UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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Assembly of the Academic Senate
Academic Council
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February 28, 2008

SYSTEMWIDE SENATE COMMITTEE CHAIRS
DIVISION CHAIRS

RE: Systemwide Senate Review of the BOARS' Revised "Proposal to Reform UC's Freshman Eligibility Policy"

Dear Systemwide Senate Committee and Division Chairs:

On behalf of Chair Michael T. Brown, the above report is being forwarded for your review and comments. As background information, the Academic Council endorsed sending out for systemwide Senate review BOARS' original "Proposal to Reform UC's Freshman Eligibility Policy" in August 2007. In December 2007, the Academic Council reviewed the responses resulting from that systemwide review and requested that BOARS address Council's concerns (see attached letter, revised January 11, 2008). BOARS has responded, and at its February 27, 2008 meeting the Academic Council 1) reviewed the letter from BOARS indicating how they responded to Council's concerns and 2) the revised proposal, and endorsed sending this proposal out for systemwide Senate review.

We request that Systemwide Committees and Divisions **submit responses by no later than May, 2, 2008.**

As a reminder to Systemwide Senate Committee Chairs, **request for comments are sent out to all System-wide Committees. Each committee may decide whether or not to opine.** Please notify the Senate Office either directly by emailing me or through your Committee Analyst, if your committee chooses not to participate in this review.

Cordially,

María Bertero-Barceló, Executive Director
Academic Senate

Encl: 1. **BOARS' Revised "Proposal to Reform UC's Freshman Eligibility Policy"**
2. 01/11/08 letter from Chair Brown to BOARS Chair Rashid

Copy: Academic Council Chair Michael T. Brown
Divisional Senate Directors
Academic Senate Committee Analysts

UNIVERSITY OF CALIFORNIA

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BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
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February 20, 2008

MICHAEL T. BROWN, CHAIR
ACADEMIC COUNCIL

Re: BOARS' Revised Proposal to Reform UC's Freshman Eligibility Policy

Dear Michael,

On behalf of BOARS, I am pleased to submit this revised proposal to reform UC's freshman eligibility construct. The proposal has been modified to include a much more extensive admission guarantee than did the original, with both school-based (i.e. local context) and statewide components.

As you note in your December 2007 memo, many respondents in the Senate-wide review expressed a wish for more complete data and explanations. The current document more fully explains BOARS' reasoning and rationale and includes extensive data, most of which appears as appendices. The balance of this letter contains responses to the reviewer comments you identified in your memo, with references to the relevant parts of the proposal document.

Responses to Specific Concerns

Cost/Resources

UCI, UCSB, UCD, UCM, UCSC, and UCOPE all expressed concern about the potential for increased costs to campuses incurred by a greater application volume. It might be mentioned that BOARS too is concerned about campus admissions-office workload. The committee has a long history of working directly and closely with admissions staff and administrators both at UCOP and on each campus, and we are truly awed by the extraordinary work they do, often under difficult circumstances. BOARS is gratified to know that so many faculty share our concerns about admissions-processing workload.

The proposal now contains a section on fiscal impact (section V), which presents a thorough analysis of issues related to application-processing costs. Please refer to section V for full information; however, a few key points are worthy of mention here.

The question of the magnitude of the increase in application volume is a difficult one to answer with certainty, because it depends on future applicant behavior. However, it seems reasonable to estimate an upper bound for the number of entitled-to-review (ETR) students who would apply to UC as the number of students who satisfy the ETR criteria, and who either apply to UC, or enroll at some non-UC four-year institution following graduation from high school. On this basis, we estimate that the application volume might increase by at most 25%. To put this number in perspective, between 1995 and 2006 UC experienced a 55% increase in unduplicated freshman applications. The increases at the campuses were much greater, ranging from 78% at Berkeley to 168% at Riverside. In 2008, UC experienced an increase in unduplicated freshman applicants of nearly 10% over 2007.

On the revenue side, section V details the fate of the $60 application fee. Of each $60 fee, $40 goes directly to each campus as part of its general fund. $15 is earmarked for admissions processing, most of which goes to the campuses, with a smaller percentage reserved by UCOP to support processing activities. $5 stays at UCOP for admissions systems development.

Estimates of the marginal cost of application processing are not readily obtainable, nor are they well-approximated by unit budget divided by application volume. This is because most admissions offices also support other functions, such as recruitment and yield activities. However, the Berkeley campus recently undertook an exercise designed to estimate the cost of application processing, and arrived at a figure of $38 per application. It is noted that Berkeley's read process is among the most labor-intensive in the system.

With reference to the comment that campuses may have to bear higher academic-support and remediation costs as a result of the proposed policy (UCSB, UCSC), we can only note that any such additional costs would be essentially impossible to estimate. However, BOARS is highly skeptical that such added costs would actually materialize. This skepticism is based on the observation that the newly-proposed guarantee structure, which will apply to approximately 10% of California's high school graduates, results in a higher average GPA than does the current eligibility construct. In any case, all admits, whether they receive a guarantee or not, are subject to selection by comprehensive review: the profile of each campus's admit pool is a product of the campus's selection process, which is, in turn, entirely under the control of the division's senate. The ETR construct is intended to broaden the pool of applicants subject to comprehensive review, with the hope and expectation that a broadened applicant pool will lead to a higher-quality admit pool.

One division commented that it would be desirable to secure University support to cover projected cost increases before proceeding with the recommended changes. The data provided in section V indicates that application processing is a self-supporting activity, and in fact may be revenue-positive to the campuses. (BOARS does acknowledge, however, the human effort involved in quickly building the infrastructure necessary to absorb more applications.) In any case, it is simply not within the realm of possibility that the administration would commit to fund unknown costs of vaguely-specified origin relating to a change in policy. Virtually any amendment to admissions policy carries some kind of fiscal impact; should the faculty demand guarantees relating to this impact, then this would effectively cede the Senate’s authority over admissions policy to the administration.

Public Reaction to Changes in the Admission Guarantee

Many respondents (UCB, UCD, UCLA, UCR, UCSB, UCSC, UCSD, and UCEP) expressed considerable concern about the diminished presence of guaranteed admission, via the referral pool, in the original proposal. As noted above and fully explained in section IV, the revised proposal calls for both within-school and statewide criteria that would confer a guarantee of admission to the system to about 10% of California high school graduates. The balance of admission offers would be made to students who are entitled to a review, but who are not guaranteed admission if they are denied at all campuses to which they apply. The structure of the proposed policy is similar to UCEP's suggestion (versions of which were also put forward by UCB and UCSD). Full details, including the rationale for the recommended guarantee criteria, are given in section IV.

It bears emphasis that the problems with the current eligibility construct that were identified by BOARS cannot be meaningfully addressed without retaining at least some form of ETR-like pathway to admission. Further, simple elimination of the SAT Subject exam requirement, while keeping all other elements of the existing policy in place (as suggested by UCSC and UCSD), would lead to a substantial contraction in the size of the applicant pool. The reasons for this are explained in section III.

A number of respondents remarked that the current eligibility policy is transparent, and serves as a strong motivator for applicants to work hard in high school. BOARS certainly concurs that these are desirable features in the admissions policy of any elite public university. However, the evidence suggests that the current policy is not the most we might hope for in terms of transparency and motivation. These issues are discussed in sections II and III.

The Prospect of Lower Standards for Freshman Admission

Some respondents (UCSD, UCD, UCSB) expressed concern that the ETR construct, as originally formulated, could be seen as a lowering of standards for freshman admission. These concerns were apparently based on the recommended 2.8 (unweighted) minimum GPA for ETR status, as compared to the current 3.0 (weighted) minimum for eligibility. While 2.8 remains the minimum GPA for ETR in the present proposal, it is emphasized that a) this minimum applies to the a-g GPA unweighted by honors bonus points, whereas the eligibility GPA is weighted by up to eight semesters of honors points (see subsection XX), and b) no admission guarantee attends ETR status. Under both the original and revised proposals, the academic qualifications of the admitted pool is under the control of the campus-based selection processes.

Some divisions and committees (UCB, UCI, UCSD, UCOPE) cautioned that loosening the a-g curriculum requirement could have detrimental effects on student quality, schools' commitment to offer college-preparatory courses, or both. The language in the revised proposal has been strengthened (see section IV) to clarify that a-g completion remains an expectation of admits to UC. However, just as now, there will always be unusual circumstances which call for some flexibility in the requirement. These unusual circumstances do not equate to inadequate preparation, but instead are generally characterized by some technical defect in a student's course pattern which is compensated by other aspects of the course record. Also, it is noted that

the particular guarantee structure recommended in section IV is likely to have a strongly encouraging effect on schools in relation to offering a-g-approved courses.

In effect, the revised proposal actually represents a considerably higher standard for guaranteed admission than the current eligibility policy, as explained in section IV. And, the expectation that all admitted students complete the a-g curriculum prior to graduation remains in force.

Implementation and Implications for Comprehensive Review

UCM in particular noted the challenges – fiscal and otherwise – associated with comprehensively reviewing all applicants to the campus. BOARS acknowledges this challenge and notes that it is a special one faced by the Merced campus, as this campus currently reviews the full application only in limited circumstances (Admission by Exception cases, scholarship applicants). However, the revised proposal, with its admission guarantee designed to apply to about 10% of the state's graduates, would seem to offer some opportunity to concentrate application-review resources on only a subset of Merced's applicant pool. Also, the administration-driven move toward sharing of the review process among the campuses is intended to realize some efficiencies that will lessen the burden on all campuses.

UCR commented that suggested revisions to comprehensive review policy lacked detail. In the present proposal, no mention is made of any future policy recommendations relating to comprehensive review. Instead, BOARS has opted to focus entirely on what is actually being proposed – a revision of eligibility policy. A number of respondents quite reasonably construed the passages related to CR as being closely linked to the actual policy proposal. This was not BOARS' intent. The CR processes on each campus remain within the domain of each divisional senate, and BOARS is not at present contemplating any significant revision to the systemwide CR guidelines.

Likewise, implementation details are absent from the present proposal. This was done in recognition of the fact that any such details are at best speculative, and at worst misleading, at this stage. BOARS would expect to collaborate with the administration in decisions about implementation as has historically been the case, but neither the committee nor the Senate generally controls these decisions. Historically, UC has implemented major changes in eligibility policy on a timeline which avoids adversely impacting students who are in the tenth grade at the time the changes are publicized.

BOARS acknowledges UCAAD's concern relating to the possibility of a shifting of emphasis from the SAT Subject exam to SAT Reasoning test scores. In fact we share this concern in the abstract, but we also trust in the wisdom of the campus admissions committees to continue to evolve their review processes in ways which enhance the fairness and quality of the admissions decisions they produce.

Loss of Data from Elimination of the SAT Subject Exam Requirement

UCB, UCSB, and UCI in particular expressed concern about this issue. The rationale for the elimination of the Subject test requirement, which remains a feature of the revised proposal, is explained in section III. In short, analysis of the most recent data indicates that, once other information has been considered such as GPA and SAT Reasoning scores, the Subject exam

scores contribute very little to the prediction of initial success at UC. This observation holds for the general student population and for engineering matriculants; and also when considering Subject exams in general or the Mathematics exam in particular.

The Master Plan

UCR remarked that the proposed policy might appear to represent a unilateral repudiation of California's Master Plan for Higher Education. It is important to realize that the original 1960 Master Plan document makes no mention whatever of "eligibility," admission guarantees, or a statewide GPA/test-score index. It says only that UC is to "draw from the top one-eighth" from among California's graduating seniors. The Master Plan explicitly leaves it to UC to determine the criteria for the top 12.5%. Subsequent reviews and revisions of the Master Plan have acknowledged the concept of eligibility as UC's way of determining who is in the top 12.5%, and have endorsed continuing the practice of guaranteeing admission to all students who are deemed eligible. However, nothing in these documents can be construed as constraining UC's ability to devise its own means of determining the top one-eighth. In fact, the new 2002 Master Plan for Education expresses many of the same concerns that led BOARS to explore alternatives to the current policy. In short, UC is obliged to admit the top 12.5%, but the University has never ceded its authority to determine who is in that select group.

Admission by Exception

The UCSC response pointed to the existing Admission by Exception policy as a possible alternative means for achieving some of proposal's goals, while UCR recommended immediate action to bring A by E "into the daylight" through public dissemination of information about the policy and more robust use of this admission mechanism in practice. While BOARS is sympathetic to the intent of these suggestions, the realities of implementing them are fraught with difficulties. A by E is not emphasized in UC's public communications related to admission, and little guidance is given to prospective A by E admits. The UC admissions website contains only a terse statement that in essence states only that this mechanism exists, and directing interested parties to "contact the Admissions Office at the campus you wish to attend," with links provided to the general admissions websites at the campuses.

The reasons for keeping A by E "behind the curtain" relate in part to the awkwardness of forcefully articulating the University's requirements for eligibility, while at the same time asserting that these requirements are not, in reality, truly required. But perhaps more importantly, campuses – both faculty and administration – have been very reluctant to use A by E extensively because of the inherent difficulties in explaining a decision to admit an "ineligible" applicant over an "eligible" one. In effect, the term "ineligible" so strongly suggests an inferior level of merit that such decisions are seen to represent a liability. The extent to which the perception of lesser merit comports with the facts is explored in section III.

In its divisional response, UCSC reports considerable success with A by E, and we applaud the Santa Cruz campus for this flexibility. Indeed, UCSC's admission rate among its ineligible applicants is among the higher in the system, hovering around 12% for the last two years and 6% in 2005. (During this time, Santa Cruz admitted about 90% of its eligible applicants.) Yet, A by E remains a very small part of the overall admissions picture both at UCSC and Universitywide, with about 2% of all freshman admission offers going to technically ineligible students. The

profile of the 15% of UC's CA-resident applicant pool that is found to be ineligible every year is described in some detail in section III; there are some surprising findings in this analysis.

It is worth noting that, in recent years, BOARS has tried to encourage the judicious use of the A by E mechanism, culminating in the issuance of "Guidelines for the Implementation of University Policy on Admission by Exception." It is our impression that campuses have found these guidelines useful, but they have not resulted in an increase in the use of A by E.

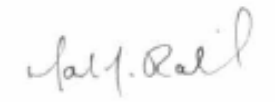
Revisions Suggested by Respondents

The main revision in the present proposal is the introduction of a guaranteed-admission construct that covers the majority of UC admits. The recommended plan is fully consistent with the suggestions of UCB, UCSD, and UCEP. Expansion of ELC is also a feature the proposed policy; such an approach was mentioned by UCSC among others.

UCLA recommended the addition of a section on goals, to appear at the very front of the document. BOARS has acted on this recommendation by including an Executive Summary which begins with a succinct statement of the motivation for seeking to change UC's freshman eligibility policy.

In closing, BOARS is extremely pleased to present the Academic Council with the enclosed revised proposal to reform UC's freshman eligibility construct. We await another round of thoughtful and helpful comments from our engaged Senate partners.

Sincerely,



Mark M. Rashid, Chair
BOARS

cc: BOARS
Maria Bertero-Barcelo, Executive Director, Academic Senate

MMR/mr

EXECUTIVE SUMMARY

BOARS has significantly revised its proposal to modify UC's freshman eligibility construct. The revision benefited significantly from the comments and suggestions from divisions and committees in the Senatewide review of the fall 2007 proposal. These comments pointed in particular to the need for a broader admissions guarantee, and raised some issues worthy of discussion relating to academic quality of the admitted class.

This revised proposal retains the following key elements from the fall 2007 proposal:

- Elimination of the SAT Subject test requirement
    - Individual colleges and majors are still free to recommend submission of specific SAT Subject test scores, just as they are now.
- Entitled to Review (ETR) construct
    - ETR status requires completion of a prescribed 11 out of 15 a-g courses by the end of the 11th grade with a minimum GPA of 2.8 (unweighted by the honors bonus point), and submission of scores from either the SAT Reasoning test or ACT with its optional Writing component.
- No changes to campus-based selection policy and procedures
    - Campuses would continue to use their own comprehensive review procedures to select applicants for admission offers.

In response to Senate feedback, the revised proposal contains the following new element, based on extensive data analyses and simulation:

- A much more extensive admission guarantee that applies to the best California high school graduates, as identified by either a within-school rank or by a statewide index
    - The statewide guarantee criterion is the top 5% based on a GPA/test-score index.
    - The within-school guarantee criterion is the top 12.5% by fully-weighted a-g GPA. Simulations show that this criterion confers an admission guarantee on approximately an additional 5%, over and above the 5% statewide criterion.
    - The admission guarantee would be effected through the referral-pool mechanism, as under current policy.

RATIONALE FOR CHANGING ELIGIBILITY POLICY

The main motivation for seeking to change UC's freshman eligibility policy remains the same, and is easy to appreciate: the current construct guarantees admission on the basis of a very modest standard of academic success, while at the same time excluding some students whose academic accomplishments significantly surpass this standard. We note that, unsurprisingly, this imbalance is disproportionately borne by less-privileged students.

Under current policy, freshman admission decisions at UC are made by the individual campuses, and are based on a comprehensive review of all information available on the application. Campuses generally select freshman admits from among their UC-eligible applicants. Currently, eligibility hinges on a) taking a prescribed set of standardized admissions tests, b) successfully completing the list of courses known as the "a through g curriculum," consisting of 15 year-long college-preparatory courses certified by UC at each high school, and c) meeting an index based on GPA in the a-g courses and a composite test score. There also exists a "local context" pathway: students who are in the top 4% of their high school graduating class, and who have completed all UC-required tests, are deemed eligible. However, nearly all such students also satisfy the statewide eligibility index. All eligible applicants are guaranteed admission to UC via a referral-pool mechanism, wherein eligible applicants who are not accepted by any campus to which they apply are referred for admission to campuses with remaining space. In recent years, only two campuses – Riverside and Merced – have extended offers of admission to students in the referral pool.

The eligibility construct functions to limit the admitted pool of students in two main ways. First, through its public pronouncements, UC discourages applications from students who do not satisfy the eligibility criteria as outlined above. Notwithstanding this discouragement, every year about 15% of California-resident applicants are found to be ineligible, and the overwhelming majority of these (90+%) are denied at every campus to which they apply. Some ineligible applicants have very strong records of academic achievement, but are found to be ineligible for technical reasons. The great majority of these too are denied.

The unintended consequence of the eligibility policy is that it excludes many high-achieving students from UC on the basis of failure to navigate the complexities attending the a-g curriculum and test-pattern requirements. In fact, the GPA/test-score eligibility index sets a quite low standard of performance, with the minimum required GPA (3.0, weighted for honors courses) being significantly lower than the average GPA among all students who complete the a-g curriculum (approximately 3.45, per the 2003 CPEC eligibility study). The compensating test scores corresponding to this minimum GPA are actually below the average for all test-takers nationally. In effect, the eligibility construct guarantees admission to students who correctly comply with its many rules and requirements, while not ensuring an appropriately high level of academic mastery as indicated by grades and test scores. This reality is reflected in the finding, based on CPEC's 2003 eligibility study, that less than 0.5% of the state's graduates missed eligibility because of failure to meet the GPA/test-score index. It therefore seems strained to conceive of the current policy as identifying the "top 12.5%" of California high school graduates, as mandated by the Master Plan for Higher Education. BOARS

asserts that the current policy does not, and that the proposed policy would do a better job.

RECOMMENDED CHANGES TO UC'S ELIGIBILITY POLICY

Faced with these realities, BOARS recommends that UC's eligibility construct be revised along three main dimensions, the first two of which were part of the fall 2007 proposal.

> The SAT Subject test part of the required test pattern would be eliminated as a requirement. Individual colleges and majors would still be free to recommend submission of specific SAT Subject test scores, just as they are now. This recommendation is made on the basis of extensive analyses which show that, after accounting for GPA and SAT core-exam scores, Subject test scores contribute very little to the accuracy of predictions of initial success at UC. Additionally, elimination of this requirement would broaden the pool of students who are visible to UC's admissions processes, and, at the same time, increase the quality of the top 12.5% pool as a whole. This is because the qualifying GPA and SAT core exam scores would have to be raised significantly in order to delineate 12.5% of the state's high school graduates.
>
> Introduction of a new category called Entitled to Review (ETR). ETR status hinges on completion of a prescribed 11 out of 15 a-g courses by the end of the 11th grade with a minimum GPA of 2.8 (without weighting for honors courses), and completion of either the SAT Reasoning test or ACT with its optional Writing component. Students in this category would be entitled to a review at each UC campus to which they apply, but would not be guaranteed admission as a result of their ETR status.

The third dimension reflects a major change in this revised version of the proposal. It provides for a much more substantial admission guarantee structure than in the fall 2007 proposal. Specifically, a large fraction of the ETR pool, amounting to about 10% of the state's graduates, would enjoy an admission guarantee via the referral-pool mechanism. The proposal calls for both statewide and local, or school-based, pathways to guaranteed admission, as is currently the case. It redefines, however, the statewide and school-based guarantees based on extensive simulation work showing that a local criterion that captures a larger percentage than does the statewide index leads to the most desirable outcomes in terms of academic quality and demographics. Specifically, BOARS has identified a statewide criterion of 5% based on GPA/test-score index, and a within-school criterion of 12.5% by fully-weighted a-g GPA, as optimal. Because all students qualifying for guaranteed admission must be ETR and complete the full a-g requirement, the school-based criterion yields an estimated additional 5% over and above the pool identified by the statewide index. Consequently, this combination would result in guaranteed admission, via the referral pool, for approximately 10% of the state's high school graduates.

Under the proposed policy, the ETR pathway is maintained in order to encourage applications from students who miss the guarantee parameters mentioned above, but who are nonetheless the kind of high-achieving students that UC desires. This provision recognizes that admission to the UC system should be based on full information, and not

just on a narrow set of numeric indicators. The problems identified with the current eligibility policy cannot be addressed without providing a robust pathway to admission exclusive of guaranteed admission based on simple indicators and algorithms. We estimate that approximately 2-3% of California high school graduates would be admitted via the ETR pathway without a guarantee.

SUMMARY

This proposed revision of UC eligibility eliminates the SAT Subject test requirement (as did the original proposal), establishes an Entitled to Review pathway (as did the original), and newly introduces a considerably more extensive admission guarantee than did the fall 2007 proposal. This new structure strengthens UC's presence across the state, and thereby upholds the role of admissions policy in promoting a positive relationship between UC and the people of California. This role was repeatedly noted by responding divisions and committees in the Senate review of the fall 2007 proposal. The proposed criteria for awarding individual guarantees actually sets a high standard of academic success as well, in that the average GPA of guaranteed students under the proposed policy would be higher than that of the currently eligible pool. This situation is obviously favorable to campuses who receive referral-pool admits, and promises to make a positive impact on the quality of UC's freshman-admit classes.

I. INTRODUCTION

In 2007, 87,604 students from California, the nation, and the world applied for freshman admission to one or more – typically three to five – University of California campuses. UC campuses responded by extending offers of admission to 71,344 (81.4%) of them. Behind these numbers lies the complex story of UC admissions policy, in which systemwide authority, campus autonomy, Regental action, Senate stewardship, and long tradition all play important roles. California residents typically make up 91% of each year's pool of freshman admits, and for these students and their parents, the story begins in earnest just before the ninth grade, when students are placed into their first high school classes at California's approximately 1400 public and private high schools. By Standing Order of the Regents 105.2, it is UC's faculty, acting through the Academic Senate, who recommend admissions policy to the Regents. For the Senate and its relevant committees, the story of freshman admission is an ongoing one of constant examination and re-examination, analysis, and renewal.

Freshman applicants to UC complete a single on-line application in November of their Senior year in high school. Applicants indicate at which of UC's nine general campuses they wish to be considered, and pay a $60 application fee ($70 for international students) for each campus selected. Each applicant's file is considered simultaneously at all campuses indicated by the student, and offers of admission are extended by the admitting campuses in March. Selection processes differ from campus to campus – in some respects markedly – but each process must conform to an overarching policy construct known as Comprehensive Review (CR). The CR policy is embodied in the "Guidelines

for Implementation of University Policy on Undergraduate Admissions"[1] ("the Guidelines"), a 2002 document which grew out of extensive, Senate-wide deliberation during 2001. This work in turn built on the findings of a 1995 task force on undergraduate admissions. The Guidelines articulate a set of eight guiding principles for the design of campus-based selection processes, along with 14 selection criteria that can be used in these processes. Both are remarkably general in character: the guiding principles in essence say that the selection process must honor high academic achievement while assessing this achievement in the context of each applicant's circumstances; that a broad range of criteria should be considered in assessing the merit of each applicant; and that no applicant shall be denied admission without a comprehensive review of her/his qualifications. The 14 selection criteria are similarly general, and include e.g. the "quality of the senior year program of study" and "outstanding work in one or more special projects in any academic field of study," in addition to the familiar GPA and standardized test scores. The Guidelines are silent on the issue of relative weights applied to the various categories of selection criteria.

