.000	.008	.260	.000	.008	.264	.000
	Rank: SAT1 verbal										.002	.058	.012	.000	-.004	.862	.000	-.002	.929	.000	-.001	.964	.000	-.013	.594	.000	-.018	.501
	Rank: SAT1 math										-.002	-.064	.017	-.003	-.107	.000	-.003	-.107	.000	-.003	-.104	.000	-.003	-.106	.000	-.003	-.108	.000
	Rank: SAT2 writing										.000	.008	.712	-.002	-.054	.021	-.002	-.056	.019	-.002	-.056	.019	-.002	-.060	.014	-.002	-.064	.014
	Rank: SAT2 math										-.001	-.038	.147	-.002	-.070	.007	-.002	-.074	.005	-.002	-.074	.006	-.002	-.068	.011	-.002	-.071	.009
	Rank: SAT2 other										-.005	-.220	.000															
	Rank: A-G courses																-.001	-.023	.187	-.001	-.033	.222	-.001	-.032	.229	-.001	-.035	.199
	Rank: junior & soph. honors																-.001	-.032	.098	.000	.018	.503	.000	.000	.992	.000	.004	.898
	Rank: senior honors																.001	.042	.031	.002	.077	.001	.002	.071	.004	.002	.074	.003
	missing at least 1 rank variable																-.177	-.034	.036	-.148	-.028	.084	-.109	-.021	.201	-.090	-.017	.313
Total Courses	History/Social Science																			-.001	-.001	.951	.000	-.001	.976	.000	.000	.999
	English																			-.017	-.027	.150	-.014	-.022	.243	-.013	-.021	.263
	Mathematics																			.016	.039	.039	.013	.033	.088	.013	.033	.089
	Lab Science																			-.003	-.008	.665	-.002	-.005	.796	-.002	-.005	.787
	Language other than English																			.013	.032	.084	.013	.033	.071	.013	.034	.066
	Visual and Performing Arts																			-.003	-.010	.607	-.003	-.012	.531	-.003	-.011	.569
	College Preparatory Elective																			.000	.000	.991	.000	.001	.944	.001	.004	.836
	Total honors																			-.011	-.097	.002	-.014	-.122	.000	-.014	-.126	.000
Pathways Variables[*]	Change in GPA: 9th to 10th																			-.105	-.063	.001	-.103	-.062	.001
	Change in GPA: 10th to 11th																						.090	.055	.002	.091	.055	.002
	Academic Awards																						.007	.015	.366	.007	.016	.362
	Other Awards																						.008	.012	.469	.008	.012	.462
	# of AP exams planned																						.010	.017	.334	.010	.017	.335
	# of APs exams taken																						.031	.052	.018	.029	.050	.027
	% taken scored 3																						.021	.009	.629	.021	.008	.632
	% taken scored 4 or 5																						.104	.037	.034	.105	.038	.033
	Total activity hours																						.000	-.001	.950	.000	-.001	.965
	% Volunteer work																						.011	.004	.826	.010	.004	.831
	% Employment																						-.047	-.016	.357	-.046	-.015	.367
	% Outreach (non-UC)																						-.044	-.003	.842	-.049	-.004	.822
	% UC Outreach																						-.056	-.011	.522	-.062	-.012	.479
	Missing Pathways data																						-.051	-.023	.253	-.050	-.022	.271
API	API (2003)-with replacement																									.000	-.014	.619
	missing API																									-.026	-.014	.449

* Reported by applicants on the UC on-line application.
1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)
2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

University of California, Office of the President
A Comparison of Measures from the UC Application in Predicting UC GPA