Taken together, the eight guiding principles and 14 selection criteria of the Guidelines afford considerable latitude to divisional senate admissions committees in the formulation of their campus's selection process. Indeed, the Guidelines constitute a rather main-stream admissions policy statement when viewed from the context of freshman admissions at elite public and private institutions nationwide. Students apply to and are admitted by individual campuses based on a review of all the information in their files, with primary emphasis placed on academic accomplishment and personal talent in the high school years. In broad strokes, this is how admissions decisions are made at elite institutions across the country.

What sets UC's undergraduate admissions policy apart is a second major element, unique to UC, which controls access to Comprehensive Review and therefore to the University. This second element is the eligibility construct. The present proposal recommends changes to UC's eligibility policy. Although no modifications to comprehensive review are recommended herein, it is impossible to fully appreciate the consequences and effects of eligibility without an understanding of both eligibility and selection. The following section attempts to provide this understanding.

II. HOW FRESHMEN ARE CURRENTLY ADMITTED TO UC

In this section we describe, in some detail, the process by which freshmen are currently admitted to UC. We present the definitions of "eligibility," "selection," and "admission by exception," as published on UC web sites. We describe the rather confusing relationship that currently exists among these concepts, and we explain how the current BOARS proposal would enable UC to give the public a clear message about preparation for college and success in a competitive admissions environment. We also provide evidence that considering information on applicants beyond what currently counts for UC eligibility can lead to better prediction of who will succeed at UC.

[1] http://www.ucop.edu/sas/adguides.html

At the outset, it is essential to realize that students apply to campuses, and are admitted by campuses. On the application form, students check a box for each campus to which they want their applications sent. The typical freshman applicant currently applies to four campuses. Each campus selects from among the students who apply to that campus, and sends offers of admission to those students. Campuses base their selection on a review of students' entire applications. Students come to UC only if they receive an offer of admission from a campus.

At the same time, UC currently defines some students as "eligible" for guaranteed admission. While selection by campuses relies on a review of students' entire applications, eligibility for UC is still defined only in terms of courses and tests taken, grades, and test scores. "Eligible" students who are not admitted to any of the campuses to which they apply are placed in a referral pool, and are offered admission to a campus that still has spaces available. Currently, only Merced and Riverside admit students from the referral pool. All other campuses are receiving more applications from UC-eligible students than they can accept.

Even though all campuses except Merced and Riverside now deny admission to many applicants who meet the criteria for UC eligibility, all campuses also admit small numbers of students who do not satisfy the eligibility criteria. This is consistent with long-standing UC policy, which allows up to six percent of newly enrolled students on each campus to be admitted "by exception." Most campuses now state on their web sites that they review all applications, regardless of eligibility. Even the campuses that say they restrict their consideration to eligible applicants also admit some non-eligible students. Evidently, after reviewing entire applications, campuses find that some non-eligible applicants are, in fact, more qualified than some others who are UC-eligible.

The changes proposed by BOARS would clarify and improve current policy. Most of the "top one-eighth" of graduating seniors from California would still be identified by relatively simple measures and guaranteed admission to UC, as they are now. It is reasonable to expect that fuller information, beyond the two quantitative measures that figure in eligibility, is required to make sound decisions about the balance of the top 12.5%. Accordingly, students who do not meet the criteria for guaranteed admission, but who are close, would have their applications reviewed by campuses to which they apply. Campuses would continue to use the same comprehensive review processes they are using now. Decisions about whether to admit these non-guaranteed students would not hinge on narrow, technical determination of whether particular eligibility requirements have been met. Instead, these decisions would be based on consideration of all information in the application, using the same process campuses already employ to select from among eligible applicants.

Table 1

Numbers of California Resident Applicants Admitted or Not Admitted as Freshmen in Fall[1] 2007 At Each Campus, by Applicant's Eligibility Status

Campus Where Applied[2]	Eligibility Status[3]	Not Admitted by Campus Where Applied	Admitted by Campus Where Applied
Berkeley			
	Ineligible	2,968	35
	Eligible	24,316	8,939
Davis			
	Ineligible	3,286	283
	Eligible	10,327	19,211
Irvine			
	Ineligible	4,433	60
	Eligible	12,065	20,968
Los Angeles			
	Ineligible	4,389	118
	Eligible	29,083	10,348
Merced			
	Ineligible	1,374	250
	Eligible	130	13,101[4]
Riverside			
	Ineligible	2,862	725
	Eligible	367	22,005[4]
San Diego			
	Ineligible	3,669	95
	Eligible	19,874	17,218
Santa Barbara			
	Ineligible	4,021	132
	Eligible	12,979	20,572
Santa Cruz			
	Ineligible	2,609	377
	Eligible	1,416	18,369
Systemwide Total			
	Ineligible	9,466	1,587[5]
	Eligible	7,073	56,364[6]

Source: UC Office of the President.
Notes:
1. Excludes freshmen admitted for winter or spring term.
2. Students are counted at each campus to which they apply. Most students apply to more than one campus.
3. Applicants are estimated to be UC-eligible if admitted by a campus and not designated by that campus as admitted by "special action" or "by exception."
4. Includes students admitted from referral pool.
5. Total number of students who did not meet UC eligibility criteria but were offered admission at a campus to which they applied.
6. This number does not include students admitted through the referral pool. An additional 7,036 were placed in the referral pool and received offers from Riverside, Merced, or both.

II.a Results of 2007 Freshman Admission Process, and Some Puzzles

Table 1 summarizes results of the freshman admission process for 2007. Only California applicants are counted here. Several important features of the UC admission process are apparent from Table 1. First, most campuses deny admission to large numbers of applicants even though they meet the criteria for UC eligibility. Davis, for example, turned away more than 10,000 UC-eligible seniors graduating from California high schools. Irvine denied admission to more than 12,000 eligibles; Santa Barbara almost 13,000. The numbers are even bigger at San Diego and Berkeley, and biggest of all at UCLA, which turned down applications from more than 29,000 UC-eligible California residents. The surplus of eligible applicants at most campuses is the reason why campuses for several years have been obliged to select among them, using comprehensive review to judge each application.

Most students apply to more than one campus. Even if denied admission by one or more campuses they may be admitted by one or more others. The bottom row of Table 1 shows that 56,364 of the UC-eligible applicants did receive an offer of admission from at least one of the campuses to which they applied. That is 89% of the eligible California applicants. Of the other 7,073, almost all were placed in the referral pool, and subsequently received offers of admission from one of the campuses that still had space in 2007, either Merced or Riverside or both.

Even though campuses turn away eligible applicants, Table 1 shows that all campuses also admit some students who are not deemed UC-eligible. This is consistent with long-standing UC policy, now called "admission by exception" (A by E), which encourages campuses to reserve up to six percent of their enrollment slots for non-eligible students. According to Regents' policy, most of these slots are for economically or educationally disadvantaged students, and the rest are for students with disabilities or special talents. The actual enrollment of A by E students is currently only about two percent of all new freshmen systemwide.[2] Campuses do not advertise admission by exception, although

[2] See http://www.universityofcalifornia.edu/news/compreview/exception.pdf

they do use it. One reason why campuses are reticent about A by E, and use it so sparingly, is the difficulty of explaining why they would admit students who are not UC-eligible when they have to deny admission to UC-eligible students who are putatively better qualified. Some students who do not meet all the criteria for UC eligibility are, in fact, better qualified for UC than some other students who do satisfy all the criteria.[3] UC policy has long recognized that it is appropriate to admit such students.

Table 1 also illustrates some of the complexity and uncertainty of current UC admissions policy and practice. How do we know who was actually UC-eligible? Determining eligibility in individual cases can be difficult, for a variety of reasons. To begin with, in order to count toward meeting UC requirements, every course at every high school must be specifically approved by UC. Students and parents seldom know whether courses on the transcript have been approved. To find out, they would have to consult the list for their high school on the "Doorways" on-line database.[4] The on-line UC application now solves this problem by automatically linking to Doorways, but complications can arise if a student has attended more than one high school: the Doorways lists at previous high schools may have changed, and errors can occur. Other complications have to do with which courses should receive extra grade-points as "honors" classes, or whether later courses and grades, and/or AP, IB, or Subject-test exam scores, can "validate" earlier ones.

It can be difficult and time-consuming even for experts to make accurate determinations of UC eligibility in complicated or borderline cases. That is one reason why most campuses no longer try to decide whether students satisfy eligibility criteria before reviewing their applications. Instead, the definitive judgment of eligibility is made after students are admitted, state their intent to register, and submit transcripts for senior year. Campuses can then make an accurate judgment of how many newly enrolling students are UC-eligible, and how many are "A by E."

To construct Table 1, analysts at the UC Office of the President had to define applicants as UC-eligible if they were admitted by a campus and not designated by that campus as admitted "by exception." UC's centralized database contains two key data elements that reflect an applicant's eligibility. One is an element referred to as an eligibility estimate. This is a system-generated calculation that is based on an individual's GPA, official test scores, and an algorithm for assessing satisfactory completion of self-reported a-g coursework. When campuses update any of the data elements used to derive a GPA, or when official test scores are added to a file, the system automatically recalculates the eligibility estimate. Some campuses feed updated GPA information to the central file and others do not. As a result, it is possible that a local campus system and the centralized system will have different views of a student's estimated eligibility. The second element that defines a student's eligibility status is the admission decision code itself. Analyses

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BOARS guidelines on Admission by Exception are available at http://www.universityofcalifornia.edu/senate/committees/boars/a.by.e.guidelines.1005.pdf

[3] The 2003 eligibility study by the California Postsecondary Education Commission found that approximately 10,000 graduating seniors had GPAs better than 3.5 and had taken the SAT I or ACT examination, but were not deemed UC-eligible, mainly because they did not that the required SAT II exams. See further discussion in Section III.

[4] http://www.ucop.edu/doorways/

often assume that students admitted by regular criteria have been recognized as eligible, and that those admitted by exception have been deemed "ineligible."

The puzzling nature of these definitions is illustrated by a question we cannot answer with certainty. In Table 1, why did Merced apparently refuse admission to 130 UC-eligible applicants? If eligibility means guaranteed admission to UC, and Merced had space to admit 250 students who were not eligible, how could this happen? One likely possibility has to do with differences across campuses in determining eligibility and the algorithm for deciding how to treat a student who is regularly admitted at one campus but admitted by exception at another. For example, Merced may have thought the 250 ineligibles were actually eligible. If, however, these students enrolled elsewhere, and if the other campuses determined these students to be technically ineligible, the enrolling campus determination of ineligibility would override the Merced determination of eligibility. Similarly, the converse could be true of the 130 denied eligibles: that is, these students may have been placed in the referral pool based on a preliminary determination that they were UC-eligible, but on closer examination Merced may have decided that they were actually ineligible, and therefore did not admit them.

The numbers of students involved here are relatively small, but these explanations illustrate that eligibility is not always a "bright line." Even experts have to make judgments in certain cases, and these judgments do not always agree. Importantly, these judgments typically have nothing to do with academic merit, but instead are entirely a matter of conformity with technical rules. The proposal would shift attention away from trying to decide whether a few indicators — courses and tests taken, grades, and test scores — conform to an extensive set of regulations. Instead, decisions near the boundary of the top 12.5% would be based on consideration of students' entire applications.

II.b Official Descriptions of Admission Procedures, and Some Ambiguities

The UC admissions web site[5] states the goals of the admission process, quoting Regents' Resolution RE-28 from 2001:

> "As a premier public institution, the University of California seeks to enroll, on each of its campuses, a student body that demonstrates high academic achievement and exceptional personal talent, and that encompasses the broad diversity of backgrounds characteristic of California."

It then says, "UC reviews each application in two steps.

> "Eligibility: First the University determines if the student has met the minimum requirements to be considered for admission. These requirements, which are different for freshman and transfer students, are designed to ensure that all eligible students are adequately prepared for University-level work.

[5] http://www.universityofcalifornia.edu/admissions/general_info/adm_policies.html. Note that Regents' policy (RE-28) actually says "high academic achievement **or** exceptional or exceptional personal talent. . ."

> "Selection: When campuses receive applications from more eligible students than they can admit — as is most often the case — they use factors that go beyond the minimum admission requirements to select students. This process is called 'comprehensive review.'
>
> "Because the level of competition for admission to certain campuses is very high, not everyone can be admitted to his or her first choice. Look at the section on freshman selection to get an idea of the qualifications of the applicants at each campus or, if you're a transfer applicant, review the selection criteria used by individual schools and programs."

Someone reading this description would likely be led to believe that UC first screens all applications for eligibility, then sends those that meet eligibility criteria to the campuses for comprehensive review. However, this is not what happens. In fact, all applications are sent to the campuses to which students have indicated they wish to apply, whether the student is deemed UC-eligible or not.

Furthermore, most campuses state that they read all applications, without first making a determination of UC eligibility. The Berkeley web site states:

> "All applications are read in their entirety by professionally trained readers. After independently reading and analyzing a file, the reader determines a comprehensive score which is the basis upon which the student is ultimately admitted or denied."[6]

Similarly, Davis says:

> "We thoroughly review all UC Davis applicants' records to rate them on the above criteria. We then determine a score by assigning points for the presence of these criteria and multiplying the points by weights as specified in the Comprehensive Review Selection Process Scoring System table below. We base admission decisions on the ranking of applicants according to these scores and admit the highest-scoring applicants for each college/division based on the available spaces in the specific college/division."[7]

Irvine states:

> "UCI seeks to enroll students who have a demonstrated record of academic excellence. All applicants are assessed for evidence of academic achievement and potential."[8]

UCLA explains:

> "Selection is based on a comprehensive review of all information--both academic

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6 http://students.berkeley.edu/admissions/freshmen.asp?id=56&navid=N
7 http://admissions.ucdavis.edu/admissions/fr_selection_process.cfm
8 http://www.admissions.uci.edu/fr_adm.html

> and personal--presented in the application. All applications are read twice, in their entirety, by professionally trained readers. After independently reading and analyzing a file, the reader determines a comprehensive score that is the basis upon which the student is ultimately admitted or denied."[9]

San Diego is one of three campuses that promise a review only to eligible applicants. It says:

> "The campus continues to receive far more applications from eligible students than it can accommodate. Thus, applicants must exceed the minimum UC eligibility criteria…. Eligible applicants will be assigned a comprehensive review score by totaling the scores from each category listed in steps I through IV. Eligible applicants are then ranked based upon that assigned score."[10]

Santa Barbara also promises to review only eligible applicants:

> "At UCSB the evaluation process consists of two types of academic review: the academic preparation review and the academic promise review. Eligible applicants are evaluated for excellence in grades, coursework and test scores and excellence in extra-curricular activities, leadership, athletics, awards and honors…. Eligible applicants are then assessed for academic promise."[11]

Santa Cruz similarly emphasizes that it will consider only UC eligible applicants:

> "The admission and selection process for first-year students at UC Santa Cruz reflects the academic rigor and preparation needed for admission to a major research institution. This publication describes the two phases of the admission and selection process: establishing eligibility to the University of California and selection by UC Santa Cruz. The pathways to achieving UC eligibility are described below. However, meeting these minimum requirements for the university does not guarantee admission to UC Santa Cruz. Students are encouraged to achieve well beyond these minimum requirements to enhance their chances for selection.
>
> "UC Santa Cruz will calculate a score on all UC-eligible freshman applicants. For each of the 14 criteria, a specific point total is noted. A total of 10,000 points is possible. Applicants who achieve higher overall scores will be admitted within the context of the campus enrollment goals."[12]

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[9] http://www.admissions.ucla.edu/Prospect/Adm_fr/FrSel.htm

[10] http://www.ucsd.edu/portal/site/ucsd/menuitem.135225ab0c7ce3c0c0020010d34b01ca/?vgnextoid=f9d9a78f2c741110a78f2c741110cdca5105RCRD

[11] http://www.admissions.ucsb.edu/SelectionProcess.asp?section=selectionprocess&subsection=reviewprocess&selectiontype=prospective_freshman

[12] http://admissions.ucsc.edu/apply/freshman_guide.cfm

II.c Statement of Guarantee for "Eligible" Applicants

The UC admissions web site states the policy of guaranteeing admission to all eligible applicants:

> "Mindful of its mission as a public institution, the University of California has had a historic commitment to providing a place within the University for all eligible applicants who are residents of California, and to achieving, on each campus, a student body that both meets the University's high academic standards and encompasses the cultural, racial, geographic, economic and social diversity of California itself."[13]

It then describes the three "paths to eligibility":

"You are considered a freshman applicant if you are still in high school or have graduated from high school but have not enrolled in a regular session at any college or university.

"There are three paths to eligibility for freshmen:

- Eligibility in the Statewide Context: Students must complete specific coursework and college admissions tests and earn the required GPA and test scores.
- Eligibility in the Local Context (ELC): Students must rank in the top 4 percent of their graduating class at a participating California high school.
- Eligibility by Examination Alone: Students must achieve specified high scores on their college admissions tests.

Because many campuses receive applications from more eligible students than they have space for, meeting the minimum requirements for any of these paths may not be enough to gain you admission to the campus of your choice. When you are considering where to apply, you can learn more about how each campus selects students from the pool of eligible applicants and who is admitted."[14]

Eligibility in the statewide context requires that students achieve certain minimum combinations of grades in certain subjects and scores on certain tests. The minimum test scores are lower if grades are higher, and vice versa, according to the "eligibility index."[15] To get an approximate idea of whether they satisfy requirements for eligibility in statewide context, students can use a "preliminary eligibility calculator,"[16] which contains instructions such as:

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[13] http://www.universityofcalifornia.edu/admissions/general.html

[14] http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman.html

[15] http://universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/scholarship_reqs.html

[16] http://www.ucop.edu:8080/eligibilitycalc/begin.jsp

"GPA:

Tip: To calculate your GPA, add the grade points earned in the "a-g" courses you took in grades 10 and 11, then divide the sum by the total number of those courses. Grade points are assigned as follows: A=4, B=3, C=2, D=1; add an extra point for each UC-certified honors course (up to eight semesters).

This tip does not mention the important fact that each required course must be completed with a grade of "C" or better in order to count toward eligibility.

The calculator for eligibility in the statewide context continues:

> "Exam scores: Enter your ACT or SAT scores below and click the gold button to calculate your UC Score for either exam. If you took either exam more than once you can repeat this step for each sitting to make sure you have identified your highest overall score. You cannot, however, mix and match scores from different sittings of the same test. If you enter scores for both the ACT and SAT, we will use whichever is higher in calculating your eligibility."
>
> Eligibility in the local context is explained as follows:
>
> "The Eligibility in the Local Context (ELC) program recognizes students' individual accomplishments in light of the opportunities offered by their particular high schools. If you rank in the top 4 percent of students in your California high school's graduating class as determined by UC, and your high school participates in the program, you can become UC-eligible through ELC.
>
> "To be considered for ELC, you must complete the equivalent of 11 yearlong courses of the Subject Requirement by the end of your junior year, as noted below. With the assistance of each participating high school, the University will identify the top 4 percent of students on the basis of GPA in UC-approved coursework completed in the 10th and 11th grades.
>
> ELC Requirements

- GPA $\geq$ 3.0
- Must be designated by UC evaluators as being in top 4 percent of participating high school graduating class
- Must complete 11 UC-approved courses by end of junior year. The 11 units include:
    - History/Social Science: 1 year
    - English: 3 years
    - Mathematics: 2 years

- Laboratory Science: 1 year
- Language Other than English: 1 year
- VPA or Electives: 3 years

> "If you are UC-eligible through ELC, the University will notify you at the beginning of your senior year. You must then apply to UC in November and complete remaining eligibility requirements — including the Subject and Examination requirements — to be considered fully eligible. ELC students who complete these requirements are guaranteed a spot at one of UC's undergraduate campuses, though not necessarily at their campus of choice."[17]

To achieve eligibility in either the statewide or local context, students must complete a specified set of courses by the end of senior year in high school. These requirements are described as follows:

> "To satisfy this requirement, you must complete the 15 yearlong high school courses listed below. These courses are also known as the "a-g" subjects. At least seven of the 15 yearlong courses must be taken in your last two years of high school.
>
> California High School Students
>
> The courses you take to fulfill the Subject Requirement must be certified by the University as meeting the requirement and must be included on your school's UC-certified course list."[18]

This list appears on a website called "Doorways." It is important to realize that students cannot count courses toward meeting the a-g requirements unless they have been approved by UC and placed on the Doorways list. Every a-g course, at every high school, must be approved by UC. Obtaining this approval is a challenge for less affluent schools. See http://www.UCop.edu/doorways/

The a-g requirements are:

(a) History/Social Science – 2 years required
Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

[17] http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/local_eligibility.html
[18] http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/subject_reqs.html

(b) English – 4 years required Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
(c) Mathematics – 3 years required, 4 years recommended Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.
(d) Laboratory Science – 2 years required, 3 years recommended Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.
(e) Language Other than English – 2 years required, 3 years recommended Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instrUCtion in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
(f)Visual and Performing Arts (VPA) – 1 year required A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
(g) College-Preparatory Electives – 1 year required One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introdUCtory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

In addition to fulfilling the a-g course requirements, eligibility for UC also demands scores on certain tests. These are described as follows:

"All applicants must submit scores from the following tests:

- The ACT Assessment plus Writing or the SAT Reasoning Test. The critical reading, writing and mathematics scores on the SAT must be from the same sitting. If you take the ACT, you will be asked to report your scores on each section of the test as well as your composite score.

- Two SAT Subject Tests. These must be in two different areas, chosen from the

following: English, history and social studies, mathematics (Level 2 only), science or language other than English."[19]

How Campuses Select Students: Comprehensive Review Criteria[20]

"When campuses receive applications from more prospective freshman students than they can admit, they draw on the 14 criteria below to select among qualified applicants. This process is called comprehensive review.

- "Academic grade point average in all completed "a-g" courses, including additional points for completed University-certified honors courses.
- "Scores on the ACT Assessment plus Writing or SAT Reasoning Test, and two SAT Subject Tests.
- "Number of, content of and performance in academic courses beyond the minimum "a-g" requirements.
- "Number of and performance in University-approved honors courses and Advanced Placement, International Baccalaureate and transferable college courses.
- "Identification by UC as being ranked in the top 4 percent of the student's high school class at the end of his or her junior year ("eligible in the local context" or ELC).
- "Quality of the student's senior-year program, as measured by the type and number of academic courses in progress or planned.
- "Quality of the student's academic performance relative to the educational opportunities available in his or her high school.
- "Outstanding performance in one or more academic subject areas.
- "Outstanding work in one or more special projects in any academic field of study.
- "Recent, marked improvement in academic performance, as demonstrated by academic GPA and the quality of coursework completed or in progress.
- "Special talents, achievements and awards in a particular field, such as visual and performing arts, communication or 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; 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 student's promise for contributing to the intellectual vitality of a campus.

[19] http://universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/examination_reqs.html

[20] http://www.universityofcalifornia.edu/admissions/general_info/uc_reviews/freshman_app.html

- "Completion of special projects undertaken in the context of the student's high school curriculum or in conjunction with special school events, projects or programs.
- "Academic accomplishments in light of the student's life experiences and special circumstances.
- "Location of the student'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.

Each UC campus designs its own method for evaluating the factors considered in comprehensive review. Current information on how each campus selects its freshmen is available at campus admission web sites. Suffice it to say that vast improvements have been made in the campus's abilities to determine academic accomplishments relative to available opportunities in the high school, and to also consider personal accomplishments in many areas that contribute to campus vitality and shape the environment of achievement at UC. The current eligibility construct does not consider these important elements. The next section provides empirical evidence regarding how additional information now used in campus selection yields better prediction of academic success at UC.

II.d Considering Information in Addition to Raw GPA and Test Scores Yields More Accurate Prediction of Academic Success at UC

Evidence of the limitation of the factors in the eligibility index in predicting who will succeed at UC comes from considering available information on applicants' academic achievement relative to others from the same high school. The statewide eligibility index uses high school GPA and test scores in raw form, rather than ranking students within high schools. There is evidence that some high schools generally give higher grades than others. Using class rank rather than raw GPA corrects for such differences. This is not a new idea — admissions offices at many other colleges and universities consider applicants' rank within their high school class. Similarly, some high schools have higher average SAT scores, in part due to greater access to tutors and other forms of test preparation and coaching. It is also useful, therefore, to compare applicants' SAT scores with others from the same high school, as is currently the practice at Berkeley and UCLA.