UC San Diego: No exclusions   3802 cases used

2004 fall freshman entrants   Outcome: First-year GPA

	Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
Rsq	0.1058			0.1922			0.2041			0.2174			0.2462			0.2467			0.2517			0.2649			0.2662		
AdjRsq	0.1056			0.1917			0.2037			0.2160			0.2448			0.2446			0.2480			0.2585			0.2594		
	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
Intercept	.117		.390	-1.245		.000	-1.155		.000	-1.898		.000	.304		.182	.298		.194	.054		.829	.101		.697	.159		.546
Weighted, capped GPA	.726	.325	.000	.702	.314	.000	.677	.303	.000	.761	.341	.000	.007	.003	.926	.012	.005	.873	.073	.033	.333	.082	.037	.283	.061	.027	.425
SAT SAT composite[1]				.000	.294	.000							.001	.467	.000												
SAT reasoning[2]							.001	.314	.000				.001	.520	.000	.001	.520	.000	.001	.518	.000	.001	.473	.000	.001	.526	.000
High School Rank Rank: capped GPA													.011	.361	.000	.011	.362	.000	.010	.333	.000	.010	.325	.000	.010	.335	.000
Rank: SAT1 verbal										-.001	-.036	.075	-.002	-.104	.000	-.002	-.102	.000	-.002	-.100	.000	-.002	-.103	.000	-.003	-.120	.000
Rank: SAT1 math										-.002	-.084	.000	-.003	-.110	.000	-.003	-.108	.000	-.003	-.107	.000	-.002	-.101	.000	-.003	-.107	.000
Rank: SAT2 writing										.000	-.012	.567	-.002	-.096	.000	-.002	-.096	.000	-.002	-.094	.000	-.002	-.084	.000	-.002	-.103	.000
Rank: SAT2 math										.000	.007	.747	-.001	-.041	.062	-.001	-.041	.066	-.001	-.043	.054	-.001	-.042	.062	-.001	-.050	.028
Rank: SAT2 other										-.004	-.182	.000															
Rank: A-G courses																.000	.002	.916	.000	-.018	.413	-.001	-.023	.288	-.001	-.029	.190
Rank: junior & soph. honors																-.001	-.020	.214	.001	.029	.148	.000	.008	.699	.000	.013	.533
Rank: senior honors																.000	.008	.625	.001	.045	.012	.001	.049	.008	.001	.051	.006
missing at least 1 rank variable																-.049	-.015	.294	-.039	-.012	.414	-.037	-.011	.439	-.019	-.006	.692
Courses Total History/Social Science																			-.002	-.006	.700	-.002	-.007	.647	-.002	-.005	.762
English																			-.006	-.012	.453	-.003	-.005	.745	-.002	-.004	.810
Mathematics																			.006	.022	.183	.007	.024	.146	.007	.024	.136
Lab Science																			.005	.018	.266	.005	.019	.230	.006	.023	.157
Language other than English																			.004	.017	.304	.007	.026	.107	.008	.030	.067
Visual and Performing Arts																			.001	.009	.596	.002	.011	.530	.002	.014	.411
College Preparatory Elective																			.003	.020	.233	.004	.025	.147	.005	.030	.077
Total honors																			-.009	-.102	.000	-.010	-.116	.000	-.011	-.121	.000
Pathways Variables* Change in GPA: 9th to 10th																						-.109	-.058	.000	-.108	-.057	.000
Change in GPA: 10th to 11th																						.026	.014	.368	.028	.014	.343
Academic Awards																						.019	.050	.003	.020	.050	.003
Other Awards																						.020	.042	.014	.021	.043	.011
# of AP exams planned																						.001	.002	.890	.001	.003	.859
# of APs exams taken																						.009	.024	.183	.007	.020	.276
% taken scored 3																						.020	.012	.450	.022	.013	.418
% taken scored 4 or 5																						.096	.066	.000	.098	.067	.000
Total activity hours																						.000	.004	.784	.000	.005	.757
% Volunteer work																						.049	.020	.195	.050	.020	.184
% Employment																						-.114	-.038	.012	-.108	-.036	.017
% Outreach (non-UC)																						-.288	-.018	.215	-.297	-.018	.202
% UC Outreach																						.038	.007	.625	.039	.007	.614
Missing Pathways data																						-.003	-.001	.928	.001	.000	.979
API API (2003)-with replacement																									.000	-.045	.054
missing API																									-.036	-.024	.116

* Reported by applicants on the UC on-line application.

1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)

2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

Source: UC undergraduate admissions file (UAD) and longitudinal file (ULONG) merged with Pathways data

Prepared by Admissions Research & Evaluation, tc, 04-10-07

University of California, Office of the President
A Comparison of Measures from the UC Application in Predicting UC GPA

UC Santa Cruz: No exclusions

2004 fall freshman entrants

2866 cases used

Outcome: First-year GPA

	Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
Rsq	0.1006			0.1379			0.1492			0.1677			0.1718			0.1726			0.1805			0.1942			0.1997		
AdjRsq	0.1003			0.1373			0.1486			0.1657			0.1697			0.1695			0.1750			0.1848			0.1898		
	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
Intercept	.938		.000	.049		.726	.014		.919	-.663		.000	.651		.006	.640		.007	.594		.022	.641		.016	.391		.160
Weighted, capped GPA	.580	.317	.000	.573	.313	.000	.555	.304	.919	.604	.331	.000	.185	.102	.017	.183	.100	.019	.216	.118	.007	.210	.115	.009	.246	.134	.003
SAT SAT composite[1]				.000	.193	.000				.001	.384	.000															
SAT reasoning[2]							.001	.221	.000				.001	.365	.000	.001	.370	.000	.001	.354	.000	.001	.333	.000	.001	.249	.000
High School Rank Rank: capped GPA													.007	.245	.000	.006	.239	.000	.006	.215	.000	.006	.223	.000	.006	.210	.000
Rank: SAT1 verbal										.000	.008	.763	-.001	-.047	.083	-.001	-.051	.062	-.001	-.048	.081	-.001	-.038	.166	.000	-.006	.844
Rank: SAT1 math										.000	-.019	.483	-.001	-.043	.123	-.001	-.046	.099	-.001	-.043	.126	-.001	-.047	.097	-.001	-.033	.243
Rank: SAT2 writing										.000	.006	.810	-.001	-.049	.065	-.001	-.054	.045	-.001	-.051	.061	-.001	-.048	.081	.000	-.017	.553
Rank: SAT2 math										-.002	-.081	.003	-.003	-.111	.000	-.003	-.114	.000	-.003	-.112	.000	-.002	-.107	.000	-.002	-.089	.002
Rank: SAT2 other										-.005	-.217	.000															
Rank: A-G courses																.000	-.018	.329	-.001	-.041	.102	-.001	-.045	.074	-.001	-.046	.070
Rank: junior & soph. honors																.000	.020	.336	.002	.066	.010	.002	.079	.003	.002	.070	.009
Rank: senior honors																.000	.018	.355	.001	.052	.027	.001	.041	.088	.001	.035	.150
missing at least 1 rank variable																-.005	-.002	.905	.023	.009	.618	.013	.005	.778	.051	.020	.299
Total Courses History/Social Science																			-.001	-.002	.921	.000	-.001	.947	.002	.007	.736
English																			-.011	-.028	.225	-.011	-.027	.237	-.012	-.030	.196
Mathematics																			.006	.018	.392	.006	.018	.395	.005	.016	.448
Lab Science																			-.005	-.018	.388	-.006	-.020	.336	-.006	-.021	.305
Language other than English																			.012	.043	.028	.013	.046	.019	.014	.052	.008
Visual and Performing Arts																			.008	.055	.011	.007	.053	.016	.007	.051	.018
College Preparatory Elective																			-.005	-.027	.174	-.005	-.030	.128	-.004	-.023	.257
Total honors																			-.007	-.080	.007	-.008	-.084	.007	-.006	-.068	.029
Pathways Variables* Change in GPA: 9th to 10th																			-.019	-.013	.501	-.026	-.018	.348			
Change in GPA: 10th to 11th																			.123	.080	.000	.118	.077	.000			
Academic Awards																			.007	.020	.286	.005	.013	.480			
Other Awards																			.023	.045	.012	.022	.044	.015			
# of AP exams planned																			.009	.021	.271	.008	.019	.316			
# of APs exams taken																			.007	.014	.562	.005	.009	.690			
% taken scored 3																			-.016	-.009	.650	-.017	-.010	.616			
% taken scored 4 or 5																			-.051	-.027	.172	-.046	-.024	.222			
Total activity hours																			.000	.018	.348	.000	.023	.233			
% Volunteer work																			.053	.025	.182	.046	.021	.251			
% Employment																			-.035	-.011	.527	-.038	-.012	.497			
% Outreach (non-UC)																			-.679	-.043	.014	-.641	-.041	.020			
% UC Outreach																			-.109	-.019	.266	-.104	-.019	.286			
Missing Pathways data																			-.043	-.021	.273	-.027	-.013	.484			
API API (2003)-with replacement																									.001	.083	.001
missing API																									-.080	-.060	.001

* Reported by applicants on the UC on-line application.

1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)