Table 2 summarizes the gain in explanatory power of regression models when applicants' academic achievement relative to others from the same high school is considered in addition to raw GPA and test scores. The dependent variable is UC freshman GPA, and the measure of explanatory power is the R-squared statistic adjusted for the number of predictors. Measures of achievement in the high school context include GPA, SAT scores, numbers of a-g and honors courses — all expressed as percentiles relative to other applicants to UC from the same high school over a three-year period — and the high school's API score. Table 2 shows that adding this information boosts explanatory power by 2 to 5 percentage points, depending on the campus and year. This is an appreciable (and statistically significant) gain, given that raw grades and test scores by themselves

generally account for less than 25% of the variance in UC freshman GPA. Merely viewing students' academic achievement in the context of the high schools they attend can substantially improve the predictive value of information in the application.[21]

Academic achievement relative to other applicants from the same high school is only one kind of available information that has predictive value. The UC application also includes other academic achievement data, such as whether a student's grades improved over the course of her high school career, scores on AP exams, and whether the applicant is taking a challenging set of courses during senior year. This is all data that campuses are expected to consider in comprehensive review, but not included in the current determination of UC eligibility.

Table 2

Percentage of Variance in UC Freshman GPA Explained by Raw Grades and SAT Scores, with and without Measures of Achievement Relative to Applicant's High School

	2003 Grades and SAT Scores	2003 Grades and SAT Scores + HS Relative Measures	2003 Gain	2004 Grades and SAT Scores	2004 Grades and SAT Scores + HS Relative Measures	2004 gain
Systemwide	26.0	28.8	2.8	27.5	29.9	2.4
Berkeley	18.9	21.3	2.4	17.8	19.9	2.1
Davis	25.7	28.8	3.1	26.4	29.7	3.3
Irvine	21.9	25.8	3.9	19.1	20.9	1.8
Los Angeles	22.7	26.2	3.5	22.3	27.4	5.1
Riverside	19.5	22.7	3.2	16.6	18.6	2.0
San Diego	26.3	29.9	3.6	20.7	24.9	4.2
Santa Barbara	25.3	27.2	1.9	27.6	30.1	2.5
Santa Cruz	14.7	17.0	2.3	13.4	15.9	2.5

Note: HS Relative Measures are GPA, SAT, number of a-g, and honors courses expressed as a percentile relative to other applicants to UC from the same high school over a 3 year period.

[21] Full results of these regressions are in Appendix I, produced by the UC Office of the President at the request of BOARS. The results with "raw grades and SAT scores" in Table 1 are from Model 1a, and the results with "raw grades and SAT scores + relative measures" are from Model 4. The purpose of these regressions is only to compare the information content of various sets of predictors. The coefficients on individual predictors cannot be used directly to create a selection index or score. Some coefficients are negative because predictors are highly correlated with each other. Some are negative for other reasons, e.g. negative coefficients on SAT I math score probably reflects the tendency for students with higher math scores to take quantitative courses, in which average grades tend to be lower.

Further evidence on predicting success at UC comes from an unusual dataset compiled at one campus – UC Berkeley, on all freshmen who entered in 1999-2000. The data file contains all courses taken and grades received while at Berkeley, whether the student graduated, and some information about whether the student took a leadership role in any student activities. In addition, the file also includes more of the information from the student's application than is usually retained for administrative purposes. For students who participated in the voluntary UC Undergraduate Experience Survey (UCUES), additional information is available on engagement in coursework, research, and other aspects of campus life. Appendix II contains a series of analyses of this data file, conducted by the UC Office of the President at the request of BOARS.[22]

The comprehensive review process at Berkeley and UCLA explicitly considers each student's achievements relative to other applicants from the same high school. Several indicators of academic achievement are expressed as percentiles relative to other students from the same high school who applied to Berkeley within the past three years. In addition, these same indicators are also shown as percentiles relative to all Berkeley applicants in the current year, and all applicants from this school who applied to any UC campus. The indicators that are viewed in these multiple contexts are the weighted and unweighted high school GPA, the number of a-g courses taken, number of honors-level courses taken before senior year and planned for senior year, and scores on each part of the SAT I or the total ACT score. This information is concisely displayed on a "read sheet" which is placed at the front of the applicant's file. The read sheet also summarizes other information about the applicant's high school, so that admissions readers can see at a glance what kind of high school it is, and how the applicant performed relative to others from the same school.

To compare the predictive power of the UC eligibility index variables with certain other information in the application, Appendix II shows regressions for first-year GPA at Berkeley, latest GPA (for most students, this is the final GPA at graduation), and also logistic regressions for whether the student graduated in five years or less. In addition, several outcomes are measured for students (about 35 percent of the class) who responded to the 2003 UCUES: course disengagement, engagement in research and creative projects, self-reported skill acquisition, career engagement and preparation, community service and leadership. For all students, another outcome was the number of semesters in which the student signed as one of the leaders responsible for a student organization.

Appendix II uses the following sets of predictors from the student's application:

(1) The eligibility index variables: raw values of weighted high school GPA

[22] Unlike most other UC campuses, which admit freshmen only in the fall term, Berkeley also admits some freshmen for spring semester. In 1999-2000, about 20 percent of new freshmen entered in the spring. To compare Berkeley with the other campuses, Appendix I included only freshmen who entered in the fall. To give a complete picture of the Berkeley freshman class, Appendix II also includes those who entered in spring. The regressions for freshman GPA in Appendices I and II therefore do not match exactly.

(uncapped[23]) and SAT scores.

(2) Variables measuring academic achievement in the context of the applicant's high school. This set includes the student's percentile relative to other Berkeley applicants from the same high school on the following variables: weighted high school GPA, SAT I verbal score, SAT I math score, SAT II writing score, number of a-f courses taken, number of honors-level courses taken before senior year, and number of honors-level courses planned for senior year. Also included were variables indicating whether these percentiles were missing (usually because the student attended a high school that sent too few applications to Berkeley for percentiles to be meaningful). This set of variables about achievement in school context also included the Academic Performance Index (API) for the student's high school in the year 2000[24], and whether the API score was missing (because the student attended a private high school or a school outside California).

(3) Certain other predictors: the number of Advanced Placement examinations on which the student achieved a score of 3 or better, and the proportion of Advanced Placement examination scores that were 4 or 5; also a set of factor scores summarizing information about other academic achievements, the applicant's perceived "spark," participation as a leader in high school activities, obstacles arising from family, personal, or school circumstances (see explanation in Appendix II). This is not an exhaustive list of all the other possible predictive variables on the application.

Table 3 summarizes the gain in explanatory power of regression models when applicants' academic achievement relative to others from the same high school, and certain other predictors, are considered in addition to raw GPA and test scores. The measure of explanatory power is the R-squared statistic adjusted for the number of predictors.[25] The full results are in Appendix II.[26]

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[23] For determining UC eligibility, the number of honors-level courses that can be awarded extra grade points is "capped" at 8 semesters. Appendix I used this capped, weighted GPA. The Berkeley data file analyzed in Appendix II did not include this capped, weighted GPA, however, so the uncapped weighted GPA is used instead.

[24] API is computed by the California Department of Education based on standardized test scores of all students at the high school.

[25] The models predicting graduation in five years were estimated using logistic regression, and the goodness-of-fit statistic is the Nagelkerke R square, which also adjusts for the number of predictors.

[26] The results with "raw grades and SAT scores" in Table 2 are from Model 1a, the results in column (2) are from Model 4, and results in column (3) are from Model 6. Again, the purpose of these regressions is only to compare the information content of various sets of predictors. The coefficients on individual predictors cannot be used directly to create a selection index or score.

Table 3

Percentage of Variance in Berkeley Undergraduate Outcomes Explained by Raw Weighted (Uncapped) Grades and SAT Scores, With and Without Measures of Achievement Relative to Applicant's High School And Other Predictors

Outcome	Grades and SAT Scores	Grades and SAT Scores + Achievement Relative to High School Context	Grades and SAT Scores + Achievement Relative to High School Context + AP Scores and Four Factor Scores
Freshman GPA	15.0	19.3	20.4
Latest/final GPA	18.4	23.0	24.4
Graduate within 5 yrs	9.6	12.4	13.3
Course disengagement	2.8	4.2	4.7
Research engagement	0.1	0.6	1.1
Skill acquisition	7.1	7.2	7.3
Career engagement	12.0	12.1	12.6
Service	0.4	1.2	4.2
Student leadership	1.0	1.4	2.8

Note: Other Predictors are AP scores of 3 or better, and four factor scores used to summarize the other academic achievements, the applicant's perceived "spark," participation as a leader in high school activities, obstacles arising from family, personal, or school circumstances.

As in Table 2, results in Table 3 show that adding measures of academic achievement in the high school context to the eligibility index variables increases predictive power substantially. Achievement in the high school context is especially useful in predicting academic outcomes, i.e., grades, graduation, and academic engagement. In predicting the last two outcomes in Table 3 — service participation measured by UCUES, and student organizational leadership measured for all students — the factor score measuring leadership of activities during high school had a significant influence.

Tables 2 and 3 demonstrate that other information available to admissions offices, beyond GPA and SAT scores, can help predict undergraduate success at UC. This implies that some students currently deemed eligible for UC on the basis of GPA and SAT scores are, in fact, less likely to succeed at UC than some other students who could be identified on the basis of other information in the application.

III. WHY REFORM THE UC ELIGIBILITY CONSTRUCT?

Some of the broad policy statements on undergraduate admissions, as articulated by the Regents and others, were briefly reviewed in the previous section. In reviewing these statements, three essential elements emerge very clearly: admission to UC should be awarded primarily on the basis of academic achievement during the pre-college years; assessment of this achievement should account for the circumstances in which it occurred; and all of California's college-ready students, regardless of background, should be afforded the chance to have their qualifications fairly and accurately assessed for purposes of admission to UC. In short, UC admissions should mostly be about achievement of the kinds that suggest success at the University, and all qualified California students should have a fair shot at making the case that they have what it takes to do well at UC.

How do UC's current policies and procedures align with these basic principles of undergraduate admissions? As described in the previous section, undergraduate admissions to UC involves two central policy constructs – eligibility, and selection by comprehensive review. The alignment question is most appropriately answered relative to each of these two major constructs. It is observed that the CR processes on the campuses aspire to honor the overarching principles mentioned above. They represent the hard work of the divisional admissions committees who have toiled over the years to achieve just the right mix of achievement indices and context factors to produce the fairest and most desirable outcomes on their respective campuses.

This proposal recommends changes only to eligibility policy and not to comprehensive review. Accordingly, we focus now entirely on eligibility. UC's eligibility policy functions in two ways: first, it discourages application from "ineligible" students, including high-achieving students who know they are technically ineligible; and second, it denies admission to the vast majority (see Table 1 and Appendix III – typically 90+%) of applicants who are found to be ineligible, even if they present strong academic credentials. The number of high-achieving ineligible students who are discouraged from applying cannot be known with any precision, because it is impossible to know what their intentions would have been, had they completed all eligibility requirements. However, some idea of the size of this group can be inferred from available data, as discussed in section V.

In this section, our purpose is to describe in some detail how UC's current eligibility policy prevents UC from doing as well as it might in relation to the admissions-policy principles articulated above. In so doing, it is necessary to critically examine a number of claims and perceptions surrounding the current policy that emerged in the Senatewide review of the Fall 2007 proposal. Issues related to the a-g curriculum and to the SAT Subject test requirement are addressed in their own subsections below. We preface these with an explanation of the essential features of the current eligibility policy, and its unintended but undesirable consequences.

III.a The Eligibility Policy: Its Essential Features

A principal fact of the eligibility construct is that it makes students visible to the UC

system, while simultaneously conferring a guarantee of admission somewhere in the system to all applicants who meet its requirements. The determination of eligible status therefore carries high stakes: those found to be eligible enjoy not only a guarantee that their credentials will be fully assessed at every campus to which they apply, but also a guarantee that they will be referred to and admitted at a referral campus, if they do not receive an admission offer from any campus they applied to. Students deemed ineligible, even very high-achieving and deserving ones, receive neither a guarantee of admission nor a guarantee that their credentials will be reviewed, even after paying the application fee. In fact, nearly all students on the wrong side of the line who do apply are denied admission.

A second cardinal feature of the eligibility construct is that it is designed so that eligible status can be determined, at least in theory, by students themselves. This confluence of features – exclusive right to a full application review, guarantee of admission, and self-determinability – would seem to imply extremely high demands with respect to both educational soundness and simplicity. Indeed, no other elite postsecondary institution in the country has attempted such an ambitious policy-making task.

To summarize, the essence of the existing eligibility policy is captured by these three characteristics:

- eligible students are guaranteed to receive a full application review at all campuses to which they apply, whereas ineligible students are discouraged from applying per UC's instructions and public statements, and those that apply anyway are almost all denied;

- eligible students are guaranteed admission to a referral campus (presently there are two – Merced and Riverside) if they are denied at all campuses to which they apply;

- eligible status is supposed to be determinable by students themselves.

III.b Unintended Consequences

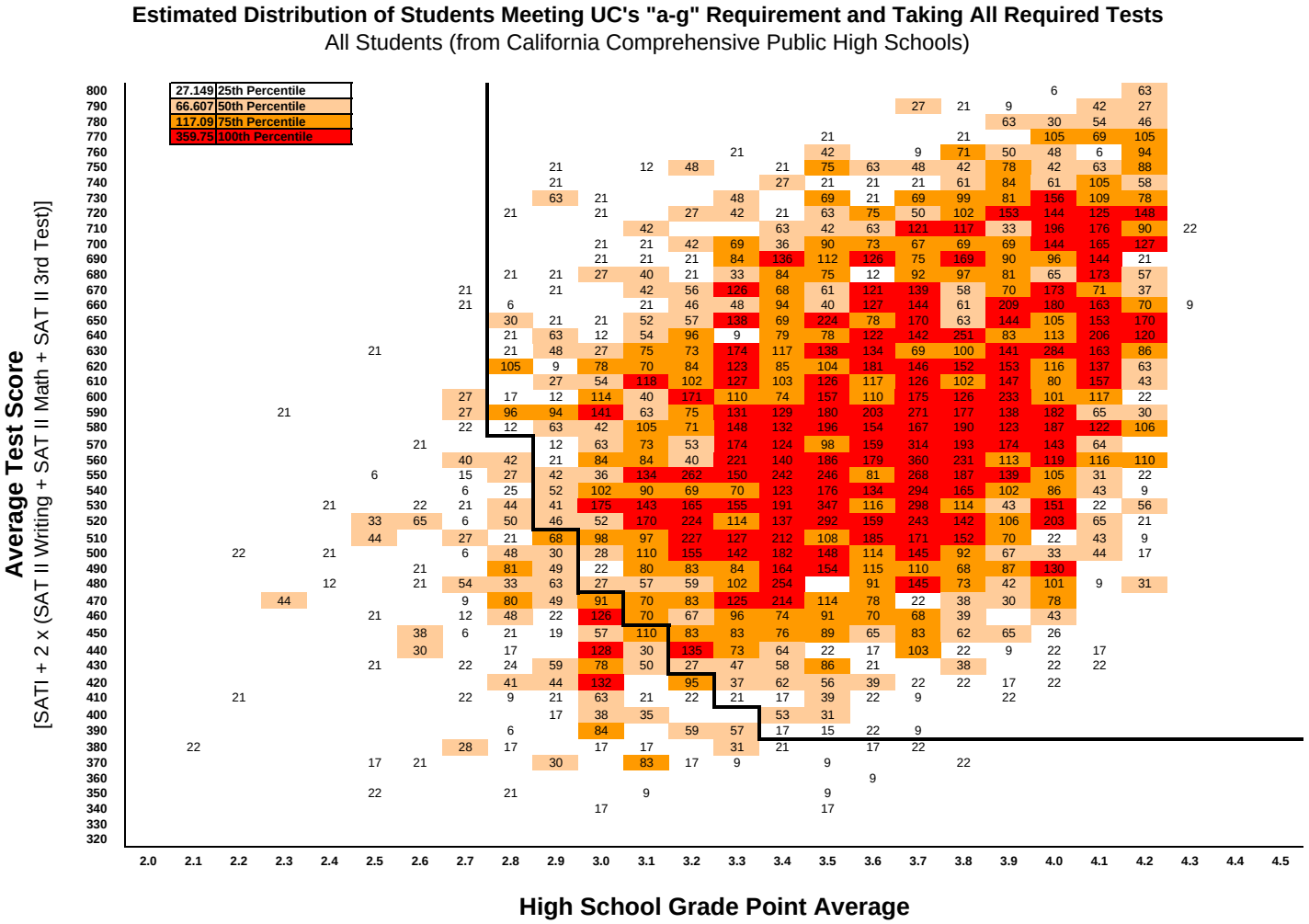
The consequences of the above-listed characteristics bear some analysis. The first feature carries the implication that successful completion of all eligibility requirements should be an accurate indicator of merit: because these requirements are used to separate those who are actually guaranteed admission from those who are essentially invisible to UC – with no middle ground – it is to be hoped that eligible status should strongly suggest superior merit, achievement, and potential for success at UC, in comparison to those who fail to achieve eligibility.

In fact, the eligibility threshold represents a truly modest standard of academic achievement. For example, the minimum GPA required for eligibility (3.0, weighted by up to 8 semesters of honors-level bonus point) is about one standard deviation below the

average GPA (3.45 per the 2003 CPEC eligibility study) of all California students who complete the a-g curriculum. It is noted that completion of a-g is a condition not only for UC eligibility for CSU as well. Further, the test scores required to compensate for this minimum GPA are actually well below the average values on all the relevant tests (SAT Reasoning, SAT Subject tests, ACT) of all test-takers nationally.

It might well be asked how this reality can be consistent – even arithmetically – with the notion that the statewide eligibility index is supposed to identify the "top" 12.5% of California graduating seniors, as called for in California's Master Plan for Higher Education. The answer is that the GPA-test score index on which statewide eligibility is based is not applicable to the great majority of California students. In particular, it only applies to students who: a) have correctly and successfully completed the full pattern of approved a-g courses, with all its many rules and restrictions; and b) have taken the extensive and unique pattern of standardized tests required by UC. Only these students are visible under the eligibility index. And, almost all of these "visible" students lie above the threshold of performance that the index sets (Figure 1).

Figure 1



In other words, what might appear to be a reasonable mechanism for assessing academic merit, namely, a sliding-scale index involving GPA and test scores, has become, in practice, merely a nominal placeholder that excludes very few on the basis of inadequate performance. The 2003 CPEC study found that less than 0.5% of the state's graduating seniors missed eligibility because of failure to meet the GPA/test-score index.[27] The real determinants of eligibility are not GPA and test scores, but instead the mere taking of all required tests, and the mere taking of all the required courses in a manner that complies with a long list of rules. Data is presented below that characterizes the pool of students who miss eligibility due to failure to comply with these requirements.

Given that the current eligibility construct has much more to do with mere participation in coursework and standardized tests than it does with actual performance, it might well be asked if the eligibility index could be re-engineered so that more students are visible under it. If this could be done, then at least the index would be selecting from a larger pool of students, and in so doing, it could bring a more meaningful criterion of actual achievement to bear. In fact, a number of respondents in the review of the Fall 2007 proposal in effect suggested doing precisely this, by eliminating the SAT Subject test requirement while keeping all other provisions in place. This suggestion bears some examination.

In general, the eligibility index could be made applicable to more students in a number of ways. The a-g curriculum policy could be liberalized, perhaps not by requiring fewer college-preparatory courses overall, but instead by eliminating some of the rules and restrictions attending them. Or, more likely, the SAT Subject test requirement could be eliminated: extensive data and analysis is presented below that illustrates that these scores are of negligible value in predicting who will do well at UC. Under any of these scenarios, UC would be obliged, by the Master Plan, to set the new index so that it identifies about 12.5% of the state's graduating high school seniors – notionally, the "top 12.5%." However, something less than the full 12.5% identified by the index would actually apply to UC, simply because not all of these students would be interested in attending UC. This is the crucial, if unobvious, point. Should an eligibility index be put in place that lacks a "signaling element" such as the taking of SAT Subject tests, the applicant pool would contract substantially. The result would be a substantial decrease in the levels of selectivity across the system, with one campus – UC Santa Cruz – possibly returning to full participation in the referral pool.

It is worth emphasizing that the above-described effect does not occur under the present eligibility policy because the current policy requires the taking of an unusual and extensive set of standardized tests. In short, any student who goes to the trouble to learn of this requirement, and then fulfill it, can be expected to apply to UC. Indeed, data from the College Board suggests that the great majority of students who take two or more Subject tests (about 93,000 in 2007) also apply to UC (about 81,500 CA residents in the same year).[28] The mere taking of UC's required test pattern, because it is so extensive

[27] "Factors Limiting Eligibility for the University of California," California Postsecondary Education Commission report OP/04-03, December 2004.

[28] It should be borne in mind that UC requires a particular pattern of Subject tests, namely, the two required tests must be in different subject areas. This undoubtedly accounts for much of the difference between Subject test-takers and UC applicants. Data on the specific pattern of tests taken by individual Subject

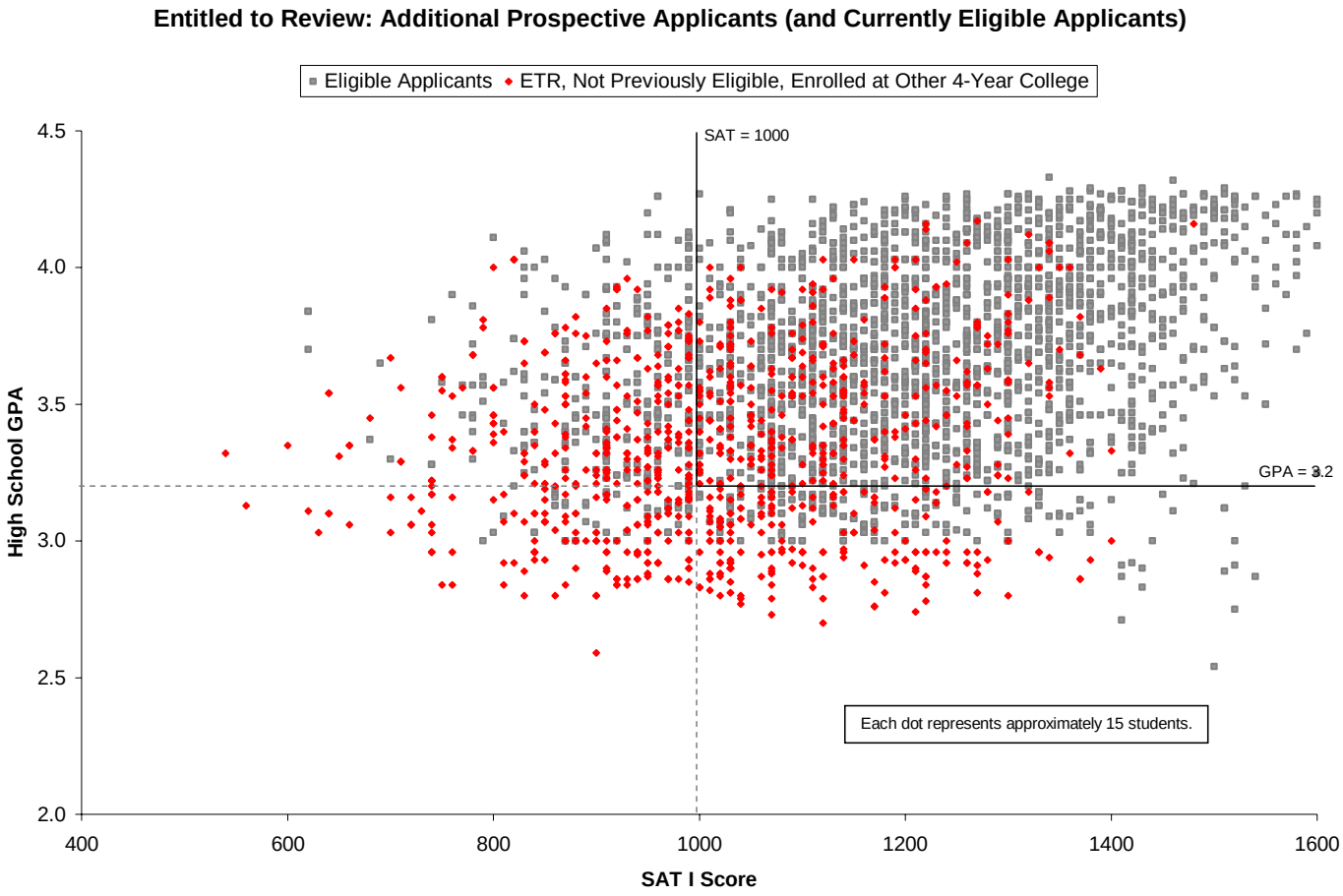
and unusual, therefore engenders a passive signaling effect whereby students indicate their intention to later apply to UC. The "top 12.5%" as defined by the statewide eligibility index is thereby populated by students who have signaled that they intend to apply to UC, and the overwhelming majority of them do so. Were the eligibility requirements to change, e.g. by eliminating the Subject test requirement, so that it applies to a larger pool of students, then this signaling effect would disappear, and the top 12.5% would suddenly include significant numbers of students whose post-graduation aspirations do not include UC. The index would then represent a more meaningful and appropriate level of academic achievement, and in that sense it would be a more "honest" delineation of the top 12.5%. But, the number of applications would plummet.