2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

UC Santa Barbara: No exclusions   3720 cases used

2004 fall freshman entrants   Outcome: First-year GPA

	Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
Rsq	0.1854			0.2658			0.2961			0.2993			0.3203			0.3211			0.3259			0.3466			0.3482		
AdjRsq	0.1852			0.2654			0.2958			0.2980			0.3190			0.3191			0.3224			0.3408			0.3420		
	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
Intercept	-.375		.001	-1.522		.000	-1.463		.000	-2.130		.000	-.720		.000	-.711		.001	-.941		.000	-1.044		.000	-1.136		.000
Weighted, capped GPA	.888	.431	.000	.787	.381	.000	.733	.355	.000	.775	.375	.000	.333	.161	.000	.331	.161	.000	.371	.180	.000	.406	.197	.000	.410	.199	.000
SAT — SAT composite[1]				.001	.288	.000							.001	.488	.000												
SAT reasoning[2]							.001	.341	.000							.001	.504	.000	.001	.506	.000	.001	.498	.000	.001	.459	.000
High School Rank — Rank: capped GPA													.006	.211	.000	.006	.210	.000	.005	.188	.000	.005	.174	.000	.005	.171	.000
Rank: SAT1 verbal										-.001	-.040	.041	-.003	-.101	.000	-.002	-.100	.000	-.002	-.098	.000	-.002	-.083	.000	-.002	-.066	.002
Rank: SAT1 math										-.001	-.053	.013	-.002	-.080	.000	-.002	-.080	.000	-.002	-.078	.000	-.002	-.078	.000	-.002	-.068	.001
Rank: SAT2 writing										.001	.032	.088	-.001	-.034	.079	-.001	-.036	.065	-.001	-.035	.079	-.001	-.036	.066	-.001	-.021	.333
Rank: SAT2 math										-.001	-.033	.120	-.002	-.069	.001	-.002	-.071	.001	-.002	-.073	.001	-.002	-.066	.002	-.001	-.059	.007
Rank: SAT2 other										-.006	-.231	.000															
Rank: A-G courses																.000	-.021	.149	-.001	-.053	.013	-.001	-.058	.007	-.001	-.060	.005
Rank: junior & soph. honors																.000	-.001	.928	.001	.051	.011	.001	.056	.008	.001	.055	.009
Rank: senior honors																.000	.017	.306	.001	.059	.002	.001	.045	.021	.001	.044	.024
missing at least 1 rank variable																-.043	-.015	.281	-.028	-.010	.492	-.033	-.011	.425	-.007	-.002	.875
Courses (Total) — History/Social Science																			-.005	-.015	.369	-.006	-.015	.338	-.005	-.012	.455
English																			.003	.006	.697	.007	.014	.413	.007	.013	.433
Mathematics																			.008	.024	.150	.008	.024	.149	.008	.023	.168
Lab Science																			.003	.009	.597	.004	.013	.431	.005	.013	.409
Language other than English																			.007	.022	.167	.007	.024	.137	.008	.027	.096
Visual and Performing Arts																			.006	.032	.051	.005	.027	.100	.005	.027	.103
College Preparatory Elective																			.002	.011	.509	.003	.014	.395	.004	.019	.252
Total honors																			-.010	-.104	.000	-.011	-.112	.000	-.010	-.105	.000
Pathways Variables[*] — Change in GPA: 9th to 10th																						-.109	-.059	.000	-.110	-.060	.000
Change in GPA: 10th to 11th																						.138	.072	.000	.136	.071	.000
Academic Awards																						.022	.054	.000	.021	.050	.001
Other Awards																						.050	.092	.000	.050	.091	.000
# of AP exams planned																						.013	.031	.033	.014	.032	.028
# of APs exams taken																						-.006	-.013	.473	-.008	-.015	.390
% taken scored 3																						.033	.017	.257	.033	.018	.247
% taken scored 4 or 5																						.038	.021	.186	.040	.022	.169
Total activity hours																						.000	.000	.994	.000	.000	.978
% Volunteer work																						.032	.012	.398	.033	.013	.378
% Employment																						.087	.021	.130	.088	.022	.124
% Outreach (non-UC)																						-.355	-.023	.100	-.334	-.021	.122
% UC Outreach																						-.117	-.019	.169	-.117	-.019	.169
Missing Pathways data																						.004	.002	.900	.013	.006	.679
API — API (2003)-with replacement																									.000	.050	.020
missing API																									-.055	-.036	.018

* Reported by applicants on the UC on-line application.

1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)

2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

UC Irvine: No exclusions

2004 fall freshman entrants

3575 cases used

Outcome: First-year GPA

	Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9		
Rsq	0.1067			0.1727			0.1835			0.2008			0.2065			0.2075			0.2121			0.2326			0.2335		
AdjRsq	0.1064			0.1722			0.1830			0.1992			0.2050			0.2050			0.2079			0.2254			0.2259		
	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p	B	Beta	p
Intercept	.473		.000	-.722		.000	-.916		.000	-1.591		.000	-.699		.005	-.676		.006	-.720		.007	-.558		.044	-.543		.051
Weighted, capped GPA	.644	.327	.000	.594	.302	.000	.608	.308	.000	.678	.344	.000	.390	.198	.000	.398	.202	.000	.413	.210	.000	.435	.221	.000	.430	.218	.000
SAT SAT composite[1]				.000	.258	.000				.001	.428	.000															
SAT reasoning[2]							.001	.278	.000				.001	.400	.000	.001	.398	.000	.001	.399	.000	.001	.328	.000	.001	.354	.000
High School Rank Rank: capped GPA													.004	.164	.000	.004	.162	.000	.004	.154	.000	.004	.132	.002	.004	.134	.002
Rank: SAT1 verbal										.000	.018	.405	.000	-.015	.479	.000	-.011	.606	.000	-.016	.478	.000	-.016	.474	-.001	-.026	.279
Rank: SAT1 math										-.001	-.061	.012	-.002	-.081	.001	-.002	-.079	.001	-.002	-.078	.002	-.002	-.068	.005	-.002	-.072	.003
Rank: SAT2 writing										.000	.018	.413	-.001	-.040	.071	-.001	-.038	.095	-.001	-.041	.074	-.001	-.029	.208	-.001	-.038	.127
Rank: SAT2 math										-.002	-.077	.002	-.002	-.102	.000	-.002	-.102	.000	-.002	-.092	.000	-.002	-.082	.001	-.002	-.085	.001
Rank: SAT2 other										-.004	-.180	.000															
Rank: A-G courses																-.001	-.025	.115	-.001	-.056	.014	-.002	-.065	.004	-.002	-.069	.002
Rank: junior & soph. honors																.000	-.012	.506	.000	.014	.556	.000	.008	.725	.000	.015	.526
Rank: senior honors																.000	.001	.966	.001	.021	.312	.000	.007	.740	.000	.011	.615
missing at least 1 rank variable																-.046	-.011	.476	-.053	-.012	.412	-.031	-.007	.634	-.001	.000	.994
Total Courses History/Social Science																			.017	.042	.013	.018	.044	.009	.019	.048	.005
English																			-.011	-.018	.300	-.010	-.016	.370	-.010	-.016	.362
Mathematics																			.003	.009	.608	.003	.010	.568	.003	.010	.554
Lab Science																			-.012	-.036	.034	-.012	-.034	.043	-.012	-.034	.047
Language other than English																			.000	.000	.989	.003	.009	.583	.004	.013	.459
Visual and Performing Arts																			.007	.045	.012	.008	.051	.005	.009	.054	.003
College Preparatory Elective																			.005	.024	.177	.006	.031	.076	.007	.036	.046
Total honors																			-.003	-.034	.206	-.006	-.060	.034	-.006	-.068	.017
Pathways Variables* Change in GPA: 9th to 10th																						-.055	-.031	.062	-.053	-.029	.075
Change in GPA: 10th to 11th																						.105	.058	.000	.103	.056	.000
Academic Awards																						.017	.041	.015	.017	.041	.014
Other Awards																						.026	.049	.004	.026	.049	.004
# of AP exams planned																						.019	.054	.001	.019	.054	.001
# of APs exams taken																						.001	.003	.875	-.001	-.002	.939
% taken scored 3																						.086	.048	.004	.086	.047	.004
% taken scored 4 or 5																						.180	.100	.000	.179	.099	.000
Total activity hours																						.000	.016	.341	.000	.015	.381
% Volunteer work																						-.025	-.009	.558	-.025	-.009	.558
% Employment																						-.019	-.006	.706	-.019	-.006	.709
% Outreach (non-UC)																						-.587	-.033	.030	-.580	-.033	.033
% UC Outreach																						-.028	-.005	.754	-.035	-.006	.690
Missing Pathways data																						-.100	-.041	.011	-.095	-.039	.015
API API (2003)-with replacement																									.000	-.022	.380
missing API																									-.046	-.028	.075