A key observation that led BOARS to propose reforming the eligibility policy is that the current policy actually guarantees admission to some students who present rather modest indices of academic achievement, but who attend schools that guide them through the requirements or have access to other resources that enable them to successfully navigate the bureaucratic complexities of the policy. At the same time, other, better-qualified students who stumble on some aspect of the regulations are discouraged from applying, or are denied when they do apply.

test takers is not available from the College Board.

Figure 2

Distribution of UC-Eligible (grey dots) and Ineligible But Entitled to Review and Enrolled at a Non-UC Four-Year Institution (red dots)



This point is illustrated by the "dot graph" of Figure 2, which represents students with dots on a graph with GPA on the horizontal axis and SAT-Reasoning score (SAT-R – this is the 3 hour, 45 minute core exam) on the vertical axis. The grey dots represent UC-eligible students, whereas the red dots indicate *ineligible* students who ended up enrolling at some non-UC four-year institution immediately after high school, and who would have been entitled to an application review under the proposed policy, but not guaranteed admission. Profiles of the two populations, and of subpopulations that exceed certain GPA/SAT thresholds, are detailed in Table 4.

Table 4

Profiles of Eligible and Ineligible But Entitled to Review Populations

Simulations of "Entitled to Review"
Comparison of Additional Prospective Applicants to Currently Eligible Applicants

	High School Graduates (Estimated from Sample)	Eligible Applicants	ETR, Ineligible, Enrolled at 4-Yr College	Eligible Applicants: GPA >=3.2	ETR, Ineligible, Enrolled at 4-Yr College: GPA >=3.2	Eligible Applicants: GPA >=3.2 SAT >= 1000	ETR, Ineligible, Enrolled at 4-Yr College: GPA >=3.2 SAT >= 1000
Number in Sample (of 18,660)	18,660	2,563	886	2,325	557	2,012	332
Population Estimate (weighted)	335,658	38,773	14,577	35,440	9,575	30,767	5,772
Percent of High School Grads	100.0%	11.6%	4.4%	10.6%	2.9%	9.2%	1.8%
Gender							
Female	52%	58%	62%	60%	66%	58%	63%
Male	48%	42%	38%	40%	34%	42%	37%
Ethnicity							
African American	10%	4%	8%	4%	8%	3%	6%
Latino	31%	14%	17%	14%	18%	10%	12%
Native American	1%	0%	1%	0%	1%	0%	0%
Asian American	17%	37%	16%	37%	14%	37%	8%
White	40%	44%	57%	45%	58%	49%	73%
Unknown	1%	1%	1%	1%	0%	1%	1%
High School GPA							
Students Completing A-G	27%	97%	78%	97%	77%	97%	74%
Mean GPA (unweighted)	3.33	3.53	3.24	3.58	3.42	3.59	3.43
Mean GPA (weighted, capped)	3.45	3.68	3.34	3.74	3.53	3.76	3.55
All Students							
Mean GPA (unweighted)	2.63	3.53	3.24	3.59	3.41	3.60	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.35	3.75	3.52	3.77	3.55
Below 2.80 (weighted, capped)	55%	0%	1%	0%	0%	0%	0%
2.80 - 3.19	17%	8%	34%	0%	0%	0%	0%
3.20 - 3.59	14%	31%	43%	34%	66%	32%	62%
3.60 - 3.99	9%	37%	20%	40%	30%	40%	32%

4.00 and above	4%	24%	3%	26%	4%	28%	6%
Academic Performance							
Deciles 1, 2, and 3 (bottom)	22%	13%	14%	13%	15%	9%	9%
Deciles 4 and 5	28%	16%	27%	16%	30%	15%	27%
Deciles 6 and 7	27%	26%	30%	26%	27%	27%	29%
Deciles 8, 9, and 10 (top)	24%	45%	29%	44%	27%	49%	35%
College Aspirations							
Applied to UC	16%	100%	16%	100%	11%	100%	10%
Stimulated Applicants (Projected)	18%	--	--	--	--	--	--
Enrolled at UC	8%	54%	3%	54%	0%	56%	0%
Enrolled at Any 4-Year College	25%	86%	100%	87%	100%	88%	100%
Enrolled at Any 2- or 4-Year College	69%	94%	100%	94%	100%	95%	100%

UCOP/SAS: Admissions Research (RS), 10/15/2007

The "red dot" students might be considered likely beneficiaries of the proposed policy, as they were technically ineligible and therefore unlikely to apply (and extremely unlikely to be admitted to UC if they did apply), but they were clearly serious about attending a four-year institution. These students are scattered throughout the GPA/test-score ranges, but some of them present quite strong indices of academic accomplishment, in many cases much better than a great many students who were eligible (grey dots) and therefore guaranteed admission. Yet, under existing policy, none of the red dots are even guaranteed a review, even if they do apply.

A different, but illuminating, characterization of at least some of the students excluded from UC by the present policy can be had by examining the pool of UC applicants who are found to be ineligible (Appendix III). These are students who did not know they were ineligible, or less likely, knew they were ineligible but applied anyway. It is emphasized that the table in Appendix III does not characterize the entire pool of ineligible students; it only reflects the small fraction of ineligibles who actually applied to UC. However, these students showed active interest in attending UC. Also, the table is restricted to CA residents only. The percentage of out-of-state applicants who are ineligible is much higher than the approximately 15% shown in the table for residents.

The data in Appendix III paints an interesting and complex picture of ineligible UC aspirants. First, the proportion of CA resident applicants found to be ineligible was 14-15% (10,000 to 11,000 students) over the last three years. The admit rate among ineligible applicants ranges from 1.3% (Irvine, 2007) to 20.2% (Riverside, 2007). This is the number of admits expressed as a percentage of the campus's *ineligible* applicants. The 20.2% at Riverside and 15.4% at Merced for 2007 represent decisions by these campuses to admit otherwise-eligible applicants who fell in the 2.8-3.0 GPA band, in view of the fact that this was the first year that the minimum GPA for eligibility was raised from 2.8 to 3.0. I.e., these students were newly-ineligible due to changes in the index. In any case, the admit rates among eligible students at all campuses range from 5 to 50 times higher than the rate among ineligibles, depending on the campus.

Although eligible applicants, on average, applied to more campuses than did ineligibles, still about 54% of ineligible applicants applied to three or more campuses. Ineligible applicants were about twice as likely as eligibles to belong to an underrepresented racial/ethnic group. Their parents have incomes and education levels that are considerably lower than the parents of their eligible peers. But still, 21-22% of ineligible applicants have parents with post-graduate degrees, and about the same proportion had parent annual incomes of $100K or greater. Ineligible applicants were about twice as likely to come from schools with API rank 1 or 2 (the lowest), but still about 40% came from schools in the top three API ranks (vs. 55-56% for eligibles). Both the proportion of students attending some kind of outreach program, and the split between public and private high schools, were similar between eligible and ineligible applicants.

As with the demographic indices, Appendix III illustrates that the reasons for ineligibility are far more complex than perhaps intuition would suggest. On average, grades are unquestionably lower among ineligibles, but still 25-30% have GPAs above 3.4, and 5-7% are above 4.0. Nearly all ineligible applicants – 95+% – took the SAT I (or SAT Reasoning) test or the ACT, and 54-62% took the full UC-required test pattern,

depending on the year. Perhaps most interestingly, the total number of a-g courses completed is only slightly lower for ineligibles – 45 semester units – than it is for eligibles (47).

The data indicates that the pool of ineligible applicants defies simple characterization. Ineligible applicants are generally far less advantaged than their eligible peers. But many strong students who come from good schools and have well-educated parents are found to be ineligible. On average ineligible applicants have lower grades than fully-eligible students, but substantial numbers have quite high GPAs, and a strong majority completes the full test pattern. Ineligible students take nearly as many a-g courses as eligibles. Taken together, these observations suggest that, at the very least, in practice the existing eligibility construct is something less than ideal in the way it excludes students from UC. The present proposal is driven by the conviction that UC should and can do better.

III.c SAT Subject Tests

In addition to the 3 hour, 45 minute SAT Reasoning test, the College Board also administers 20 different Subject tests. These tests are one-hour, multiple-choice achievement-type exams designed to assess mastery of particular areas of the high school curriculum. The tests offered include one test in English literature, two in History, two in Mathematics, three in Science, and 12 in Languages. UC does not accept the Mathematics Level 1 exam because of its overlap with the Mathematics portion of the SAT Reasoning test. So, UC applicants have 19 Subject tests to choose from. The test pattern currently required by UC calls for either the SAT Reasoning test or the ACT with its optional Writing component, and two Subject tests in different subject areas. For example, Mathematics Level 2 and Chemistry (one from math and one from science) is an acceptable combination, but Biology and Chemistry is not, nor is Latin and Chinese with Listening. Beyond this different-subject restriction, the choice of which Subject tests to take is at the discretion of the applicant.

The test pattern described above has been in force since the Fall 2006 admission cycle. Prior to that, the required test pattern consisted of the SAT I (antecedent of the SAT Reasoning test) or the ACT, along with three SAT IIs (now called SAT Subject tests). Under this old test pattern, two of the three SAT IIs were mandated: one had to be the Writing test, and one had to be in Mathematics. The third exam was at the discretion of the applicant. This test pattern dates back to 1968. However, initially, the scores on all required tests were irrelevant for purposes of eligibility except in the narrow GPA range 3.0 – 3.1. The sliding-scale GPA/test-score eligibility index was put in place in 1979, but it only considered SAT I scores. The three Subject tests continued to be required, however. It was not until 1999 that the scores on the Subject tests were incorporated into the eligibility index, with the Subject scores receiving twice the weight of the Mathematics and Verbal components of the SAT I.

The 2006 revision of the test pattern, in which the number of required Subject tests was reduced from three to two, was compelled by the changes the College Board made to the core SAT exam. These changes were, in turn, a result of pressure from the University of

California to bring the SAT into better alignment with the college-preparatory curriculum that institutions of higher education expect students to master in high school. The revised SAT core exam – called the SAT Reasoning test – incorporates what was the SAT II Writing exam, essentially in its entirety. This is especially significant because extensive analyses have shown (e.g., see Model 1a in Appendix I, systemwide and for individual campuses) that, among all tests required by UC, the Writing test has the greatest predictive validity in relation to UC freshman GPA. Other changes include the introduction of elements of higher-level math into the core-exam Mathematics part, and elimination of some of the more controversial, intelligence-test-like elements of the old SAT I, such as analogies in the Verbal section. The new SAT Reasoning test now contains three separately-scored sections: Writing, which consists of a 35-minute multiple-choice section and a 25-minute essay; Mathematics (70 minutes total, all multiple-choice questions), and Critical Reading (also multiple choice, 70 minutes). Test-takers receive scaled scores in the 200-800 range on each of the three sections, as well as a separate score between 2-12 on the essay.

The use of standardized admissions tests in college admissions is, of course, not without some controversy. Opponents of their use point to persistent and well-documented disparities in scores between racial groups, and to high correlations between scores and socioeconomic status. Supporters counter that standardized tests offer an antidote to nonuniform educational quality and uneven grading practices. They point out that, if used judiciously, test scores can in fact contribute positively to the prediction of which applicants will succeed in college.

In a 2002 discussion paper (http://www.universityofcalifornia.edu/senate/committees/boars/admissionstest.pdf), BOARS endorsed the continued use of admissions tests, noting that ". . .admissions test offer important benefits to the University by providing information about student mastery of key areas of the college preparatory curriculum that adds to and complements the information provided by the high school GPA." This continues to be BOARS' position. However, BOARS remains cognizant that UC's testing requirements carry certain implications relating to equity in access to UC, including the personal expense involved, uneven access to testing centers and to test-preparation courses, and significant differences in test-taking behavior among various demographic groups (http://www.universityofcalifornia.edu/senate/committees/boars/boars.indicators.pdf). In short, standardized tests should be required only when the gains in predictive validity afforded by the test scores are sufficient to offset the equity issues.

The predictive validity of various "inputs," or predictor variables, in selection decisions is of longstanding interest to BOARS, and is studied routinely to gain an understanding of the importance of each variable (tables 2 and 3 earlier in this document are examples). Typically, UC freshman GPA is used as an outcome variable, both because it is quantitative and readily accessible, and because selection of students who will initially do well at the institution seems a reasonable goal for any admissions-decision process. In studies of this type, freshman GPA is modeled as a linear function of the predictor variables, and the percentage of variance in the outcome variable explained by the model is examined. When a given predictor variable is added to the model, the increment in the percentage of variance explained gives an indication of the predictive validity, or power,

of that variable.

In November of 2007, freshman GPA data from across the UC system first became available for the class that entered in Fall 2006. This was the first freshman class subject to the new test pattern (SAT-Reasoning or ACT with Writing, and two SAT Subject tests). Based on this data, an extensive set of incremental predictive validity studies of the kind described above was performed. The results are included as Appendix IV. Data is provided for the entire system (33,356 matriculants), as well as for each campus. Analyses are also provided for the 3578 engineering matriculants across the system. The key observations based on these analyses can be summarized as follows:

- "Fully saturated" regression models, in which all predictor variables under consideration are included, typically explain about 30% of the variance in freshman GPA.

- Systemwide, the increment in variance explained upon introduction of the SAT Subject tests into a model that already includes the SAT Reasoning test is very small – between 0.2 and 0.5%, depending on the other variables included in the model. The corresponding ranges for the individual campuses are 0.0-0.2% up to 0.9-1.2%.

- Restricting the population to engineering students (systemwide) only, the predictive-validity gain associated with the SAT Subject tests, over and above the Reasoning test, is somewhat larger (1.1-1.4%) than for the general student population, but still small.

- 81% of engineering matriculants took the SAT Subject exam in Mathematics, compared to 62% of matriculants generally.

- Restricting the population to engineering matriculants who took the Mathematics Subject exam, the gain in predictive validity is similar to that for all engineering matriculants – 1.3-1.4%.

- Restricting the population to all matriculants who took the Mathematics Subject exam, the gain in predictive validity is again similar to that for all freshmen – 0.2-0.4%.

To put these predictive-validity gains into perspective, it is noted that adding the three scores from the SAT-Reasoning test to a model that contains only high school GPA results in a gain of 8.6% (Appendix IV, Table 1, model 8 vs. model 1), whereas adding GPA to a model with only the Reasoning test scores results in a gain of 8.2% (Table 1, model 8 vs. model 3).

The fundamental finding of this study is that the two Subject test scores required by UC add very little to predictions of initial performance at UC, once scores on the core exam are taken into account. The study also illustrates that the incremental predictive validity of the Subject tests, though still small, is somewhat higher for engineering students, but not necessarily because of the Mathematics exam.

These findings are not surprising in light of earlier analyses,[29] which showed that, once the other tests have been taken into account, the "third" subject test (i.e. the one elective-subject-area test out of the three Subject tests that were required under the test pattern in force at the time) had negligible predictive validity. Under the current test pattern, both required Subject tests are in subject areas elected by the student, so it is not surprising to find that their scores bring little to the prediction of freshman GPA. It is also observed that the single exam in the old, pre-2006 test pattern that showed the largest increment in predictive validity – the SAT II Writing exam – is now part of the Reasoning test, and is therefore now taken by everyone who takes the core exam.

The revision of the SAT a few years ago incorporated the most important part of the former SAT II into the new SAT Reasoning test In light of these findings, and considering the burden the requirement places on students and their families as well as the uneven pattern of test-taking behaviors among demographic groups, BOARS continues to believe that requiring all freshman applicants to take two Subject tests is unwarranted. However, we also recognize that there may be certain circumstances under which specific Subject-test scores would provide valuable information not otherwise available to reviewers. Under existing policy, campuses, colleges, and programs cannot require that applicants take specific Subject tests, though they can recommend that applicants do so.[30] We emphasize that programs, colleges, and campuses would remain free to recommend submission of specific Subject-test scores in such circumstances, and to articulate the kinds of situations in which students should consider taking one or more Subject tests. An example of such a situation might be when a student feels that their grade in a particular course does not accurately reflect their level of mastery of the subject. BOARS' recommendation is only that submission of two Subject test scores should not be required of all freshman applicants as a condition of admission. Finally, we note that, were this recommendation adopted, UC's testing requirements would then be aligned with the practices at UC's public comparison institutions (Table 5).

[29] Geiser, S. and Studley, R. (2002). UC and the SAT: Predictive Validity and Differential Impact of the SAT I and SAT II at the University of California. Educational Assessment 8(1):1-26.

[30] One reviewer of the Fall 2007 proposal noted that ceasing to require SAT Subject exams would reduce the number of applicants who submit them, and asserted that these tests have some value as indicators of student interest in particular subjects, even if the scores add very little to predictions of student success. Because applicants can still be encouraged to indicate such interest by taking specific SAT Subject exams – or by other means, such as taking advanced courses in particular subjects, Advanced Placement tests, etc. – BOARS believes that this consideration does not justify requiring the SAT Subject exams of all applicants.

Table 5[31]

Standardized Test Requirements at Comparison Institutions

Institution Name	ACT	SAT I	SAT Subject (formerly SAT II)
University of Illinois at Urbana-Champaign	Either ACT* or SAT I		Not required
University of Michigan-Ann Arbor	Either ACT or SAT I		Not required; Will be considered if submitted
SUNY at Buffalo	Either ACT or SAT I		Not required
University of Texas at Austin	Either ACT or SAT I		Not required
University of Virginia-Main Campus	Either ACT or SAT I		Not required; 2 subject tests strongly recommended
Harvard University	Either ACT or SAT I		Required: 3 subject tests
Massachusetts Institute of Technology	Either ACT or SAT I		Required: 2 subject tests -- one math and one science
Stanford University	Either ACT or SAT I		Not required; Math 2 and one other subject test recommended
Yale University	Either ACT or SAT I		Only required for SAT I test takers: 3 subject tests

* Note: The University of Illinois at Urbana-Champaign recommends that all students who take the ACT rather than the SAT I take the optional ACT Writing component. All other schools in the comparison group require the Writing test for ACT test takers.

III.d A-G Curriculum

UC's practice of reviewing and certifying every single college-preparatory course at every high school in the state dates back to the 1930s. Only courses certified by UC are considered in admissions decisions. Further, as part of its eligibility construct, UC requires the completion of 15 prescribed year-long courses in grades 9 through 12. These were listed in Section II. For the past several years, the CSU system has used the a-g curriculum in its own eligibility requirements as well.

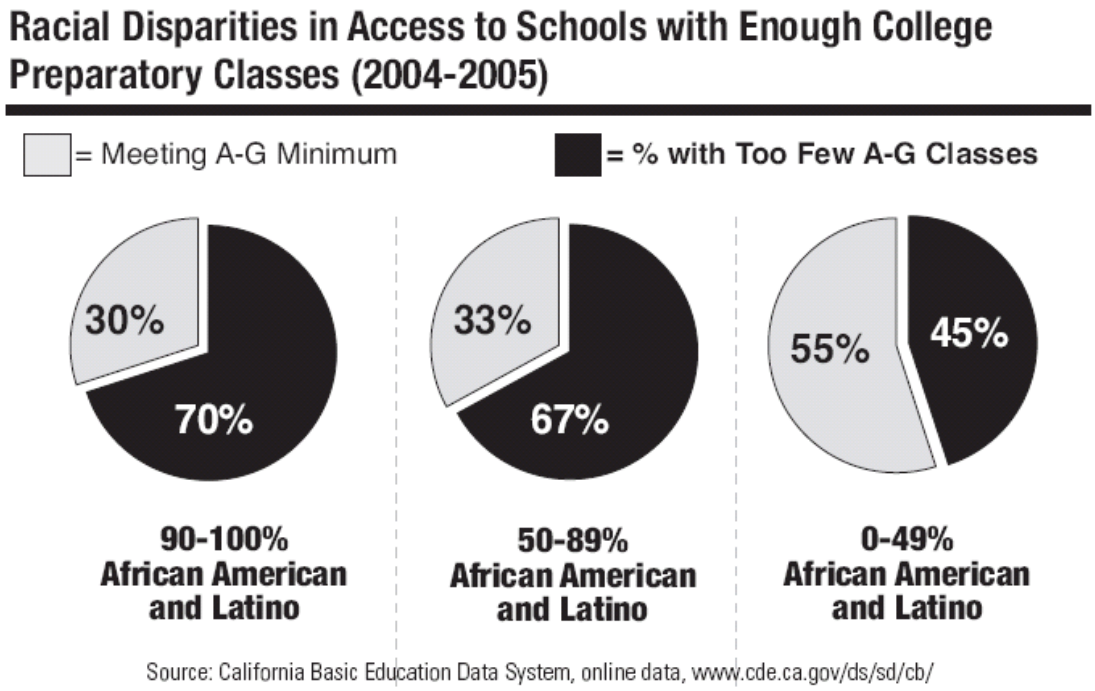
The main intent of the a-g policy is to ensure an adequate minimum level of preparation for study at the freshman level in any of the major programs offered by the University. BOARS continues to believe that this rationale is sound, and affirms that the a-g curriculum requirements should remain in place. Completion of the full a-g pattern of 15 courses remains a requirement for regular admission under the policy proposed in the next section. The proposal does, however, attempt to bring some regularity to how minor deficiencies in an applicant's a-g record are handled. Accordingly, some facts about how the a-g policy plays out in practice are in order.

[31] University of California Undergraduate Work Team of the Study Group on University Diversity: Recommendations and Observations. September 2007. http://www.universityofcalifornia.edu/diversity/documents/07-diversity-report.pdf.

As described in Section II, all approved a-g courses are listed in an on-line database called "Doorways." Schools are responsible for submitting new courses and course changes to UC for review, approval, and inclusion in Doorways. The capacity for competent maintenance of a school's a-g entries is rather varied across the state, and generally depends on the level of resources the school has at its disposal. Given the general shortage of counselors in California high schools, many schools fall behind in the task, with the result that some of their course offerings do not bear UC-admissions credit, even though the courses may in fact be approvable. The capacity to offer adequate numbers of a-g course sections is similarly varied, with the general pattern being inadequate offerings at less-well-resourced schools. The Visual and Performing Arts (f) requirement is the newest addition to the a-g requirements, and some schools have struggled to put in place an approved year-long course in this area.

Unsurprisingly, students from racially underrepresented groups and those with lower socioeconomic status are differentially impacted by these inadequacies. Figure 5 illustrates the proportion of schools offering adequate numbers of a-g-approved courses by racial composition of the school.

Figure 5 – From Ref. 32



In order to accommodate all students in a college-preparatory program, a minimum of 67% of all courses offered in a school should be a-g-approved.[32] Realistically, however, schools must offer an even higher proportion of college-preparatory courses to ensure

[32] J. Oakes, J. Rogers, D. Silver, S. Valladares, V. Terriquez, P. Mcdonough, M. Renee, M. Lipton, 2006. Removing the Roadblocks: Fair College Opportunities for All California Students. UC ACCORD/UCLA IDEA. Available at www.edopp.org.

that all students can take 15 a-g courses over their four years in high school. It is common at schools with high rates of college-going that the proportion of a-g courses exceeds three-quarters. If a school has few a-g courses to offer, the prospect for tracking is enhanced, and a-g course-taking opportunities accrue only to those students with the savvy to negotiate them. Yet, students at these schools are the least likely to have parental and school-based "college-knowledge" that is associated with this savvy.