* Reported by applicants on the UC on-line application.

1 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal+ 2(SAT2 Other)

2 Approximation of new SAT composite: average(Sat1 Math,SAT2 Math) + SAT2 Writing +SAT 1 Verbal

MEMORANDUM

April 4, 2007

TO: Mark Rashid, Chair, BOARS Subcommittee, UC Academic Senate
FROM: Roger Studley, Assistant Director, Admissions Research & Evaluation, UCOP
SUBJECT: Entitled to Review – Third set of data simulations

Data Requested

The attached data (4pp.) contain follow-up analyses related to "Tasks 1 & 2" of your December memo requesting analyses related to BOARS' development of the concept of "Entitled to Review" (ETR). These data update the data presented at the March BOARS meeting by (i) adding matriculation data to the ETR scenarios and (ii) adding a scenario, described in your March 29 email, that reflects BOARS' current thinking on an ETR proposal.

Description of Data Provided

Each page of the attached data corresponds to one of the following scenarios:

- **Page 1:** Students who, at the end of their junior year, had (i) completed, with a grade of C or better, the 11 a-g courses required for ELC eligibility, (ii) achieved a 2.8 minimum unweighted a-g GPA, and (iii) taken the SAT I or ACT examination. (Note that students were not required to take a writing examination because it was not part of the SAT I or ACT examinations for the cohort of students graduating high school in 2003, the year from which the data sample was drawn.) *This scenario reflects BOARS' current thinking on an ETR proposal.*

- **Page 2:** Students who, at the end of their junior year, had completed, with a grade of C or better, the 11 a-g courses required for ELC eligibility. In contrast to the previous scenario, no minimum GPA or test-taking requirements are imposed in this scenario.

- **Page 3:** Students who, by the end of their senior year, fulfilled the 15 unit a-g course requirement with a grade of C or better in each course. No minimum GPA or test-taking requirements are imposed.

- **Page 4:** Students meeting CSU's 2003 eligibility requirements.

Each page/table has 9 columns of data:

- **Column 1:** Contains estimated characteristics for the entire cohort of California public high school graduates in 2003 (the year from which the sample was drawn).

Note that these characteristics are <u>not</u> the actual characteristics of the 2003 cohort. They are the characteristics of the 54-school sample on which the simulations (and the 2003 CPEC Eligibility Study) were based. As such, they provide a consistent basis of comparison for the scenarios. Sample stratification was based on four strata, created by dividing public high schools into (i) those with and without a large proportion of African American students and (ii) those with API scores above or below the median. On these dimensions, therefore, the weighted sample estimates are likely to closely reflect the underlying population; on other dimensions, the correspondence between the sample and the population will be weaker. For example, while the population estimate for API deciles 1-5 is 48% (which is close to the expected 50%), the estimate for deciles 1-3 is only 20% (relatively far from the expected 30%).

- **Column 2:** Contains the ETR estimate for the given scenario. The "College Aspirations" rows at the bottom of the page have been added to suggest likely number of applicants from the ETR population. The "Stimulated Applicants (Projected)" row uses a rough estimate of the stimulation effect of the ELC program (12% additional applicants) to produce an estimate of the number of students who might apply to UC under an ETR policy.

- **Columns 3-5:** These columns partition the simulated ETR populations into three (mutually exclusive and exhaustive) groups:
  - Students currently eligible for UC either in the Local Context or by Examination Alone. (These students might retain their guarantee of admission to the UC system if an ETR-type admissions/eligibility model were adopted.)
  - Students currently eligible for UC but only in the Statewide Context. (These students would no longer have guarantee of admission to the UC system, but they would remain eligible for review if and ETR-type model were adopted.)
  - Students not previously eligible for UC but who meet the ETR definition under consideration in the present scenario.

- **Columns 6-9:** These columns attempt to suggest the number of ETR students who might apply to UC. Column 6, a "lower bound" estimate, comprises ETR-designated students who *did* apply to UC in 2003. Column 7 comprises the subset of these students who ultimately enrolled at UC. Column 8 comprises ETR-designated students who show up in the National Student Clearinghouse as having matriculated at *any* 4-year college (not just at UC). Column 9, which might be considered an "upper bound" estimate, adds students who matriculated at any 2-year college to the column 8 total.

Simulations of "Entitled to Review"

Scenario: (i) "ELC 11" A-G Requirement, (ii) 2.8 Minimum Unweighted GPA, and (iii) Must Take ACT or SAT Reasoning Examination

	High School Graduates (Estimated from Sample)	EFR Students: All	EFR Students with Guarantee (ELC or EEA)	EFR Students w/out Guarantee (ESC Only)	EFR Students Previously Ineligible	EFR Students: Applied to UC (Historical)	EFR Students: Enrolled at UC (Historical)	EFR Students: Enrolled at a 4-Yr College (Historical)	EFR Students: Enrolled Anywhere (Historical)
Number in Sample (of 18,660)	18,660	4,540	961	1,878	1,701	2,778	1,467	3,309	4,111
Population Estimate (weighted)	335,658	72,404	15,217	28,501	28,686	41,707	21,879	51,694	65,266
Percent of High School Grads	100.0%	21.6%	4.6%	8.5%	8.6%	12.5%	6.6%	15.4%	19.5%
Gender									
Female	52%	60%	60%	59%	61%	58%	59%	60%	60%
Male	48%	40%	40%	41%	39%	42%	41%	40%	40%
Ethnicity									
African American	10%	5%	2%	5%	6%	5%	4%	6%	5%
Latino	31%	15%	11%	14%	17%	14%	11%	14%	14%
Native American	1%	1%	1%	1%	1%	1%	0%	1%	1%
Asian American	17%	29%	35%	36%	20%	37%	44%	30%	29%
White	40%	50%	50%	44%	56%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA									
Students Completing A-G	27%	85%	90%	100%	68%	89%	90%	88%	86%
Mean GPA (unweighted)	3.33	3.44	3.78	3.40	3.27	3.52	3.55	3.48	3.45
Mean GPA (weighted, capped)	3.45	3.58	3.95	3.54	3.36	3.68	3.71	3.62	3.58
All Students									
Mean GPA (unweighted)	2.63	3.42	3.78	3.40	3.26	3.51	3.55	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.56	3.94	3.54	3.36	3.67	3.71	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	18%	1%	14%	32%	10%	7%	14%	18%
3.20 - 3.59	14%	36%	9%	42%	44%	32%	31%	35%	36%
3.60 - 3.99	9%	30%	37%	37%	20%	36%	37%	33%	31%
4.00 and above	4%	15%	53%	7%	3%	22%	25%	18%	15%
Academic Performance									
Deciles 1, 2, and 3 (bottom)	20%	13%	17%	11%	14%	15%	15%	14%	13%
Deciles 4 and 5	28%	22%	21%	16%	29%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	24%	26%	28%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	38%	38%	47%	29%	44%	45%	39%	38%
College Aspirations									
Applied to UC	16%	58%	83%	85%	17%	100%	100%	68%	60%
Stimulated Applicants (Projected)	18%	65%	--	--	--	--	--	--	--
Enrolled at UC	8%	30%	51%	43%	6%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	71%	87%	80%	54%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	90%	93%	94%	85%	94%	100%	100%	100%