The question of sheer course availability aside, there are other, less glaring causes for misunderstandings regarding a-g policy and its application. In essence, these relate to the complexity of the policy itself. UC's instructions to prospective freshman applicants are found on the UC website by following the links UC home -> admissions -> undergraduate admissions -> paths to admission -> freshman admission -> statewide eligibility -> subject requirements. There, one finds a listing of the a-g coursework requirements, with brief descriptions of the restrictions attending each subject area (e.g. no more than one year of "ESL-type courses" can be used in the satisfaction of the four-year English requirement). The web page also stipulates that at least seven of the 15 courses must be completed in the last two years of high school. Yet, the actual "fine print" of the policy is far more complex than this web page suggests. In order to gain a sense of this complexity, one must navigate to a web page for high school counselors (UC home -> educators -> counselors -> admissions information -> freshman admission -> advising prospective freshmen -> admission requirements -> statewide eligibility -> subject requirement). Here one finds a table which describes various alternative ways of satisfying the a-g requirements besides taking high school courses at one's high school. For example, the *entire* four-year English requirement is satisfied by a score of 680 on the Writing portion of the SAT, whereas the first three years are satisfied by a score of 560 on the Literature Subject exam. Many of the other a-g requirements can be satisfied in whole or in part by satisfactory scores on corresponding Subject exams; the required scores are generally *below* the means of all test-takers nationally. Other options for satisfying a-g include AP exams, IB exams, and community college courses.

The above course validation options are just examples of the complexity of the a-g policy. Many other policy provisions are described on other web pages intended for counselors. The point is that, without the guidance of competent (and available) counselors, high school students could hardly be expected to know and understand all the intricacies of the a-g policy, particularly beginning in the ninth grade when students must establish themselves on a trajectory to complete a-g by graduation. It is ironic that, while UC is the only public university in the nation that maintains a course-certification and coursework policy like a-g, California ranks 50th among the states in student-counselor ratio.[33]

The consequences of this state of affairs are not just theoretical: a 2004 CPEC report[34] found that about 2% of the state's graduating seniors missed eligibility because of a single course omission, and in the majority of those cases, the missing course was either Visual

[33] University of California Undergraduate Work Team of the Study Group on University Diversity: Recommendations and Observations. September 2007. http://www.universityofcalifornia.edu/diversity/documents/07-diversity-report.pdf.

[34] "Factors Limiting Eligibility for the University of California," California Postsecondary Education Commission report OP/04-03, December 2004.

and Performing Arts, or English (of which four years of UC-certified coursework is required). These students had gone to the trouble to complete UC's unique test pattern, but were ineligible on account of this single course omission.

It is critical to appreciate that students with a-g deficiencies do not necessarily have low numbers of a-g courses. Referring to Appendix III, which compares the profiles of eligible and ineligible applicants to UC campuses, the mean number of semesters of a-g courses taken by ineligible applicants is 45, only two less than the mean number for fully eligible applicants. Given that about 60% of the ineligible applicant pool actually completed the required test pattern, it seems likely that significant numbers of ineligible applicants were ineligible on account of a-g deficiencies. But clearly these deficiencies do not always amount to insufficient numbers of college-preparatory courses. Indeed, as noted above, CPEC's analysis of its own 2003 eligibility study[35] found that the most common pattern of a-g deficiency was omission of a single required course, and in most cases the course was English or VPA. This is not surprising, in light of the fact that four years of UC-certified college-preparatory English are required – one course in each grade from nine through twelve. It is also likely that the prevalence of English-learners in CA schools plays a role: many such students may not be ready to take up the college-preparatory English track in their high schools until tenth or eleventh grade.

Taken together, these facts suggest that some flexibility in the a-g policy is desirable. In fact, that flexibility already exists, in the form of the Admission by Exception mechanism. However, as explained in Section II above, this mechanism is essentially unadvertised and little-used. The eligibility proposal described in the next section offers an appropriate mode of flexibility via a systematic approach based on comprehensive review. It is emphasized that proper completion of the full a-g pattern explicitly remains an expectation for freshman admission. However, minor deficiencies in an otherwise strong pattern of college-preparatory course-taking should not be cause for automatic denial.

In sum, the motivation for seeking changes in UC's eligibility policy can be simply stated as follows: The current policy guarantees admission to some students who present modest academic credentials, while at the same time excluding others who are better than some who were guaranteed admission. The facts and the data so strongly compel this conclusion that it does not seem reasonable to dispute it. The conclusion holds up even defining "modest" and "better" on the basis of conventional indicators of academic achievement. The situation is all the more unfortunate because underprivileged students are differentially impacted. Consistent with the many policy statements made by the Regents and other officials over the years, and given UC's role as a public land-grant institution, the University has a duty to erase such structural unfairness in its policies and practices when it is possible to do so.

[35] "Factors Limiting Eligibility for the University of California," California Postsecondary Education Commission report OP/04-03, December 2004.

IV. PROPOSAL FOR A NEW ELIGIBILITY CONSTRUCT

The Fall 2007 proposal called for introduction of a new classification – Entitled to Review (ETR) – which identifies a group of students who would be invited to apply, but who would not be guaranteed admission in the absence of a favorable decision by a campus. That proposal also retained the traditional guarantee for students in the top 4% of their high school class, as is currently the case with the Eligibility in the Local Context (ELC) program. Many review respondents expressed concern about the large reduction in the size of the guarantee pool, from the notional 12.5% (i.e. all eligible students) down to 4%. At least two respondents suggested that a guarantee that is more extensive than just the ELC 4%, but not covering all admits as is essentially the case now, could be introduced alongside ETR.

Recognizing the considerable concern expressed by responding divisions and committees, BOARS undertook an extensive examination of a wide range of possible guarantee scenarios that might complement the ETR pathway. BOARS has concluded that a large fraction of admits can, in fact, receive an admission guarantee via the referral-pool mechanism, while at the same time realizing all or most of the benefits envisioned in the original proposal. The existence of the ETR mechanism alongside a robust admission guarantee will rectify most of the problems with the current eligibility construct as explained in Sections II and III. However, it must be emphasized that these problems cannot be addressed within the confines of the current structure, namely, a simple, self-determinable set of criteria dividing the pool of graduates into those that are guaranteed admission, and those that are, for practical purposes, excluded from UC.

IV.a Description of the Proposed Policy

An "Entitled to Review" category would be established, essentially identical to the original proposal:

1. All California-resident applicants who:

    - complete a prescribed 11 of the 15 required a-g courses by the end of the 11th grade,
    - achieve an unweighted GPA of 2.8 or higher in all a-g courses taken in the 10th and 11th grades, and
    - take the SAT Reasoning test or ACT with Writing,

    would be entitled to a review (ETR) at each campus to which they apply. Submitted test scores do not affect ETR status, but may be used in comprehensive review. Students who are entitled to a review by this pathway are expected to complete the full set of 15 required a-g courses prior to enrolling. Failure to do so is grounds for cancellation of admission, although this is not automatic. Campuses electing to maintain an admission offer to a student who fails to correctly complete the a-g requirement by graduation would need to invoke the Admission by Exception

mechanism.

2. All applicants who achieve very high scores on a prescribed battery of standardized tests are accorded ETR status, irrespective of their high school records. The battery consists of the SAT Reasoning test or the ACT with its optional Writing component, and two SAT Subject tests in different subject areas. This test pattern is identical to the one required under the current eligibility policy. This testing-only provision in the ETR policy is similar to the existing Eligibility by Exam Alone pathway, the intent of which is to provide a route into UC for those applicants whose circumstances prevent them from presenting conventional academic credentials (e.g. home-schooled students). At present, the number of students eligible by this pathway alone is very small – typically 200-300.

3. California-resident students designated ETR per 1 or 2 above would, additionally, be guaranteed admission to at least one campus of UC's choosing if they successfully complete the full 15-course a-g curriculum requirement prior to graduation, and if they:

- fall within the top 12.5% of their high school class by fully-honors-weighted a-g GPA based on courses taken in the tenth and eleventh grades, or

- fall within the top 5% statewide based on an index involving capped, honors-weighted a-g GPA and SAT-Reasoning or ACT scores.

NOTES:

1. The ETR parameters are unchanged from the original proposal.

2. It is emphasized that the 11-out-of-15 stipulation does not represent a loosening of standards in comparison to the current eligibility policy. This provision states that the specified 11 must be completed by the end of the junior year. In fact, this represents a small tightening of standards, as the current statewide eligibility policy does not require the completion of any minimum number of a-g courses by the end of the junior year.

3. It is further emphasized that completion of the full a-g pattern is expected, and failure to do so is grounds for cancellation of any admissions offers. However, the proposed policy does not make cancellation automatic – campuses can elect, via Admission by Exception, to maintain admission offers even if the student does not correctly complete a-g. This is entirely consistent with the intent of Admission by Exception, which is a long-standing, Regentally-approved policy. Also, it is noted that a-g non-completers often present extensive records of college-preparatory coursework (ineligible applicants to UC average 23.5 years of a-g coursework, only one year less than eligible applicants – see Appendix III). It is highly unlikely that an ETR applicant with a truly deficient a-g record – say, 13 total courses – would be admitted to any campus via comprehensive review.

4. The 2.8 unweighted GPA for ETR status should not be interpreted as a decline in

standards. Although the current minimum for eligibility is 3.0, this GPA is weighted by up to eight semesters of honors-level "bonus point." A rough calculation based on the average number of honors-level courses among applicants (12-13) and the average number of a-g semesters (49) suggests that a 2.8 unweighted a-g GPA is approximately equivalent to a 3.0 weighted, capped-at-8 GPA. Also, it is worth mentioning that the 3.0 minimum was introduced only with the Fall 2007 admission cycle. Prior to that, the minimum had been 2.8 (*honors weighted*) for many years. Finally, it is emphasized that ETR status does not come with guaranteed admission. As is presently the case, applicants in the lower GPA range would have to present extraordinary credentials along other dimensions in order to be admitted to selective campuses via comprehensive review.

Elimination of the SAT Subject test requirement remains a feature of the revised proposal. This recommendation is made on the basis of: 1) negligible predictive validity of the scores, 2) the burden the requirement places on students and their families, and 3) differential impact of this burden on some demographic groups. It is again emphasized that campuses are free to consider any and all test scores that are submitted, including Subject tests, AP exams, and IB exams. And, colleges and programs remain free to recommend submission of specific Subject test scores when this information is judged to be important in arriving at sound admission decisions.

IV.b Explanation of the Proposed Admission Guarantee

The guarantee parameters (top 12.5% within school, top 5% statewide) were arrived at after simulating an extensive array of different scenarios. The entire set of simulations is summarized in Appendix V, which gives tables profiling each different scenario considered. It is important to appreciate that the 12.5% within-school provision *does not* mean that all admission slots will be taken up by applicants with guaranteed admission. In fact, the simulations indicate that the 12.5/5.0 parameters will confer a guarantee on about 10% of the state's high school graduates. There are at least three reasons for this. First, some students in the top 12.5% of their class will fail to be ETR, because they do not complete the required 11 out of 15 a-g courses by their junior year. Second, some students will not take the required exam. The third reason is that some will not complete the full 15-course a-g pattern by graduation. In any case, not all high school graduates in this approximately 10% group will actually apply to UC.

The combination 12.5% within school, 5% by statewide index would be a new way to conceive of a more restricted guarantee at the same time that ETR-without-a guarantee makes more students visible to the system. The rationale for this change may be summarized as follows:

1. With reference to Table 6 in Appendix V, the average a-g GPA among guaranteed students under this proposal increases in comparison to the currently eligible pool, from 3.69 to 3.81. The average SAT I scores are very similar (1199 for current eligibles and 1176 for the proposed guarantee pool). The small drop in average SAT scores is attributable to the greater emphasis on GPA implied by the expanded within-school share. The average GPA increase equates to approximately 0.3 standard deviations, whereas the average SAT drop is about 0.12 standard deviations.

2. Under the revised proposal, the presence of racially underrepresented students in the guarantee pool is essentially preserved in comparison to the currently-eligible pool. Specifically, the proportion of African American students is 3.89% in the currently eligible pool, and is estimated to be 3.49% in the guarantee pool under the proposed policy. The proportion of Chicano/Latino students increases from 13% to 15%. The ETR-without-guarantee pool is anticipated to be significantly richer in URM students than is the currently eligible pool, and all groups stand to benefit in terms of receiving a review (see Appendix V, table 6).

3. The geographic distribution of students who are awarded the guarantee is more representative of the state's population distribution than under current policy.[36] Such distribution is expressly demanded by the 1868 legislation that created UC, Section 13 of which directs the Regents to so apportion enrollments that "all portions of the state shall have equal privileges therein."

4. Compared to the present eligibility index, the statewide index in the present proposal represents a high standard of academic achievement. For example, the minimum a-g GPA is 3.08 (weighted by up to eight semesters of honors courses), compared to 3.0 under existing policy – and this GPA must be compensated by *perfect* SAT scores of 800, compared to 470 under existing policy. A more realistic scenario is a GPA of 3.5 paired with an SAT average score of 667, compared to an average SAT score of 370 required under existing policy. A 4.0 GPA is required to compensate for SAT scores of 509, which are close to the national averages for all test-takers.

5. The sixth table in Appendix V indicates that nearly all students who would fall into the top 5% by statewide index would also be in the top 12.5% of their class. The 12.5% by-school criterion therefore confers an admission guarantee on approximately an additional 5% of graduating seniors. For this additional 5%, the guarantee would be based on class rank by GPA. Extensive analysis of UC data supports the use of class rank as a strong predictor of initial success at UC, at least on par with GPA itself and with standardized test scores (see models 4 and 4a in Appendix I, systemwide and by campus).

6. The proposed policy calls for guaranteed admission, via the existing referral-pool mechanism, for the top students in every high school who complete the full a-g curriculum prior to graduation. The hard work and achievement of students in each of California's high schools is thereby encouraged and rewarded. Schools, in turn, are encouraged to maintain and enhance their a-g course offerings, and to make them available to all students who are capable of benefiting from a college-preparatory curriculum. Both UC and CSU (which also requires a-g completion) stand to benefit. Further, the proposed policy should encourage greater two-way communication between the University and high schools throughout the State to ensure that the top students at each school are well-prepared to achieve academic success at the University.

7. Based on eight years of experience with the ELC program, it is now evident that a

[36] This is implied in Appendix V, table 6 by the distribution among schools by API decile.

major benefit of the program is the encouragement to complete the a-g curriculum engendered by the congratulatory letter that ELC-on-track students receive from UC as they return to school for their senior year. The proposed guarantee/ETR approach proposed here would multiply this effect by giving UC a substantially greater presence in each high school.

It cannot be stressed enough that receiving an admission guarantee does not excuse one from being evaluated by comprehensive review. As always, students will apply to individual campuses, their applications will be reviewed by those campuses, and admission offers will be made based on the outcome of those reviews. There is one constituency that may, on first reading, find reason to object to the recommended guarantee structure. This group consists of fairly strong students at high schools with high UC-sending rates. By "fairly strong" we mean students who fall below the 12.5% within school or 5% statewide levels, but whose academic records suggest that they would nevertheless succeed at UC. These students (or their parents) may perceive a loss under the proposed policy, because many of them enjoy guaranteed admission under the existing policy. In point of fact, this group is not materially disadvantaged by the proposed policy at all, because the ETR pathway to admission remains open to them. At all campuses, their applications will be comprehensively reviewed alongside students who have a guarantee. If their qualifications are strong, they can practically guarantee their admission to UC simply by applying to less-selective campuses.

From the perspective of the individual applicant, the guarantee is best understood as an "extra" that gives the very best students a late-stage option if their hopes and plans – UC and elsewhere – do not work out. In recent years, only 5% to 7% of students offered admission through the referral pool have accepted these offers. The referral pathway is a minor contributor to the UC student population, accounting for about 1% of all enrolled freshmen. It bears mention that both the size and the yield rate of the referral pool would likely decrease under the proposed plan, because 1) unlike under the current eligibility policy, guaranteed students would be so strong academically that they are likely to be admitted directly to one or more UC campuses to which they apply, and 2) even if they are not admitted directly, their academic qualifications give them options outside the UC system.

The Senate response to the original proposal made the case for the guarantee by describing its broadly positive effects on the relationship between UC and the people of California. In this respect, the guarantee structure recommended herein would seem to offer a great deal. It gives UC a strong presence in every high school in every corner of the state. It encourages students and schools to strive for great achievement on a competitive basis. And, it represents a high standard of individual academic success, not merely recognition for properly navigating complex rules and requirements. The increased quality demonstrated by the average indices of achievement in the projected guarantee pool suggest that the campuses who receive referral-pool admits might find reason to be well pleased with this policy recommendation. For these reasons, BOARS suggests that the 12.5% local, 5% statewide represents a near-optimal realization of the benefits that stand to be gained from an eligibility policy of this type.

V. FISCAL IMPACT

Several divisions of the Academic Senate expressed concern that this proposal would entail additional application processing costs; the divisions wanted more data responsive to the question of whether this proposal could result in an unfunded mandate (UCI, UCSB, UCD, UCM, UCSC, UCOPE). In response, BOARS has looked carefully at factors such as:

- The likely per applicant marginal costs of admissions processing;
- The distribution of application fee revenue between the system and the campuses;
- The proportion of application fee revenue earmarked for campus-level admissions purposes;
- How application revenue might be impacted if a greater share of the post-ETR applicant pool receives fee waivers;
- The opportunity costs of maintaining the current UC eligibility construct in the face of what may otherwise be a slight decline in applicant volume associated with the fact the number of California public high school graduates is expected to decrease by about 7% between 2008 and 2016.

For the reasons described below BOARS concludes that, on balance, the marginal cost of admissions processing associated with this proposal is unlikely to be substantial, and certainly far from prohibitive. However, should the proposed changes be enacted, BOARS believes that the situation should be monitored carefully, and the Senate should take an active role in arguing for adequate resources to support critical functions like admissions processing.

V.a Additional Information about Funding for Campus Admissions Processing

Regarding the costs that campuses shoulder as a consequence of the applicant review process, BOARS gathered relevant information from UC Admissions Offices. The table below displays what should be regarded as an upper-bound limit on such costs. For example, UC Berkeley's Office of Undergraduate Admissions estimates their total costs are about $4.5 Million, but only $2.1 Million is for application review, selection, and evaluation of credentials (including non-FTE costs). In other words, the totality of admissions-office functions distributed over the applicant pool amounts to about $81 per applicant at UC Berkeley, including about $38 per applicant in costs that are directly associated with admissions processing. The $81 figure includes many costs which are not related to admissions processing, and which do not scale directly with application volume. The $38 amount is therefore the best available estimate for the marginal cost of application processing at the Berkeley campus.

The per applicant costs displayed in the table below include, in addition to application processing, things such as recruitment/yield efforts, costs that strictly speaking should not be analyzed in isolation at the admissions stage, since successful recruitment efforts result in fee-paying enrolled students (i.e., if done successfully, these activities can pay for themselves over the long-term, apart from their connection to the mission of the University). The same principle applies to other activities conducted by Admissions, including evaluation of admitted and enrolled students' transcripts. The lower per

applicant cost at UCLA ($48) in the table partly reflects the fact that their Office of Undergraduate Admissions does not pay for all recruitment and yield activities, some of which are funded centrally.

Per Applicant Costs: Undergraduate Admissions at Four UCs Activity-Based Budgeting benchmark comparison				
	UC Berkeley	**UCLA**	**UC Davis**	**UC San Diego**
Total costs	$4.5M	$3.1M	$4M	$4.8M
# of applications	55,000	64,000	45,000	53,000
$/application	**$81/app**	**$48/app**	**$89/app**	**$90/app**

The information above regarding UC Berkeley and UCLA suggests that approximately **$40 per application is a reasonable rough estimate for the marginal cost of admissions processing**. Thus, it is significant that at the end of the day, **UC campuses receive approximately $52 of every $60 (or 87%)** in paid domestic undergraduate application fees, on average (see table below). Two-thirds of each $60 application fee ($40) goes straight through to the campus as part of its undifferentiated general fund appropriation, which amounts to e.g., about $1.6 million at UC Santa Barbara and $1.7 million at UC San Diego.

About 87% of revenue from the $60 Application Fee for domestic applicants is directed to the Campuses (as either general funds or an admissions earmark)		
$40: ***All*** of this component goes to the campus based on its application volume. However, these funds are part of a single ***general fund*** appropriation, so the extent to which these funds support admissions processing is a matter of campus discretion.	**$15** ***Earmarked*** for admissions. Campuses get most of this money, with some variation (range 69% at UCR to 83% at UCLA). Merced is slightly subsidized (107%).	$5 stays at UCOP for admission systems development

Certainly, the degree to which this $40 component of the application fee is used to support admissions processing is a matter of campus-based discretion. To the extent that on at least a couple campuses faculty members and administrators perceive admissions to be among the "have nots" rather than the "haves" when it comes to funding priorities, it highlights a challenge that has existed all along, and one not likely to be exacerbated by this proposal to any significant extent. As described in more detail below, within the last decade every UC campus has already witnessed a profound increase in applications, and by any reasonable measure the magnitude of that increase far surpasses what might come about by virtue of this proposal.

Apart from the $40 component of the $60 application fee, there is also a $15 component that is earmarked for admissions processing, and the bulk of this $15 funding stream goes

to UC campuses. The portion not going to the campus receiving the application supports the following:

- A combined total of $866,000 goes to UCOP IR&C to support Pathways. Merced is exempt from this contribution, and the funding from the other eight campuses is split between an equally distributed share ($54,000 per campus) and a prorated share based on application volume, which ranges from about $26,000 for UCR to $75,000 for UCLA.

- Eight campuses support a small subsidy – about $850 per campus this year -- for Merced to bring its revenue earmarked for admissions up to the $100,000 level. Because Merced is nearly at that level on its own, the subsidy is likely to be negligible for Fall 2008.

A noteworthy recent development is that, unlike the prior two years, a pool of $550,000 is now both freed up and earmarked for campus-based admissions processing. UC campuses are no longer contributing to the Centralized Admissions and Scholarship Application (CASA) project due to a contract performance dispute with the vendor. CASA support used to be taken out of the $15 component of the application fee, and was based on the same formula used to fund Pathways (i.e., a split between equal and prorated shares). There are no short-term plans for a CASA successor project.

Approximate Campus Revenue Generated by Undergraduate Application Fees
(Winter/Spring/Fall 2008, Preliminary)

	# Paid Apps (preliminary, rounded)	Campus funds from the $40 slice (preliminary)	Campus funds from share of the $15 slice (preliminary)	Total Campus Application Fee Revenues
Berkeley	49,170	$1,967,000	$646,000	$2,613,000
Davis	39,681	$1,587,000	$496,000	$2,083,000
Irvine	40,450	$1,618,000	$507,000	$2,125,000
Los Angeles	55,750	$2,230,000	$730,000	$2,960,000
Merced	6,829	$273,000	$104,000	$377,000
Riverside	17,902	$717,000	$194,000	$911,000
San Diego	46,364	$1,855,000	$592,000	$2,447,000
Santa Barbara	46,105	$1,844,000	$582,000	$2,426,000
Santa Cruz	27,303	$1,092,000	$322,000	$1,414,000

Recalling the earlier table and text indicating that UC Berkeley spends about $2.1 Million on admissions processing, the above information confirms that paid application fees revenue are a viable means of paying for campus admissions processing needs, absent a decision by campus leaders to divert these funds to other purposes. Also bear in mind that currently about 19% of the undergraduate applicant pool to UC requests and obtains fee waivers. (Interestingly, the percentage of fee waivers is significantly smaller than the 37% of UC's 2008 freshmen applicants who come from low-income families (i.e., $46,000 or below)). If the anticipated amount of the increase in applications associated

with this proposal is likely to be modest (see next section), and even if 25%-30% of these new applicants receive fee waivers, the basic fundamentals of funding for admissions processing will not have changed substantially.

V.b The Likely Impact on Application Volume is Much Less than a 50% Increase; Conversely, UC Campuses Already Have Recent Experience Successfully Managing More Profound Increases in Applications

The summary of concerns by the Academic Council indicated that some divisions worried that this proposal would "not cover the increased costs of reviewing an estimated 50% additional applications through a comprehensive review." However, that figure represents a simplification (and a misunderstanding) about what was in the earlier proposal, which stated that 2003 data indicates the ETR pool would perhaps be 50% larger than the UC eligibility pool, but that the actual increase in applications UC should be significantly less than this. This is because a significant number of students in the ETR pool do not immediately enroll at any four-year institution after graduation, and only some of those attending California Community Colleges could feasibly be enticed to consider applying to UC as freshmen. Referring to the sixth table in Appendix V, which shows the size of the projected ETR pool that actually went on to enroll at some four-year institution the fall after high school graduation, 25% appears to be a more reasonable upper bound on the increase in application volume. In any event, the feedback from the Senate divisions indicates this is an area warranting further clarification.

Certainly the goal of ETR is not to serve as a bulwark against possibly eroding application levels in the face of declining numbers of high school graduates, but this too is relevant when assessing the likelihood of substantial increases and in weighing the net costs (both economic and non-economic). The California Department of Finance projects that the number of public high school graduates across California will decline by almost 7%, or about 25,000 graduates, between 2008 and 2016, with most of the decline coming after 2012 (see table below). The situation among California's most college-ready graduates may be slightly better than the picture overall, but not demonstrably so.