Simulations of "Entitled to Review"
Scenario: "ELC 11" A-G Requirement

	High School Graduates (Estimated from Sample)	EFR Students: All	EFR Students with Guarantee (ELC or EEA)	EFR Students w/out Guarantee (ESC Only)	EFR Students Previously Ineligible	EFR Students: Applied to UC (Historical)	EFR Students: Enrolled at UC (Historical)	EFR Students: Enrolled at a 4-Yr College (Historical)	EFR Students: Enrolled Anywhere (Historical)
Number in Sample (of 18,660)	18,660	5,785	989	1,978	2,818	2,958	1,511	3,650	5,086
Population Estimate (weighted)	335,658	91,226	15,731	29,744	45,751	43,986	22,435	56,208	80,045
Percent of High School Grads	100.0%	27.2%	4.7%	8.9%	13.7%	13.1%	6.7%	16.8%	23.9%
Gender									
Female	52%	57%	59%	58%	57%	57%	58%	59%	58%
Male	48%	43%	41%	42%	43%	43%	42%	41%	42%
Ethnicity									
African American	10%	6%	2%	5%	8%	5%	4%	7%	6%
Latino	31%	16%	12%	14%	19%	14%	11%	14%	15%
Native American	1%	1%	1%	1%	1%	1%	0%	1%	1%
Asian American	17%	28%	36%	36%	20%	37%	44%	30%	27%
White	40%	49%	49%	44%	52%	42%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA									
<u>Students Completing A-G</u>	27%	78%	89%	100%	60%	87%	89%	86%	80%
Mean GPA (unweighted)	3.33	3.37	3.77	3.37	3.18	3.49	3.53	3.44	3.38
Mean GPA (weighted, capped)	3.45	3.50	3.93	3.52	3.26	3.65	3.69	3.58	3.51
<u>All Students</u>									
Mean GPA (unweighted)	2.63	3.30	3.76	3.37	3.10	3.47	3.53	3.41	3.32
Mean GPA (weighted, capped)	2.68	3.42	3.92	3.52	3.18	3.62	3.69	3.55	3.44
Below 2.80 (weighted, capped)	55%	9%	0%	1%	17%	2%	0%	3%	8%
2.80 - 3.19	17%	22%	3%	16%	32%	13%	9%	17%	21%
3.20 - 3.59	14%	32%	9%	40%	34%	30%	30%	32%	32%
3.60 - 3.99	9%	25%	37%	36%	14%	34%	36%	31%	26%
4.00 and above	4%	12%	51%	6%	2%	21%	24%	17%	13%
Academic Performance									
Deciles 1, 2, and 3 (bottom)	20%	14%	17%	11%	16%	15%	15%	15%	14%
Deciles 4 and 5	28%	24%	21%	16%	29%	16%	16%	21%	24%
Deciles 6 and 7	27%	25%	24%	26%	25%	25%	24%	26%	24%
Deciles 8, 9, and 10 (top)	24%	36%	38%	47%	29%	44%	45%	39%	37%
College Aspirations									
Applied to UC	16%	48%	82%	85%	13%	100%	100%	65%	52%
Stimulated Applicants (Projected)	18%	54%	--	--	--	--	--	--	--
Enrolled at UC	8%	25%	50%	42%	4%	51%	100%	40%	28%
Enrolled at Any 4-Year College	25%	62%	85%	80%	42%	83%	100%	100%	70%
Enrolled at Any 2- or 4-Year College	69%	88%	93%	93%	82%	94%	100%	100%	100%

Simulations of "Entitled to Review"
Scenario: "Freshman 15" A-G Requirement

	High School Graduates (Estimated from Sample)	EFR Students: All	EFR Students with Guarantee (ELC or EEA)	EFR Students w/out Guarantee (ESC Only)	EFR Students Previously Ineligible	EFR Students: Applied to UC (Historical)	EFR Students: Enrolled at UC (Historical)	EFR Students: Enrolled at a 4-Yr College (Historical)	EFR Students: Enrolled Anywhere (Historical)
Number in Sample (of 18,660)	18,660	5,198	877	2,131	2,190	2,716	1,383	3,485	4,615
Population Estimate (weighted)	335,658	82,991	14,094	32,131	36,766	40,820	20,772	54,543	73,605
Percent of High School Grads	100.0%	24.8%	4.2%	9.6%	11.0%	12.2%	6.2%	16.3%	22.0%
Gender									
Female	52%	60%	60%	58%	62%	57%	58%	61%	60%
Male	48%	40%	40%	42%	38%	43%	42%	39%	40%
Ethnicity									
African American	10%	6%	2%	6%	8%	5%	4%	7%	6%
Latino	31%	17%	12%	16%	21%	14%	11%	16%	16%
Native American	1%	1%	0%	1%	1%	1%	0%	1%	1%
Asian American	17%	27%	36%	35%	17%	37%	44%	29%	27%
White	40%	48%	49%	43%	53%	43%	40%	47%	49%
Unknown	1%	0%	1%	1%	0%	1%	1%	1%	0%
High School GPA									
<u>Students Completing A-G</u>	27%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.33	3.33	3.77	3.36	3.13	3.48	3.53	3.40	3.34
Mean GPA (weighted, capped)	3.45	3.45	3.93	3.51	3.21	3.63	3.68	3.53	3.46
<u>All Students</u>									
Mean GPA (unweighted)	2.63	3.33	3.77	3.36	3.13	3.48	3.53	3.40	3.34
Mean GPA (weighted, capped)	2.68	3.45	3.93	3.51	3.21	3.63	3.68	3.53	3.46
Below 2.80 (weighted, capped)	55%	6%	0%	1%	13%	2%	0%	4%	6%
2.80 - 3.19	17%	23%	3%	17%	35%	13%	9%	18%	22%
3.20 - 3.59	14%	33%	9%	41%	36%	30%	30%	32%	33%
3.60 - 3.99	9%	26%	36%	35%	14%	34%	36%	30%	27%
4.00 and above	4%	12%	53%	7%	1%	21%	24%	16%	13%
Academic Performance									
Deciles 1, 2, and 3 (bottom)	20%	13%	15%	12%	13%	13%	13%	14%	13%
Deciles 4 and 5	28%	23%	20%	16%	31%	16%	15%	21%	24%
Deciles 6 and 7	27%	26%	25%	27%	26%	26%	25%	26%	25%
Deciles 8, 9, and 10 (top)	24%	37%	40%	45%	29%	45%	47%	39%	38%
College Aspirations									
Applied to UC	16%	49%	83%	84%	5%	100%	100%	63%	52%
Stimulated Applicants (Projected)	18%	55%	--	--	--	--	--	--	--
Enrolled at UC	8%	25%	51%	41%	1%	51%	100%	38%	28%
Enrolled at Any 4-Year College	25%	66%	87%	79%	46%	84%	100%	100%	74%
Enrolled at Any 2- or 4-Year College	69%	89%	92%	93%	84%	94%	100%	100%	100%