Projected Change in California Public High School Graduates, Largest Counties and Statewide, 2008-2016

County	2008	2012	2016	Change
ALAMEDA	13,681	12,791	12,452	**-9.0%**
CONTRA COSTA	10,938	10,536	10,343	**-5.4%**
FRESNO	11,062	10,965	10,780	**-2.5%**
KERN	10,373	11,606	12,010	**+15.8%**
LOS ANGELES	94,914	89,821	77,421	**-18.4%**
ORANGE	34,100	33,441	30,733	**-9.9%**
RIVERSIDE	25,401	27,815	31,244	**+23.0%**
SACRAMENTO	14,904	14,548	14,208	**-4.7%**
SAN BERNARDINO	24,374	26,036	25,960	**+6.5%**
SAN DIEGO	32,914	30,330	28,596	**-13.1%**
SANTA CLARA	16,481	16,484	16,069	**-2.5%**
STATEWIDE	**375,333**	**371,253**	**350,900**	**-6.7%**

With high school graduates over the next eight years expected to drop by 18% in Los Angeles County, 13% in San Diego County, and 10% in Orange County, it may be difficult for campuses like UC Irvine and UC San Diego to maintain their current application volume, other things being equal. A campus like UC Santa Barbara will also be concerned with these declines in the major Southern California counties, plus "back yard" declines in high school graduates of 19% in San Luis Obispo County, 16% in Santa Barbara County and 10% in Ventura County.

The overall picture is similar in Northern California. In the college-going-rich corridor extending from Monterrey Bay up through the San Francisco Bay Area and east to Sacramento, with the single exception of 1% growth in Contra Costa County, every county with a sizeable population will experience declines in the number of high school graduates between 2008 and 2016 (Alameda, Marin, Monterrey, Sacramento, San Francisco, Santa Clara, Santa Cruz, Solano, Sonoma and Yolo). Accordingly, a campus like UC Davis, which draws half of its freshmen from the Bay Area and a substantial proportion from Sacramento and Yolo counties, might otherwise see its freshmen application volume plateau if not decline a few years from now.

The number of graduates in the Central Valley will be flat or decline marginally between now and 2016, with small gains in Kern, San Joaquin and Tulare counties offset by declines in Fresno, Merced and Stanislaus counties. Under the current eligibility construct, UC Riverside is perhaps best positioned to maintain or exceed current application volume in the years to come, with declines in other Southern California counties being more manageable in light of 23% growth in Riverside County and 7% growth in San Bernardino County. Then again, UC Riverside has the most robust institution-wide and community support for long-term enrollment growth, so Riverside may also face challenges relative to its ambitions, challenges that become more acute if its applicant pool plateaus in a few years.

The consequences of potential future increases in application volume should be contemplated in the wider context of recent past increases. The rise of over 100,000 California public high school graduates over the last decade – the so-called "Tidal Wave II" that included children of baby boomers – was a driving force behind a remarkable increase in freshmen applications since the mid-1990s. Further, the average California resident applicant applied to about 3 UC campuses in the late-1990s compared to almost 4 campuses today. As a result, while freshmen applications to the UC system increased an impressive 55% between 1995 and 2006 (unduplicated), the campus-level surge in applications was much higher still, including gains well above 100% at UCI, UCR, UCSD and UCSC.

Percent Increase in California Resident Freshman Applications to the University of California, 1995-2006[37]		
Unduplicated to the UC System = 55%		
UC Berkeley = **78%** UC Davis = **84%** UC Irvine = **140%**	UCLA = **79%** UC Merced (N/A) UC Riverside = **168%**	UC San Diego = **97%** UC Santa Barbara = **115%** UC Santa Cruz = **120%**

[37] UC Freshmen Factsheet 1995-2006, http://www.ucop.edu/news/factsheets/Flowfrc_9506.pdf.

A necessary consequence of the dramatic rise in applications is that while in 1995 there was a combined total of about 48,000 freshmen applications that were denied admission across the eight UC campuses, the figure more than tripled to nearly 152,000 applications denied at the (now nine) undergraduate campuses in 2007. The concern about this proposal precipitating "elitism" by creating more applications and thus more denials of admissions should be seen in this context. We are unaware of any Senate division formally staking out a position against increases in application volume and selectivity over the past five to ten years, when to have done so was more relevant in terms of the magnitude of the rise in freshmen applications each campus was facing.

Nonetheless, there are several forms of indirect evidence that when viewed collectively, strongly suggest that there is little support for the notion that a modest increase in applications would trigger worsening perceptions on the part of students and parents that UC is elitist and inaccessible. One "natural experiment" approach to the question is to ask whether, in the face of the number of UC applicants denied admission skyrocketing from 1995 to 2007, were the students who did enroll at UC ultimately satisfied with their campus experience despite the fact that a much smaller share of these students were now attending their first campuses due to the numbers game of increased selectivity across the UC system?

UCLA's Higher Education Research Institute administers the Cooperative Institutional Research Program (CIRP) freshmen survey to colleges across the country, including at a range of UCs. The CIRP survey results satisfy a precondition for a meaningful natural experiment insofar as the CIRP results do reveal a drop in the proportion of freshmen who reported that the UC campus they are attending was their first-choice college.

At UC San Diego, for example, as the proportion of their applicants who applied to five or more colleges increased (from 39% in 1991 to 76% in 2006), the proportion who reported UCSD as their first-choice college declined precipitously from 68% in 1991 to 61% in 1996, 48% in 2002-04 and 41% in 2006.[38] Likewise, at UC Davis, the proportion who reported UC Davis as their first-choice college dropped from 74% in 1991 to 52% in 1997 and 50% by 2004 (Davis did not administer CIRP in 2006). At UC Santa Barbara the drop in first-choice students was less pronounced – from a range of 50% to 55% in the prior decade, compared to 46% in 2004 and 49% in 2006.

Yet despite the fact that survey data indicates that the ability of students to get into their first-choice UC campus has become increasingly out of reach since the 1990s, other UC survey data indicate that such a pattern does not necessarily translate into unhappiness about their decision to enroll at UC. The 2006 UC Undergraduate Experience Survey (UCUES) included 58,000 respondents (38% response rate), and includes a section on students level of satisfaction. UCUES reveals that in 2006 82% of UC students felt that they belong at their campus, and 82% reported that knowing what they know now, they would still enroll at their campus.[39]

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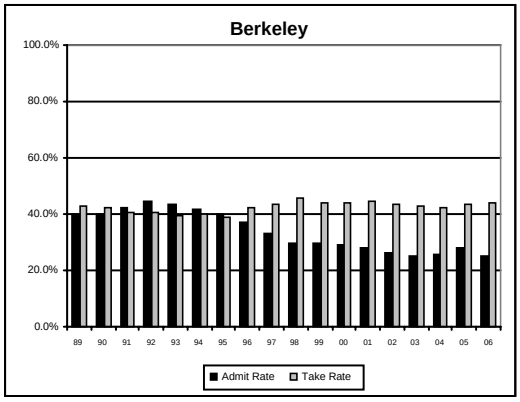
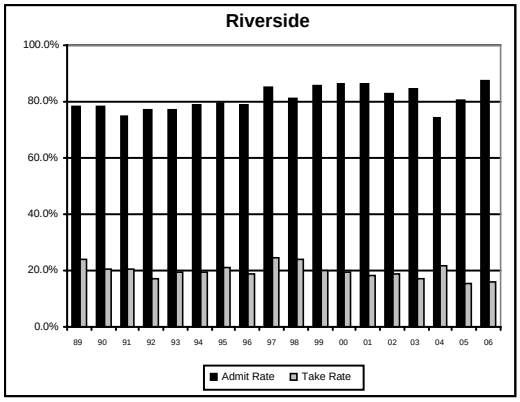
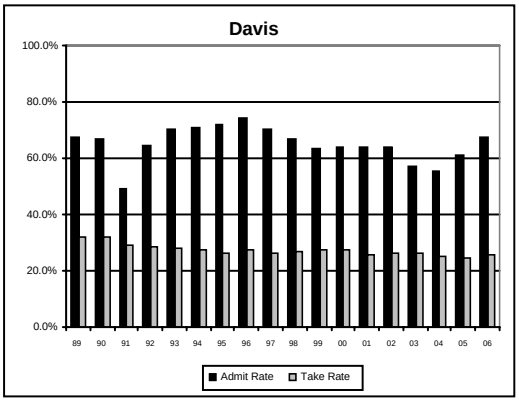
[38] UC San Diego CIRP Trends Report, p.10 (April 2007), *available at* http://studentresearch.ucsd.edu/sriweb/CIRP/CIRPPDFs/2006/CIRP8406.pdf

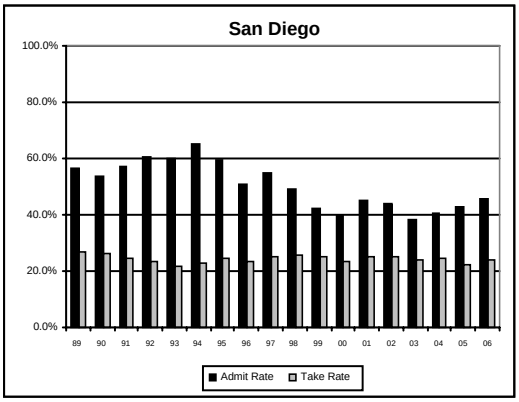
[39] UCOP UCUES Website (2007), Student Belonging Questions, *available at* http://www.universityofcalifornia.edu/studentsurvey/charts/charts_pdf/SenseofBelonging.pdf .

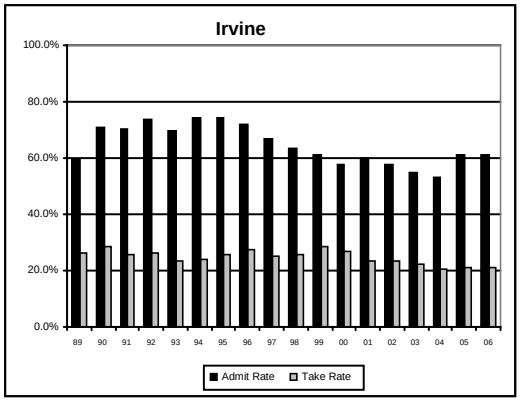
While student satisfaction among those who choose to enroll at UC is one thing, what about prospective UC students "voting with their feet" in an era of increased selectivity in the form of declining yield rates among admitted freshmen? The eight bar graphs (excluding Merced for lack of data going back several years) indicate that despite substantial changes in selectivity over time, in the last decade or so there is a fair degree of consistency in California resident freshmen choosing to enroll at a UC campus once they are offered admission.

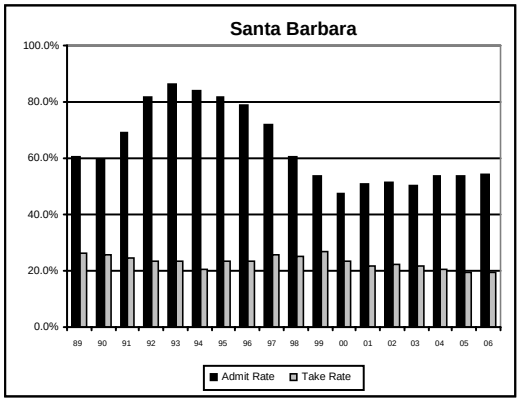


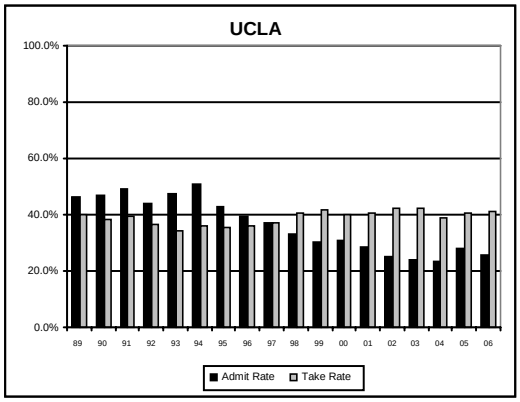


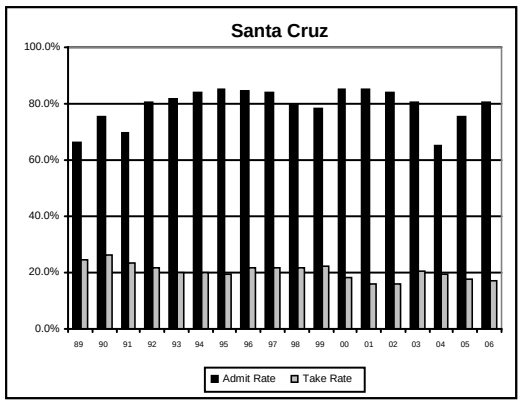












So far the forms of indirect evidence have focused on UC students who are admitted and enroll at the University. In addressing the concern that this proposal might worsening the perception of UC as "elitist" and inaccessible, it would be preferable to have more research about the existing attitudes that California's parents and young people (more generally) have about the University of California; some potentially relevant data are available.

In 2005 Hart Research Associates conducted surveys and focus groups on behalf of UCOP in order to study parents' attitudes about UC on topics such as tuition and fees, the admissions process and the overall benefits provided by UC. The Hart study compared results from three populations: (1) focus groups and surveys of current UC parents; (2) focus groups and surveys of prospective UC parents (i.e. their children are high school juniors or seniors with a B average, are planning to take the SAT or ACT and are likely to attend college); and (3) surveys of "California parents," or voters with children under age 18. The Hart study asked parents to evaluate UC's set of comprehensive review factors in undergraduate admissions, and found:

> Among survey respondents, current parents generally judge the process as fair, with 74% satisfied with admissions process (46% very satisfied). By contrast, prospective parents are less satisfied with the fairness of the system; only 39% are satisfied (14% very satisfied). Interestingly, dissatisfaction with admissions fairness among prospective parents is more prevalent among those not intending to apply to UC. Forty percent of respondents who say that they are definitely considering applying to UC are satisfied (17% very satisfied), compared with 25% of participants who say they are not considering applying to UC (5% very satisfied).[40]

Proportions of Parents Who Say They are Dissatisfied With the Fairness of UC's Admissions Process		
Current UC Parents **22%**	Prospective UC Parents **28%**	California Parents **43%**

Source: Peter Hart Research Associates (October 2005)

[40] Hart Research Associates, Parents' Views on Costs, Admissions, and Ways to Finance a UC Education, p.15 (October 2005), available from UCOP Strategic Communications.

Compared to admissions, levels of negativity among California parents were higher in the area of financial affordability, with 59% saying a UC education is "affordable with a lot of sacrifices" or is "out of reach." Like admissions, there was a similar pattern in the affordability area, with the attitudes of California parents being the most negative, UC parents being the most positive, and prospective UC parents falling in between. This led the Hart study researchers to conclude, "This pattern suggests that the more one knows about UC, the more likely one is to cast the University in a positive light." BOARS believes the current proposal is in keeping with this theme, and by encouraging a greater share of California youth to apply to the university with knowledge that their candidacies will be given a "fair shake" under comprehensive review, the net attitudinal shift (if indeed there is to be one at all) is more likely to be in the direction of greater accessibility and fairness than in the direction of perceived inaccessibility and elitism.

As for the perceptions of California youth generally (as opposed to UC students), another recent poll was commissioned by New America Media, with support from foundations and UCOP. This cell phone poll of 16-22 year olds in California (n = 601) found that 84% reported an overall positive view of UC, compared to only 6% holding negative views.[41] And 76% responded yes to the question "Have you ever considered attending the University of California or UC system?" Though the report on this poll is not explicit about this point, it would appear that student concerns about exclusivity and elitism did not weigh heavily in the minds of those who hadn't considered attending UC; the only factors the New American Media poll mentions in this regard are that about 25% of the youth in the poll reported that they considered UC "too expensive" or they wanted to attend school in another state.

In short, several lines of evidence point to the fact that the sky has not fallen despite quite a convulsive increase in applications (and denials) at UC campuses over the past dozen years or so, and we are hopeful that this will remain the case if the BOARS proposal is approved.

[41] New American Media, California Dreamers Poll, April 2007, *available at* http://news.newamericamedia.org/news/view_custom.html?custom_page_id=340 http://media.newamericamedia.org/images/polls/youth/ca_youth_poll_presentation.pdf

APPENDIX I

A Comparison of Measures Included in the UC Eligibility Construct with School Percentile Ranks in the Prediction of UC GPA

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The analyses in this summary, requested by BOARS, are part of an effort to determine what factors from the UC application, beyond those currently used in determining eligibility, improve the prediction of students' success at the University of California. This report examines the contribution of Percentile Ranks within School to the prediction of first-year UC GPA.

Data Set:
Data from two cohorts of freshman entrants to the University of California, 2003 and 2004, were used 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 Rank within three years of UC applicants (Pool Percentile Ranks) was used in these cases where the School Percentile Rank was not available. A dummy variable was included in the analysis to represent this replacement of Pool Percentile Rank for School Percentile Rank. Additionally, 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 the mean score of schools in the 9th decile for that year, and a dummy variable indicating this replacement was included. The outcome variable analyzed for this report was UC GPA after one year.

Analyses:
Multiple regression was employed to predict the first-year GPA.

Results:
Tables 1a – 9b show the results of these analyses, first for the UC system and then broken down by the eight undergraduate campuses that accepted freshman in 2003 and 2004 (UC Merced was not yet enrolling students). The "a" tables show results for the 2003 cohort, and "b" tables are for 2004.

Variables were grouped into "sets" with Model 1 and Model 1a representing the measures used in determining UC eligibility (high school GPA and SAT scores). Model 1a differs from Model 1 in that the SAT I and SAT II scores are separated into components. Model 2 contains Within School Percentile Rank (HS rank) variables, and API; Model 2a is identical except that it does not include school API score. Model 4[42]

[42] There is no Model 3. The model numbering mirrors that used in a parallel analysis of the 1999 Berkeley freshman cohort. Model 3, which includes scores on AP exams, has not yet been conducted for the 2003 and 2004 systemwide cohorts.

combines the variables in Model 1a and Model 2, and 4a is identical to 4 except that it does not include school API.

TABLE 1a: Outcome: First-year GPA 30,696 cases used
UC Systemwide 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2463	.2603	.2413	.1876	.2882	.2881
AdjRsq	.2463	.2602	.2410	.1873	.2877	.2877

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-.578	-16.31	.00	-.504	-14.09	.00	.946	31.64	.00	2.220	180.62	.00	-.192	-2.20	.03	-.165	-1.93	.05
Weighted HS GPA (capped)	.540	56.60	.00	.535	56.26	.00							.243	8.65	.00	.237	8.54	.00
SAT 1 composite	.001	18.05	.00															
SAT2 composite	.000	14.10	.00															
SAT1 verbal				.001	13.39	.00							.001	9.36	.00	.001	9.60	.00
SAT1 math				.000	-0.85	.39							.001	3.78	.00	.001	4.03	.00
SAT2 writing				.001	21.41	.00							.001	9.66	.00	.002	10.04	.00
SAT2 math				.000	4.32	.00							.000	2.40	.02	.000	2.53	.01
SAT2 other				.000	2.75	.01							.000	-3.78	.00	.000	-3.81	.00
HS rank: capped GPA							.009	59.14	.00	.009	54.64	.00	.006	15.28	.00	.006	15.61	.00
HS rank: SAT1 verbal							.002	9.84	.00	.002	8.32	.00	-.002	-5.20	.00	-.003	-5.40	.00
HS rank: SAT1 math							-.001	-5.30	.00	-.001	-5.87	.00	-.003	-5.77	.00	-.003	-6.03	.00
HS rank: SAT2 writing							.003	15.98	.00	.003	16.69	.00	-.002	-3.50	.00	-.002	-3.78	.00
HS rank: SAT2 math							.000	0.22	.82	.000	1.99	.05	-.001	-2.63	.01	-.001	-2.75	.01
HS rank: SAT2 other							.001	5.52	.00	.001	5.40	.00	.002	5.89	.00	.002	5.92	.00
HS rank: A-F courses							.000	-1.57	.12	.000	-1.16	.25	.000	-1.22	.22	.000	-1.21	.23
HS rank: junior & soph. honors							-.001	-6.14	.00	-.001	-6.25	.00	-.001	-6.44	.00	-.001	-6.42	.00
HS rank: senior honors							.000	-0.77	.44	.000	-2.09	.04	.000	-0.45	.65	.000	-0.46	.65
missing at least 1 HS rank variable							-.008	-0.42	.67	.006	0.35	.73	-.046	-2.59	.01	-.045	-2.71	.01
API (2003)-with replacement							.002	46.13	.00				.000	1.45	.15			
missing API							-.016	-1.71	.09				.001	0.13	.90			

TABLE 1b: Outcome: First-year GPA 28,594 cases used

UC Systemwide 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2650	.2756	.2598	.2132	.2990	.2988
AdjRsq	.2650	.2754	.2595	.2129	.2985	.2984

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-.853	-22.73	.00	-.784	-20.63	.00	.891	28.05	.00	2.132	#####	.00	-.033	-0.36	.72	-.031	-0.34	.73
Weighted HS GPA (capped)	.610	60.77	.00	.602	60.02	.00							.172	5.75	.00	.175	5.92	.00
SAT 1 composite	.001	17.32	.00															
SAT2 composite	.000	13.09	.00															
SAT1 verbal				.001	13.12	.00							.002	9.37	.00	.001	9.18	.00
SAT1 math				.000	1.16	.25							.001	5.13	.00	.001	5.25	.00
SAT2 writing				.001	17.50	.00							.001	5.61	.00	.001	5.66	.00
SAT2 math				.000	2.73	.01							.000	1.36	.17	.000	1.89	.06
SAT2 other				.000	4.80	.00							.000	-0.29	.77	.000	-0.22	.82
HS rank: capped GPA							.010	61.81	.00	.010	58.27	.00	.008	18.52	.00	.008	18.62	.00
HS rank: SAT1 verbal							.002	11.17	.00	.002	10.62	.00	-.002	-4.68	.00	-.002	-4.46	.00
HS rank: SAT1 math							-.001	-4.40	.00	-.001	-4.04	.00	-.004	-6.43	.00	-.004	-6.57	.00
HS rank: SAT2 writing							.003	13.26	.00	.003	13.40	.00	.000	-0.54	.59	.000	-0.51	.61
HS rank: SAT2 math							.000	-0.64	.52	.000	-0.14	.89	-.001	-1.89	.06	-.001	-2.39	.02
HS rank: SAT2 other							.001	4.90	.00	.001	5.42	.00	.001	2.48	.01	.001	2.40	.02
HS rank: A-F courses							.000	-1.39	.16	.000	-2.07	.04	.000	-1.47	.14	.000	-1.52	.13
HS rank: junior & soph. honors							-.001	-5.51	.00	-.001	-6.35	.00	-.001	-5.92	.00	-.001	-5.89	.00
HS rank: senior honors							.000	1.47	.14	.000	-0.06	.96	.000	1.99	.05	.000	1.96	.05
missing at least 1 HS rank variable							.056	2.94	.00	.054	2.92	.00	.010	0.53	.60	-.006	-0.33	.74
API (2003)-with replacement							.002	42.32	.00				.000	0.98	.33			
missing API							-.039	-4.23	.00				-.024	-2.54	.01			

TABLE 2a: Outcome: First-year GPA 3530 cases used
Berkeley 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1800	.1905	.1707	.1168	.2168	.2161
AdjRsq	.1793	.1891	.1679	.1143	.2128	.2126