Simulations of "Entitled to Review"
Scenario: CSU Eligible

	High School Graduates (Estimated from Sample)	EFR Students: All	EFR Students with Guarantee (ELC or EEA)	EFR Students w/out Guarantee (ESC Only)	EFR Students Previously Ineligible	EFR Students: Applied to UC (Historical)	EFR Students: Enrolled at UC (Historical)	EFR Students: Enrolled at a 4-Yr College (Historical)	EFR Students: Enrolled Anywhere (Historical)
Number in Sample (of 18,660)	18,660	6,057	951	2,109	2,997	2,985	1,510	3,986	5,376
Population Estimate (weighted)	335,658	96,376	15,191	31,843	49,342	44,469	22,386	61,817	85,225
Percent of High School Grads	100.0%	28.7%	4.6%	9.5%	14.7%	13.3%	6.7%	18.5%	25.4%
Gender									
Female	52%	60%	61%	58%	61%	58%	59%	60%	60%
Male	48%	40%	39%	42%	39%	42%	41%	40%	40%
Ethnicity									
African American	10%	7%	2%	6%	9%	5%	4%	8%	7%
Latino	31%	18%	11%	16%	21%	14%	11%	16%	17%
Native American	1%	1%	1%	1%	1%	1%	0%	1%	1%
Asian American	17%	26%	35%	35%	18%	36%	44%	28%	26%
White	40%	48%	50%	43%	51%	43%	40%	47%	49%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA									
<u>Students Completing A-G</u>	27%	84%	93%	100%	70%	91%	92%	87%	84%
Mean GPA (unweighted)	3.33	3.35	3.77	3.36	3.16	3.48	3.53	3.41	3.35
Mean GPA (weighted, capped)	3.45	3.47	3.93	3.51	3.24	3.63	3.69	3.54	3.48
<u>All Students</u>									
Mean GPA (unweighted)	2.63	3.31	3.76	3.36	3.13	3.46	3.52	3.37	3.32
Mean GPA (weighted, capped)	2.68	3.42	3.92	3.51	3.21	3.62	3.68	3.50	3.43
Below 2.80 (weighted, capped)	55%	7%	0%	1%	13%	2%	0%	5%	7%
2.80 - 3.19	17%	24%	3%	17%	36%	13%	10%	20%	24%
3.20 - 3.59	14%	33%	9%	41%	35%	31%	30%	32%	33%
3.60 - 3.99	9%	25%	37%	35%	14%	34%	36%	29%	25%
4.00 and above	4%	11%	51%	7%	2%	20%	24%	15%	12%
Academic Performance									
Deciles 1, 2, and 3 (bottom)	20%	14%	15%	12%	14%	14%	14%	14%	13%
Deciles 4 and 5	28%	24%	21%	16%	30%	17%	15%	21%	24%
Deciles 6 and 7	27%	26%	24%	27%	26%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	36%	39%	45%	29%	44%	46%	38%	37%
College Aspirations									
Applied to UC	16%	46%	82%	84%	10%	100%	100%	60%	49%
Stimulated Applicants (Projected)	18%	52%	--	--	--	--	--	--	--
Enrolled at UC	8%	23%	50%	42%	3%	50%	100%	36%	26%
Enrolled at Any 4-Year College	25%	64%	86%	79%	48%	83%	100%	100%	73%
Enrolled at Any 2- or 4-Year College	69%	88%	92%	93%	84%	94%	100%	100%	100%