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	.098	0.66	.51	.131	0.87	.38	1.257	14.19	.00	2.331	42.72	.00	.681	2.20	.03	.809	2.69	.01
Weighted HS GPA (capped)	.321	8.21	.00	.324	8.33	.00							.061	0.60	.55	.029	0.29	.77
SAT 1 composite	.000	4.20	.00															
SAT2 composite	.001	7.49	.00															
SAT1 verbal				.001	3.15	.00							.001	2.41	.02	.001	2.60	.01
SAT1 math				.000	0.75	.45							.000	-0.03	.98	.000	0.28	.78
SAT2 writing				.001	7.84	.00							.002	4.21	.00	.002	4.54	.00
SAT2 math				.000	0.73	.47							.001	1.84	.07	.001	1.83	.07
SAT2 other				.000	3.84	.00							.000	-0.94	.35	.000	-0.96	.34
HS rank: capped GPA							.007	10.29	.00	.006	8.87	.00	.007	4.55	.00	.007	4.90	.00
HS rank: SAT1 verbal							.001	2.08	.04	.001	1.61	.11	-.002	-1.51	.13	-.002	-1.70	.09
HS rank: SAT1 math							.000	0.47	.64	.000	-0.37	.71	.000	0.07	.94	.000	-0.27	.79
HS rank: SAT2 writing							.003	5.61	.00	.004	5.92	.00	-.002	-1.46	.14	-.002	-1.72	.09
HS rank: SAT2 math							-.001	-1.32	.19	.000	0.30	.76	-.004	-2.34	.02	-.003	-2.28	.02
HS rank: SAT2 other							.003	6.10	.00	.004	6.77	.00	.003	3.32	.00	.003	3.33	.00
HS rank: A-F courses							.001	1.46	.15	.001	1.86	.06	.001	1.35	.18	.001	1.37	.17
HS rank: junior & soph. honors							-.001	-2.62	.01	-.001	-2.21	.03	-.001	-2.25	.02	-.001	-2.16	.03
HS rank: senior honors							-.002	-4.12	.00	-.002	-4.31	.00	-.002	-3.64	.00	-.002	-3.62	.00
missing at least 1 HS rank variable							-.006	-0.14	.89	.027	0.68	.50	-.036	-0.87	.39	-.029	-0.78	.44
API (2003)-with replacement							.002	14.81	.00				.000	1.61	.11			
missing API							.013	0.52	.61				.010	0.42	.67			

TABLE 2b: Outcome: First-year GPA 3516 cases used

Berkeley 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1726	.1797	.1665	.1271	.2032	.2030
AdjRsq	.1719	.1783	.1637	.1247	.1991	.1994

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	.058	0.43	.67	.074	0.54	.59	1.427	16.23	.00	2.373	48.30	.00	.833	3.10	.00	.873	3.35	.00
Weighted HS GPA (capped)	.388	11.26	.00	.392	11.41	.00							.027	0.31	.76	.018	0.20	.84
SAT 1 composite	.000	3.56	.00															
SAT2 composite	.001	6.56	.00															
SAT1 verbal				.001	4.25	.00							.001	3.26	.00	.001	3.45	.00
SAT1 math				.000	-0.53	.60							.000	0.98	.33	.000	1.06	.29
SAT2 writing				.001	5.03	.00							.001	1.90	.06	.001	2.01	.04
SAT2 math				.000	1.94	.05							.000	1.00	.32	.000	0.98	.33
SAT2 other				.001	4.44	.00							.000	1.46	.15	.000	1.46	.14
HS rank: capped GPA							.008	12.83	.00	.007	11.48	.00	.008	6.15	.00	.008	6.32	.00
HS rank: SAT1 verbal							.002	3.25	.00	.002	3.04	.00	-.002	-1.57	.12	-.002	-1.73	.08
HS rank: SAT1 math							-.001	-1.70	.09	-.002	-2.40	.02	-.002	-1.61	.11	-.002	-1.70	.09
HS rank: SAT2 writing							.002	3.92	.00	.002	4.05	.00	.000	0.02	.98	.000	-0.07	.94
HS rank: SAT2 math							.001	1.64	.10	.002	2.52	.01	-.001	-0.40	.69	.000	-0.36	.72
HS rank: SAT2 other							.002	4.70	.00	.003	5.67	.00	.001	0.76	.45	.001	0.76	.45
HS rank: A-F courses							.000	-0.79	.43	.000	-1.12	.26	.000	-0.56	.57	.000	-0.57	.57
HS rank: junior & soph. honors							-.002	-4.49	.00	-.002	-4.20	.00	-.003	-4.96	.00	-.003	-4.96	.00
HS rank: senior honors							.000	-0.32	.75	.000	-0.61	.54	.000	0.20	.84	.000	0.23	.82
missing at least 1 HS rank variable							.058	1.45	.15	.086	2.28	.02	.035	0.89	.37	.045	1.25	.21
API (2003)-with replacement							.001	12.62	.00				.000	0.51	.61			
missing API							.021	0.93	.35				.016	0.68	.50			

TABLE 3a: Outcome: First-year GPA 4566 cases used

Davis 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2520	.2583	.2470	.2024	.2905	.2904
AdjRsq	.2515	.2573	.2451	.2007	.2877	.2879

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.619	-14.26	.00	-1.570	-13.68	.00	.830	10.20	.00	2.018	52.80	.00	-.368	-1.51	.13	-.417	-1.79	.07
Weighted HS GPA (capped)	.775	29.06	.00	.770	28.82	.00							.170	2.21	.03	.184	2.47	.01
SAT 1 composite	.000	1.66	.10															
SAT2 composite	.001	11.42	.00															
SAT1 verbal				.000	1.15	.25							.001	2.74	.01	.001	2.72	.01
SAT1 math				.000	-0.01	.99							.001	1.07	.29	.000	0.96	.34
SAT2 writing				.001	8.96	.00							.001	2.34	.02	.001	2.28	.02
SAT2 math				.000	1.70	.09							.001	2.30	.02	.001	2.24	.02
SAT2 other				.001	7.92	.00							.000	2.08	.04	.000	2.11	.03
HS rank: capped GPA							.012	28.66	.00	.011	27.02	.00	.010	9.38	.00	.010	9.54	.00
HS rank: SAT1 verbal							.000	0.20	.84	.000	-0.38	.70	-.003	-2.41	.02	-.003	-2.38	.02
HS rank: SAT1 math							-.001	-1.37	.17	-.001	-1.92	.05	-.002	-1.55	.12	-.002	-1.45	.15
HS rank: SAT2 writing							.003	6.95	.00	.003	7.16	.00	.000	0.00	1.00	.000	0.10	.92
HS rank: SAT2 math							.000	-0.84	.40	.000	-0.40	.69	-.004	-2.56	.01	-.004	-2.51	.01
HS rank: SAT2 other							.002	6.11	.00	.002	6.07	.00	.001	0.71	.48	.001	0.69	.49
HS rank: A-F courses							.000	-0.81	.42	.000	-0.48	.63	.000	-0.41	.68	.000	-0.43	.67
HS rank: junior & soph. honors							-.001	-1.37	.17	-.001	-1.66	.10	-.001	-1.61	.11	-.001	-1.61	.11
HS rank: senior honors							.000	0.80	.43	.000	0.07	.95	.001	1.32	.19	.001	1.32	.19
missing at least 1 HS rank variable							-.038	-0.73	.47	-.069	-1.32	.19	-.097	-1.88	.06	-.095	-1.89	.06
API (2003)-with replacement							.002	16.36	.00				.000	-0.74	.46			
missing API							-.023	-0.97	.33				.002	0.10	.92			

TABLE 3b: Outcome: First-year GPA 4109 cases used

Davis 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2577	.2651	.2568	.1983	.3001	.2998
AdjRsq	.2572	.2640	.2546	.1963	.2970	.2971

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.506	-13.09	.00	-1.428	-12.24	.00	.718	8.64	.00	2.059	54.73	.00	-.339	-1.32	.19	-.284	-1.15	.25
Weighted HS GPA (capped)	.717	25.90	.00	.710	25.48	.00							.147	1.79	.07	.132	1.67	.10
SAT 1 composite	.000	4.77	.00															
SAT2 composite	.001	9.10	.00															
SAT1 verbal				.001	3.65	.00							.001	1.71	.09	.001	1.72	.08
SAT1 math				.000	0.60	.55							.001	1.85	.06	.001	1.98	.05
SAT2 writing				.001	7.25	.00							.002	4.12	.00	.002	4.24	.00
SAT2 math				.000	1.51	.13							.000	-0.35	.72	.000	-0.09	.93
SAT2 other				.001	6.28	.00							.001	2.58	.01	.001	2.67	.01
HS rank: capped GPA							.012	27.16	.00	.011	25.00	.00	.010	8.77	.00	.010	9.15	.00
HS rank: SAT1 verbal							.002	3.92	.00	.002	3.66	.00	.000	-0.23	.82	.000	-0.24	.81
HS rank: SAT1 math							-.001	-1.91	.06	-.001	-1.22	.22	-.004	-2.39	.02	-.004	-2.53	.01
HS rank: SAT2 writing							.002	4.86	.00	.002	4.72	.00	-.003	-2.33	.02	-.003	-2.43	.02
HS rank: SAT2 math							.000	0.36	.72	.000	0.07	.95	.001	0.53	.59	.000	0.28	.78
HS rank: SAT2 other							.002	4.61	.00	.002	4.01	.00	.000	-0.36	.72	.000	-0.44	.66
HS rank: A-F courses							.000	0.45	.65	.000	0.42	.68	.000	0.50	.62	.000	0.48	.63
HS rank: junior & soph. honors							-.002	-4.75	.00	-.002	-5.38	.00	-.002	-4.70	.00	-.002	-4.68	.00
HS rank: senior honors							.000	0.62	.53	.000	0.03	.98	.000	0.92	.36	.000	0.93	.35
missing at least 1 HS rank variable							-.047	-0.90	.37	-.057	-1.10	.27	-.109	-2.12	.03	-.123	-2.50	.01
API (2003)-with replacement							.002	17.89	.00				.000	1.12	.26			
missing API							-.033	-1.36	.17				-.022	-0.90	.37			

TABLE 4a: Outcome: First-year GPA 3984 cases used

Irvine 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2052	.2204	.2046	.1506	.2617	.2610
AdjRsq	.2046	.2193	.2022	.1485	.2584	.2581

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.095	-8.71	.00	-1.041	-8.32	.00	.801	8.92	.00	2.155	59.05	.00	-.040	-0.17	.87	-.100	-0.42	.68
Weighted HS GPA (capped)	.627	21.21	.00	.621	21.17	.00							.096	1.26	.21	.110	1.45	.15
SAT 1 composite	.001	5.91	.00															
SAT2 composite	.000	6.62	.00															
SAT1 verbal				.001	6.96	.00							.002	5.10	.00	.002	4.91	.00
SAT1 math				.000	-1.54	.12							.001	1.16	.25	.001	0.96	.34
SAT2 writing				.001	6.59	.00							.001	2.86	.00	.001	2.58	.01
SAT2 math				.001	2.97	.00							.001	2.21	.03	.001	2.18	.03
SAT2 other				.000	2.94	.00							-.001	-3.99	.00	-.001	-4.05	.00
HS rank: capped GPA							.010	21.83	.00	.009	18.76	.00	.009	8.64	.00	.009	8.55	.00
HS rank: SAT1 verbal							.002	4.01	.00	.002	3.48	.00	-.004	-3.04	.00	-.004	-2.83	.00
HS rank: SAT1 math							-.002	-3.13	.00	-.002	-3.54	.00	-.003	-2.16	.03	-.003	-1.97	.05
HS rank: SAT2 writing							.002	4.97	.00	.002	4.72	.00	-.002	-1.30	.19	-.001	-0.99	.32
HS rank: SAT2 math							.000	0.48	.63	.000	0.50	.62	-.003	-2.00	.05	-.003	-1.97	.05
HS rank: SAT2 other							.002	5.68	.00	.002	6.17	.00	.005	5.69	.00	.006	5.75	.00
HS rank: A-F courses							.000	0.95	.34	.000	1.13	.26	.000	1.29	.20	.000	1.24	.22
HS rank: junior & soph. honors							-.001	-2.37	.02	-.001	-2.63	.01	-.001	-2.68	.01	-.001	-2.65	.01
HS rank: senior honors							.000	0.95	.34	.000	0.71	.48	.000	1.09	.28	.000	1.07	.29
missing at least 1 HS rank variable							.034	0.55	.58	.033	0.54	.59	-.019	-0.31	.76	-.025	-0.44	.66
API (2003)-with replacement							.002	16.41	.00				.000	-1.77	.08			
missing API							-.045	-1.75	.08				-.007	-0.26	.79			

TABLE 4b: Outcome: First-year GPA 3583 cases used

Irvine 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1745	.1919	.1675	.1260	.2134	.2122
AdjRsq	.1738	.1905	.1647	.1236	.2094	.2087

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.058	-7.35	.00	-1.056	-7.39	.00	.989	9.39	.00	2.283	56.98	.00	-.848	-2.99	.00	-.928	-3.30	.00
Weighted HS GPA (capped)	.637	20.27	.00	.638	20.48	.00							.392	4.54	.00	.413	4.80	.00
SAT 1 composite	.001	5.85	.00															
SAT2 composite	.000	4.71	.00															
SAT1 verbal				.001	6.59	.00							.003	5.47	.00	.003	5.15	.00
SAT1 math				.000	0.39	.70							.000	0.61	.54	.000	0.55	.58
SAT2 writing				.001	6.32	.00							.000	0.59	.56	.000	0.27	.79
SAT2 math				.000	-0.11	.91							.001	0.93	.35	.001	1.18	.24
SAT2 other				.000	1.99	.05							.000	0.83	.41	.000	0.95	.34
HS rank: capped GPA							.009	18.98	.00	.008	16.40	.00	.005	4.04	.00	.005	3.82	.00
HS rank: SAT1 verbal							.003	4.64	.00	.002	3.67	.00	-.005	-3.26	.00	-.004	-2.91	.00
HS rank: SAT1 math							-.001	-0.93	.35	-.001	-1.41	.16	-.001	-0.81	.42	-.001	-0.77	.44
HS rank: SAT2 writing							.003	4.73	.00	.003	5.00	.00	.002	1.09	.28	.002	1.42	.16
HS rank: SAT2 math							-.001	-1.74	.08	-.001	-1.84	.07	-.002	-1.49	.14	-.003	-1.75	.08
HS rank: SAT2 other							.001	2.95	.00	.002	3.34	.00	.000	0.18	.86	.000	0.07	.95
HS rank: A-F courses							-.001	-1.52	.13	-.001	-1.82	.07	-.001	-1.46	.14	-.001	-1.51	.13
HS rank: junior & soph. honors							.000	-0.59	.56	.000	-0.88	.38	.000	-0.61	.54	.000	-0.62	.54
HS rank: senior honors							.000	-0.47	.64	-.001	-1.08	.28	.000	-0.33	.74	.000	-0.32	.75
missing at least 1 HS rank variable							.024	0.34	.73	-.010	-0.15	.88	-.018	-0.26	.80	-.056	-0.84	.40
API (2003)-with replacement							.002	13.29	.00				.000	-0.81	.42			
missing API							-.070	-2.63	.01				-.056	-1.99	.05			

TABLE 5a: Outcome: First-year GPA 4192 cases used
Los Angeles 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2086	.2278	.2104	.1311	.2652	.2648
AdjRsq	.2080	.2267	.2082	.1290	.2620	.2620

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-.215	-1.89	.06	-.102	-0.90	.37	1.120	16.00	.00	2.268	52.76	.00	.639	2.87	.00	.689	3.14	.00
Weighted HS GPA (capped)	.474	15.36	.00	.467	15.28	.00							.085	1.18	.24	.074	1.02	.31
SAT 1 composite	.001	5.47	.00															
SAT2 composite	.000	6.29	.00															
SAT1 verbal				.001	4.73	.00							.001	2.82	.00	.001	3.11	.00
SAT1 math				.000	-2.06	.04							.000	0.66	.51	.000	0.79	.43
SAT2 writing				.001	9.52	.00							.002	5.82	.00	.002	6.18	.00
SAT2 math				.001	3.13	.00							.000	0.87	.39	.000	0.82	.41
SAT2 other				.000	-0.21	.83							.000	-2.22	.03	.000	-2.25	.02
HS rank: capped GPA							.009	17.93	.00	.008	15.86	.00	.008	7.85	.00	.008	8.01	.00
HS rank: SAT1 verbal							.001	2.11	.04	.000	0.76	.45	-.002	-1.55	.12	-.002	-1.81	.07
HS rank: SAT1 math							-.002	-3.69	.00	-.002	-3.52	.00	-.003	-2.33	.02	-.003	-2.45	.01
HS rank: SAT2 writing							.003	5.25	.00	.003	6.06	.00	-.004	-3.22	.00	-.004	-3.50	.00
HS rank: SAT2 math							.000	0.53	.60	.001	1.19	.23	-.001	-0.79	.43	-.001	-0.74	.46
HS rank: SAT2 other							.001	2.69	.01	.001	3.29	.00	.002	2.62	.01	.002	2.64	.01
HS rank: A-F courses							.001	2.53	.01	.001	1.69	.09	.001	2.61	.01	.001	2.57	.01
HS rank: junior & soph. honors							-.001	-1.88	.06	-.001	-1.21	.23	-.001	-1.48	.14	-.001	-1.43	.15
HS rank: senior honors							.000	0.04	.97	.000	0.04	.97	.000	-0.29	.77	.000	-0.30	.77
missing at least 1 HS rank variable							-.030	-0.66	.51	.031	0.68	.50	-.060	-1.35	.18	-.047	-1.12	.26
API (2003)-with replacement							.002	19.93	.00				.000	1.07	.28			
missing API							.024	1.13	.26				.018	0.86	.39			

TABLE 5b: Outcome: First-year GPA 3641 cases used

Los Angeles 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1975	.2239	.2156	.1736	.2776	.2763
AdjRsq	.1968	.2226	.2130	.1714	.2740	.2731

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-.198	-1.65	.10	-.246	-2.05	.04	1.372	17.12	.00	2.330	55.32	.00	1.196	4.80	.00	1.050	4.34	.00
Weighted HS GPA (capped)	.537	16.07	.00	.534	16.20	.00							-.097	-1.20	.23	-.066	-0.84	.40
SAT 1 composite	.000	4.24	.00															
SAT2 composite	.000	4.56	.00															
SAT1 verbal				.001	5.67	.00							.002	4.14	.00	.001	4.03	.00
SAT1 math				.000	0.18	.85							.001	2.31	.02	.001	2.09	.04
SAT2 writing				.001	7.38	.00							.001	3.86	.00	.001	3.46	.00
SAT2 math				-.001	-2.86	.00							.000	-0.34	.74	.000	-0.53	.60
SAT2 other				.000	3.41	.00							.000	-0.25	.80	.000	-0.35	.73
HS rank: capped GPA							.011	20.66	.00	.011	19.70	.00	.012	10.63	.00	.012	10.42	.00
HS rank: SAT1 verbal							.002	3.00	.00	.001	2.52	.01	-.003	-2.38	.02	-.003	-2.25	.02
HS rank: SAT1 math							-.002	-2.63	.01	-.002	-2.52	.01	-.004	-3.09	.00	-.004	-2.92	.00
HS rank: SAT2 writing							.002	3.58	.00	.002	3.03	.00	-.002	-1.49	.14	-.001	-1.11	.27
HS rank: SAT2 math							-.003	-4.44	.00	-.002	-3.60	.00	-.003	-1.98	.05	-.002	-1.85	.06
HS rank: SAT2 other							.002	4.93	.00	.002	5.94	.00	.002	2.08	.04	.002	2.15	.03
HS rank: A-F courses							.001	3.48	.00	.001	2.45	.01	.001	3.78	.00	.001	3.86	.00
HS rank: junior & soph. honors							-.002	-3.18	.00	-.002	-3.26	.00	-.001	-2.60	.01	-.001	-2.66	.01
HS rank: senior honors							.000	-0.31	.75	.000	-0.63	.53	.000	-0.32	.75	.000	-0.28	.78
missing at least 1 HS rank variable							.121	2.60	.01	.150	3.32	.00	.090	1.98	.05	.087	2.05	.04
API (2003)-with replacement							.001	13.80	.00				.000	-2.42	.02			
missing API							.001	0.07	.95				-.003	-0.13	.90			

TABLE 6a: Outcome: First-year GPA 3589 cases used

Riverside 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1800	.1967	.1650	.1122	.2305	.2291
AdjRsq	.1793	.1954	.1622	.1097	.2266	.2257

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.434	-9.94	.00	-1.443	-10.03	.00	.538	4.85	.00	2.104	53.63	.00	-1.548	-5.76	.00	-1.563	-5.85	.00
Weighted HS GPA (capped)	.726	22.97	.00	.715	22.78	.00							.530	6.26	.00	.519	6.15	.00
SAT 1 composite	.001	11.33	.00															
SAT2 composite	.000	0.86	.39															
SAT1 verbal				.001	6.27	.00							.002	4.41	.00	.002	4.46	.00
SAT1 math				.000	-0.46	.65							.001	2.25	.02	.001	1.94	.05
SAT2 writing				.001	5.65	.00							.001	1.40	.16	.001	1.20	.23
SAT2 math				.001	3.79	.00							.001	2.41	.02	.001	1.97	.05
SAT2 other				.000	-2.96	.00							-.001	-1.78	.08	-.001	-1.86	.06
HS rank: capped GPA							.012	20.49	.00	.010	17.06	.00	.005	3.35	.00	.005	3.51	.00
HS rank: SAT1 verbal							.003	4.24	.00	.002	3.41	.00	-.004	-2.48	.01	-.004	-2.50	.01
HS rank: SAT1 math							-.002	-2.79	.01	-.002	-2.71	.01	-.006	-3.31	.00	-.005	-2.98	.00
HS rank: SAT2 writing							.003	4.14	.00	.003	3.79	.00	.001	0.52	.60	.001	0.73	.47
HS rank: SAT2 math							.002	2.04	.04	.002	2.46	.01	-.003	-1.65	.10	-.002	-1.24	.22
HS rank: SAT2 other							-.001	-3.27	.00	-.002	-4.45	.00	.002	1.17	.24	.002	1.25	.21
HS rank: A-F courses							-.001	-2.82	.00	-.001	-2.92	.00	-.001	-2.66	.01	-.001	-2.61	.01
HS rank: junior & soph. honors							.000	0.05	.96	.000	-0.30	.76	.000	0.10	.92	.000	0.05	.96
HS rank: senior honors							.000	0.70	.49	.000	-0.02	.98	.001	1.05	.30	.001	1.08	.28
missing at least 1 HS rank variable							.001	0.01	.99	-.039	-0.52	.60	-.187	-2.49	.01	-.133	-1.89	.06
API (2003)-with replacement							.002	15.04	.00				.000	-2.19	.03			
missing API							-.131	-3.65	.00				.082	2.09	.04			

TABLE 6b: Outcome: First-year GPA 3243 cases used

Riverside 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1531	.1678	.1579	.1249	.1907	.1904
AdjRsq	.1523	.1663	.1548	.1222	.1862	.1864

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.016	-6.72	.00	-1.061	-7.05	.00	.823	6.80	.00	2.105	54.03	.00	-.050	-0.16	.87	-.111	-0.37	.71
Weighted HS GPA (capped)	.668	19.67	.00	.663	19.64	.00							.146	1.50	.13	.159	1.65	.10
SAT 1 composite	.001	8.98	.00															
SAT2 composite	.000	0.93	.35															
SAT1 verbal				.001	6.59	.00							.002	4.21	.00	.002	4.10	.00
SAT1 math				.000	0.39	.70							.001	1.59	.11	.001	1.51	.13
SAT2 writing				.001	4.10	.00							.000	0.59	.55	.000	0.43	.67
SAT2 math				.000	0.79	.43							.000	0.72	.47	.001	0.81	.42
SAT2 other				.000	-0.46	.65							.000	-0.83	.40	.000	-0.81	.42
HS rank: capped GPA							.011	19.24	.00	.010	16.99	.00	.010	6.38	.00	.010	6.30	.00
HS rank: SAT1 verbal							.004	6.31	.00	.004	5.76	.00	-.003	-1.74	.08	-.003	-1.60	.11
HS rank: SAT1 math							-.001	-1.92	.06	-.001	-1.04	.30	-.004	-2.25	.02	-.004	-2.19	.03
HS rank: SAT2 writing							.002	3.03	.00	.002	2.74	.01	.001	0.64	.52	.001	0.81	.42
HS rank: SAT2 math							.000	-0.05	.96	.000	-0.61	.54	-.002	-0.79	.43	-.002	-0.86	.39
HS rank: SAT2 other							-.001	-1.27	.21	-.001	-1.81	.07	.001	0.72	.47	.001	0.69	.49
HS rank: A-F courses							-.001	-1.30	.19	-.001	-1.99	.05	-.001	-1.47	.14	-.001	-1.46	.14
HS rank: junior & soph. honors							-.001	-1.83	.07	-.001	-2.30	.02	-.001	-1.66	.10	-.001	-1.64	.10
HS rank: senior honors							.001	1.66	.10	.000	0.79	.43	.001	2.12	.03	.001	2.14	.03
missing at least 1 HS rank variable							-.061	-0.65	.51	-.094	-1.02	.31	-.145	-1.57	.12	-.166	-1.87	.06
API (2003)-with replacement							.002	11.22	.00				.000	-0.59	.56			
missing API							-.120	-3.36	.00				-.026	-0.65	.52			

TABLE 7a: Outcome: First-year GPA 3728 cases used

San Diego 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2579	.2646	.2351	.1532	.3022	.3019
AdjRsq	.2573	.2634	.2326	.1510	.2989	.2989

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.937	-13.44	.00	-1.825	-12.55	.00	.571	6.64	.00	1.980	38.92	.00	-.577	-2.12	.03	-.620	-2.30	.02
Weighted HS GPA (capped)	.737	22.74	.00	.724	22.32	.00							.154	1.84	.07	.162	1.95	.05
SAT 1 composite	.001	5.52	.00															
SAT2 composite	.001	10.77	.00															
SAT1 verbal				.000	1.61	.11							.000	0.70	.48	.000	0.68	.50
SAT1 math				.000	1.62	.11							.001	2.20	.03	.001	2.04	.04
SAT2 writing				.001	9.61	.00							.002	5.59	.00	.002	5.49	.00
SAT2 math				.001	3.98	.00							.001	2.92	.00	.001	2.76	.01
SAT2 other				.000	4.30	.00							.000	-0.37	.71	.000	-0.33	.74
HS rank: capped GPA							.011	22.50	.00	.010	19.50	.00	.010	8.55	.00	.010	8.49	.00
HS rank: SAT1 verbal							.001	2.18	.03	.001	1.24	.22	.000	-0.04	.96	.000	0.01	.99
HS rank: SAT1 math							.000	0.75	.45	.000	0.35	.73	-.003	-2.07	.04	-.003	-1.90	.06
HS rank: SAT2 writing							.003	6.29	.00	.004	7.10	.00	-.003	-2.84	.00	-.003	-2.71	.01
HS rank: SAT2 math							.001	0.91	.37	.001	1.60	.11	-.003	-2.42	.02	-.003	-2.27	.02
HS rank: SAT2 other							.001	2.77	.01	.001	3.68	.00	.001	1.66	.10	.001	1.60	.11
HS rank: A-F courses							.000	0.76	.45	.000	0.56	.58	.001	1.74	.08	.001	1.73	.08
HS rank: junior & soph. honors							-.001	-3.25	.00	-.001	-2.64	.01	-.001	-2.72	.01	-.001	-2.78	.01
HS rank: senior honors							.000	-0.56	.58	-.001	-1.41	.16	.000	-0.53	.59	.000	-0.51	.61
missing at least 1 HS rank variable							-.030	-0.58	.56	.002	0.05	.96	-.071	-1.46	.15	-.061	-1.35	.18
API (2003)-with replacement							.002	19.78	.00				.000	-1.23	.22			
missing API							-.016	-0.68	.50				.015	0.62	.54			

TABLE 7b: Outcome: First-year GPA 3812 cases used

San Diego 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2024	.2083	.1934	.1233	.2527	.2516
AdjRsq	.2018	.2071	.1909	.1210	.2491	.2485

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.472	-9.81	.00	-1.364	-9.02	.00	.780	8.99	.00	2.095	42.23	.00	.396	1.48	.14	.308	1.16	.25
Weighted HS GPA (capped)	.695	20.70	.00	.683	20.32	.00							-.037	-0.46	.65	-.014	-0.17	.86
SAT 1 composite	.000	4.79	.00															
SAT2 composite	.001	9.04	.00															
SAT1 verbal				.000	2.81	.00							.001	2.42	.02	.001	2.26	.02
SAT1 math				.000	-0.31	.76							.000	0.07	.95	.000	-0.17	.86
SAT2 writing				.001	7.24	.00							.002	4.08	.00	.001	3.73	.00
SAT2 math				.001	4.77	.00							.002	4.44	.00	.002	4.41	.00
SAT2 other				.000	3.75	.00							.000	-1.38	.17	.000	-1.43	.15
HS rank: capped GPA							.010	20.87	.00	.009	18.29	.00	.012	10.59	.00	.011	10.37	.00
HS rank: SAT1 verbal							.001	2.10	.04	.001	1.62	.10	-.002	-1.43	.15	-.002	-1.26	.21
HS rank: SAT1 math							-.001	-1.60	.11	-.001	-1.41	.16	-.001	-0.74	.46	-.001	-0.53	.60
HS rank: SAT2 writing							.002	4.87	.00	.003	5.34	.00	-.003	-2.38	.02	-.003	-2.01	.04
HS rank: SAT2 math							.001	1.24	.21	.001	0.91	.36	-.005	-3.69	.00	-.005	-3.61	.00
HS rank: SAT2 other							.001	3.08	.00	.001	3.81	.00	.002	2.69	.01	.002	2.70	.01
HS rank: A-F courses							.000	-0.03	.97	.000	-0.23	.81	.000	0.37	.71	.000	0.34	.73
HS rank: junior & soph. honors							-.001	-1.23	.22	-.001	-1.51	.13	.000	-1.13	.26	-.001	-1.15	.25
HS rank: senior honors							.000	0.00	1.00	.000	-0.19	.85	.000	-0.01	.99	.000	-0.02	.99
missing at least 1 HS rank variable							.021	0.40	.69	.008	0.15	.88	-.040	-0.80	.42	-.051	-1.08	.28
API (2003)-with replacement							.002	18.15	.00				.000	-1.94	.05			
missing API							-.047	-1.94	.05				-.020	-0.82	.41			

TABLE 8a: Outcome: First-year GPA 3877 cases used

Santa Barbara 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2452	.2537	.2296	.1766	.2755	.2737
AdjRsq	.2446	.2526	.2272	.1745	.2721	.2707

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.401	-11.45	.00	-1.337	-10.82	.00	.808	8.99	.00	2.155	58.99	.00	-.726	-2.99	.00	-.656	-2.76	.01
Weighted HS GPA (capped)	.730	25.85	.00	.726	25.68	.00							.343	4.72	.00	.345	4.79	.00
SAT 1 composite	.001	8.40	.00															
SAT2 composite	.000	5.32	.00															
SAT1 verbal				.001	5.76	.00							.002	3.32	.00	.001	3.19	.00
SAT1 math				.000	1.40	.16							.000	0.74	.46	.001	1.04	.30
SAT2 writing				.001	6.57	.00							.001	3.05	.00	.001	3.12	.00
SAT2 math				.000	1.84	.07							.000	0.97	.33	.001	1.47	.14
SAT2 other				.000	1.15	.25							.000	-0.97	.33	.000	-1.14	.25
HS rank: capped GPA							.010	24.08	.00	.010	23.39	.00	.006	6.09	.00	.006	6.16	.00
HS rank: SAT1 verbal							.002	4.92	.00	.002	4.32	.00	-.002	-1.40	.16	-.002	-1.30	.19
HS rank: SAT1 math							.000	-0.20	.84	.000	-0.34	.73	-.001	-0.67	.50	-.001	-0.93	.35
HS rank: SAT2 writing							.002	4.17	.00	.002	4.25	.00	-.002	-1.45	.15	-.002	-1.48	.14
HS rank: SAT2 math							.000	0.47	.64	.000	0.82	.41	-.001	-0.87	.38	-.002	-1.34	.18
HS rank: SAT2 other							.001	1.44	.15	.000	0.33	.74	.002	1.68	.09	.002	1.77	.08
HS rank: A-F courses							.000	0.38	.70	.000	-0.13	.89	.000	0.60	.55	.000	0.48	.63
HS rank: junior & soph. honors							-.001	-2.06	.04	-.001	-2.81	.01	-.001	-2.19	.03	-.001	-2.26	.02
HS rank: senior honors							.001	2.11	.03	.001	1.75	.08	.001	2.12	.03	.001	2.16	.03
missing at least 1 HS rank variable							-.012	-0.27	.78	-.033	-0.79	.43	-.021	-0.50	.62	-.063	-1.61	.11
API (2003)-with replacement							.002	16.29	.00				.000	2.01	.04			
missing API							-.077	-3.16	.00				-.066	-2.70	.01			

TABLE 8b: Outcome: First-year GPA 3793 cases used

Santa Barbara 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.2686	.2774	.2532	.1739	.3042	.3036
AdjRsq	.2681	.2762	.2508	.1718	.3009	.3006

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-1.879	-14.31	.00	-1.775	-13.42	.00	.361	3.87	.00	2.048	48.78	.00	-.936	-3.61	.00	-.868	-3.41	.00
Weighted HS GPA (capped)	.800	25.19	.00	.786	24.75	.00							.340	4.20	.00	.339	4.21	.00
SAT 1 composite	.001	7.94	.00															
SAT2 composite	.000	6.34	.00															
SAT1 verbal				.001	3.13	.00							.000	0.82	.41	.000	0.71	.48
SAT1 math				.000	1.59	.11							.002	4.04	.00	.003	4.30	.00
SAT2 writing				.001	8.01	.00							.001	2.16	.03	.001	2.38	.02
SAT2 math				.001	3.01	.00							.000	0.58	.56	.000	0.91	.36
SAT2 other				.000	1.21	.23							.000	-1.52	.13	.000	-1.62	.10
HS rank: capped GPA							.011	22.37	.00	.011	23.12	.00	.007	5.88	.00	.007	6.01	.00
HS rank: SAT1 verbal							.001	2.35	.02	.002	3.20	.00	.000	0.00	1.00	.000	0.12	.90
HS rank: SAT1 math							-.001	-0.94	.35	-.001	-1.44	.15	-.007	-4.17	.00	-.007	-4.45	.00
HS rank: SAT2 writing							.003	5.71	.00	.003	5.44	.00	.000	-0.02	.98	.000	-0.20	.84
HS rank: SAT2 math							.001	1.28	.20	.001	1.91	.06	.000	-0.28	.78	-.001	-0.58	.56
HS rank: SAT2 other							.001	1.71	.09	.001	1.23	.22	.002	2.18	.03	.002	2.26	.02
HS rank: A-F courses							-.001	-1.38	.17	-.001	-1.63	.10	.000	-1.05	.29	.000	-1.08	.28
HS rank: junior & soph. honors							.000	0.30	.77	.000	-0.88	.38	.000	0.19	.85	.000	0.15	.88
HS rank: senior honors							.000	0.88	.38	.000	-0.45	.65	.000	1.04	.30	.000	0.97	.33
missing at least 1 HS rank variable							.064	1.33	.18	.048	1.02	.31	.007	0.14	.89	-.012	-0.28	.78
API (2003)-with replacement							.002	19.97	.00				.000	1.63	.10			
missing API							-.095	-3.67	.00				-.034	-1.30	.19			

TABLE 9a: Outcome: First-year GPA 3230 cases used

Santa Cruz 2003 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1355	.1484	.1376	.1002	.1746	.1733
AdjRsq	.1347	.1468	.1343	.0974	.1700	.1692

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	.061	0.47	.64	.153	1.17	.24	1.415	13.40	.00	2.601	79.23	.00	-.084	-0.31	.76	.042	0.16	.87
Weighted HS GPA (capped)	.480	15.11	.00	.470	14.86	.00							.297	3.58	.00	.280	3.51	.00
SAT 1 composite	.000	3.70	.00															
SAT2 composite	.000	5.78	.00															
SAT1 verbal				.000	2.16	.03							.000	0.68	.50	.000	0.68	.50
SAT1 math				.000	1.05	.29							.001	1.48	.14	.001	1.80	.07
SAT2 writing				.001	7.35	.00							.002	3.65	.00	.002	3.79	.00
SAT2 math				.000	-0.52	.60							.000	-0.49	.63	.000	-0.08	.93
SAT2 other				.000	2.49	.01							.001	1.80	.07	.000	1.66	.10
HS rank: capped GPA							.008	15.25	.00	.007	13.89	.00	.004	3.35	.00	.005	3.64	.00
HS rank: SAT1 verbal							.002	2.78	.01	.002	3.19	.00	.000	0.14	.89	.000	0.12	.90
HS rank: SAT1 math							.000	-0.59	.55	-.001	-0.77	.44	-.003	-1.53	.13	-.003	-1.85	.06
HS rank: SAT2 writing							.003	5.49	.00	.003	5.39	.00	-.002	-1.58	.11	-.003	-1.71	.09
HS rank: SAT2 math							-.001	-1.56	.12	-.001	-1.58	.11	.000	-0.06	.95	-.001	-0.46	.64
HS rank: SAT2 other							.001	1.86	.06	.001	1.10	.27	-.001	-0.60	.55	-.001	-0.48	.63
HS rank: A-F courses							.000	0.81	.42	.000	0.65	.52	.000	0.85	.39	.000	0.87	.39
HS rank: junior & soph. honors							-.001	-2.67	.01	-.002	-3.44	.00	-.001	-2.37	.02	-.001	-2.46	.01
HS rank: senior honors							.000	0.54	.59	.000	-0.37	.71	.000	1.05	.29	.000	1.04	.30
missing at least 1 HS rank variable							-.132	-2.88	.00	-.137	-3.07	.00	-.144	-3.17	.00	-.161	-3.74	.00
API (2003)-with replacement							.002	11.77	.00				.000	2.02	.04			
missing API							-.029	-1.15	.25				-.033	-1.25	.21			

TABLE 9b: Outcome: First-year GPA 2897 cases used

Santa Cruz 2004 fall freshman entrants

	Model 1	Model 1a	Model 2	Model 2a	Model 4	Model 4a
Parameters	4	7	13	11	19	17
Rsq	.1232	.1357	.1332	.0876	.1638	.1593
AdjRsq	.1223	.1339	.1296	.0844	.1586	.1546

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-.472	-2.88	.00	-.354	-2.15	.03	.915	7.25	.00	2.360	55.82	.00	-.464	-1.41	.16	-.285	-0.91	.36
Weighted HS GPA (capped)	.559	15.04	.00	.542	14.63	.00							.291	2.98	.00	.273	2.87	.00
SAT 1 composite	.001	6.64	.00															
SAT2 composite	.000	1.31	.19															
SAT1 verbal				.001	3.03	.00							.001	2.12	.03	.001	1.79	.07
SAT1 math				.000	1.45	.15							.001	1.26	.21	.001	1.63	.10
SAT2 writing				.001	5.44	.00							.000	0.59	.55	.000	0.80	.42
SAT2 math				.000	0.57	.57							.001	1.03	.30	.001	1.92	.05
SAT2 other				.000	-2.15	.03							.000	-0.51	.61	.000	-0.43	.67
HS rank: capped GPA							.008	13.78	.00	.007	12.01	.00	.005	3.30	.00	.005	3.54	.00
HS rank: SAT1 verbal							.002	3.32	.00	.002	3.29	.00	-.002	-0.92	.36	-.001	-0.63	.53
HS rank: SAT1 math							.000	-0.23	.82	.000	-0.32	.75	-.002	-1.21	.22	-.003	-1.57	.12
HS rank: SAT2 writing							.003	4.31	.00	.003	4.21	.00	.002	0.91	.37	.001	0.76	.45
HS rank: SAT2 math							-.001	-1.10	.27	-.001	-1.35	.18	-.003	-1.35	.18	-.004	-2.21	.03
HS rank: SAT2 other							-.001	-2.89	.00	-.002	-3.15	.00	.000	-0.38	.70	-.001	-0.51	.61
HS rank: A-F courses							-.001	-1.11	.27	-.001	-1.74	.08	.000	-0.87	.39	.000	-0.98	.33
HS rank: junior & soph. honors							.000	0.46	.64	.000	0.07	.95	.000	0.60	.55	.000	0.68	.50
HS rank: senior honors							.001	1.61	.11	.000	0.83	.40	.001	2.12	.03	.001	2.13	.03
missing at least 1 HS rank variable							.052	0.92	.36	.020	0.37	.71	.021	0.38	.70	-.036	-0.68	.50
API (2003)-with replacement							.002	12.21	.00				.001	2.99	.00			
missing API							-.099	-3.41	.00				-.090	-2.98	.00			

APPENDIX II

A Comparison of Measures Included in the UC Eligibility Construct with Other Variable Sets in the Prediction of UC Berkeley Outcomes

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Purpose:

The analyses in this report, requested by BOARS, are the first steps in:

> *Measuring the gain in predictive accuracy from considering information that is included on the UC application but not included in the current eligibility formula. Many other factors are likely to contribute to and predict students' success at UC. These include, but are not limited to, rank within their high school class, a pattern of improved performance as they progress through high school, extracurricular activities, difficulty of chosen curriculum, etc. The first phase of the proposed research will look at detailed data from various sources (UC's "Pathways" application data, special data sets collected from some UC campuses, etc.) to demonstrate that other criteria, beyond the limited set currently used in the UC Eligibility Index, can be used to predict success at UC. If this hypothesis is validated, it will suggest that the current eligibility construct cannot claim to capture the "top 12.5%" of California's public high school graduates.*

Data Set:

In this report the data set employed was for a cohort of freshmen first enrolling at Berkeley in Fall term 1999 or Spring term 2000. This 1999-00 data file is a "super file" as it contains many more admission input and outcome measures than is usual for studies of this type. In addition to the typical demographic variables, grades in high school and test scores, the file contains a number of other variables, used in the Berkeley admission process, that were also included in these analyses: Percentile Ranks within High School (statistics akin to "*class ranks*") on SAT, high school GPA, and courses taken; AP Test scores; a school's Academic Performance Index (API), and factor scores from "Previously Unrecorded Variables" (PUVs), qualitative data on the UC Admission application that is not typically quantified, including information from the admission essay, academic honors and awards, and work experience.

The outcome variables analyzed from this file for this report were UCB GPA after one year, UCB GPA at graduation (or last term attended), graduation/retention in 5 years, leadership as measured by accepting responsibility for organizing campus student groups (from Berkeley's Dean of Students data base), and a number of factor scores from the 2003 University of California Undergraduate Experience Survey (UCUES). The UCUES variables employed in these analyses are factor scores measuring engagement in research, course disengagement, academic skills acquisition, career engagement/preparation, and community service/leadership.

Analyses:
Multiple regression was employed to predict the outcomes described above, save for the dichotomous graduation outcome where logistic regression was utilized.

Results:
Tables 1 – 9 show the results of these analyses. Variables were grouped into "sets" with Model 1 and Model 1a representing the measures used in determining UC eligibility (high school GPA and SAT scores). Model 1a differs from Model 1 in that it separates the SAT I and SAT II scores into components. Model 2 contains Within School Percentile Rank (HS rank), and API. Model 3 adds AP scores to the variables in Model 2. Model 7 shows the contribution of the PUVs alone.

Models 4, 5, and 6 combine the variables in the other Models: Model 4 combines the variables in Model 1a and Model 2. Model 5 combines the variables in Model 1a and Model 3. Model 6 shows all the variables, combining the variables in Models 1a, 3, and 7.

Comparing the multiple R-square (Rsq) in Model 1 or Model 1a with the R-square in Model 2 or Model 3 allows one to judge how well the UC eligibility variables compare with the Within School Percentile Ranks (HS Rank), API, and AP scores (Model 3) alternatives. **Undertaking these comparisons, the results of the analyses show that the HS Rank Variables and API variables (Model 2) predict GPA 1-Year, GPA at Graduation, and Graduation itself a little better than the UC eligibility variables (Models 1 or 1a, see Tables 1, 2, 3).** A similar pattern of results are found for UCUES factors Course Disengagement, Engagement in Research, and Community Service/Leadership (see Tables 4, 5 and 8). However, UCUES factors Skill Acquisition and Career Acquisition are a little bit better predicted by the standard eligibility variables (see Tables 6 and 7).

The PUVs add very little to the prediction of GPAs and graduation, but they do seem to matter more than the all of the academic variables in the prediction of Community/Service Leadership (UCUES factor) and Leadership as assessed in Berkeley's Dean of Student's data base (see Tables 8 and 9). The overall R-square in these models, however, is very low.

Next Steps:
Similar analyses will be conducted on the entire UC data base (all campuses), focused primarily on predicting 1-Year UC GPA comparing the variables shown in Model 1 or Model 1a with those shown in Model 2 (Percentile Ranks and API), or Model 3 (adds AP scores). The PUV predictor variables and later year UC GPA, graduation, and UCUES outcome measures are not readily available in the UCOP data bases.

TABLE 1: Outcome: First-year GPA 4414 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.1383	.1514	.1598	.1781	.1964	.2033	.2079	.0372
AdjRsq	.1377	.1502	.1575	.1755	.1931	.1996	.2035	.0363

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	1.203	13.50	.00	.821	8.60	.00	1.902	28.66	.000	2.032	29.97	.00	.873	5.34	.00	1.00	5.81	.00	1.089	6.14	.00	3.112	365.46	.00
Weighted HS GPA	.248	10.36	.00	.257	10.78	.00							.098	1.99	.05	.10	2.01	.04	.097	1.96	.05			
SAT 1 Composite	.001	0.90	.37																					
SAT2 Composite	.006	8.90	.00																					
SAT1V				.000	1.60	.11							.000	1.08	.28	.00	.99	.32	.000	0.84	.40			
SAT1M				.000	-0.88	.38							.000	1.10	.27	.00	1.37	.17	.000	1.26	.21			
SAT2W				.001	8.72	.00							.002	5.32	.00	.00	4.86	.00	.001	4.60	.00			
SAT2M				.000	0.35	.72							.000	-1.06	.29	.00	-1.30	.19	.000	-1.11	.27			
SAT2OTH				.001	5.77	.00							.001	5.18	.00	.00	3.58	.00	.000	3.80	.00			
HS rank: weighted GPA							.008	18.26	.000	.007	16.91	.00	.007	8.88	.00	.01	8.49	.00	.006	8.41	.00			
Missing HS rank							-.263	-5.13	.000	-.309	-6.05	.00	-.381	-7.21	.00	-.39	-7.48	.00	-.405	-7.69	.00			
HS rank: SAT1 verbal							.001	3.42	.001	.001	1.52	.13	.000	-0.17	.86	.00	-.36	.72	.000	-0.21	.83			
HS rank: SAT1 math							-.001	-2.63	.009	-.001	-3.68	.00	-.002	-2.18	.03	.00	-2.47	.01	-.002	-2.40	.02			
HS rank: SAT2 writing							.003	6.52	.000	.003	5.87	.00	-.002	-2.31	.02	.00	-2.01	.04	-.002	-1.97	.05			
HS rank: A-F courses							.000	0.68	.494	.000	0.82	.41	.000	1.23	.22	.00	1.28	.20	.000	1.12	.26			
HS rank: junior honors							-.004	-8.80	.000	-.003	-8.30	.00	-.003	-8.84	.00	.00	-8.26	.00	-.003	-8.58	.00			
HS rank: senior honors							-.001	-2.48	.013	-.001	-3.21	.00	-.001	-2.42	.02	.00	-2.38	.02	-.001	-2.63	.01			
Missing junior honors rank							.211	4.27	.000	.210	4.29	.00	.243	4.97	.00	.24	4.87	.00	.246	5.04	.00			
Missing senior honors rank							.063	1.20	.229	.112	2.16	.03	.106	2.06	.04	.13	2.43	.02	.123	2.39	.02			
API (2000)							.001	11.83	.000	.001	9.67	.00	.000	1.58	.11	.00	1.53	.13	.000	1.56	.12			
Missing API							.055	2.71	.007	.064	3.17	.00	.026	1.29	.20	.03	1.51	.13	.035	1.72	.09			
# of AP exams scored 3+										.008	1.99	.05				.00	-1.06	.29	-.006	-1.32	.19			
% of AP exams scored 4 or 5										.200	7.90	.00				.15	6.02	.00	.159	6.20	.00			
Spark-Passion-Maturity																			.015	1.87	.06	.022	2.54	.01
Activities and Leadership																			.034	4.36	.00	.043	5.05	.00
Obstacles																			-.017	-1.88	.06	-.100	-11.78	.00
Other Academic																			.000	-0.05	.96	-.001	-0.10	.92

TABLE 2: Outcome: Latest Cumulative GPA (GPA at Graduation) 4455 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.1533	.1846	.1908	.2085	.2328	.2412	.2481	.0409
AdjRsq	.1527	.1835	.1886	.2060	.2297	.2378	.2440	.0400

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	1.296	16.74	.00	.984	11.98	.00	2.096	36.50	.000	2.197	37.44	.00	.987	7.03	.00	1.06	7.16	.00	1.092	7.19	.00	3.201	426.80	.00
Weighted HS GPA	.287	13.80	.00	.299	14.59	.00							.156	3.67	.00	.16	3.83	.00	.163	3.83	.00			
SAT 1 Composite	.001	1.20	.23																					
SAT2 Composite	.005	7.91	.00																					
SAT1V				.000	1.45	.15							.000	1.07	.29	.00	1.03	.30	.000	1.04	.30			
SAT1M				.000	-0.29	.77							.001	2.62	.01	.00	2.96	.00	.001	2.84	.00			
SAT2W				.001	11.45	.00							.002	5.82	.00	.00	5.37	.00	.001	5.08	.00			
SAT2M				.000	-2.82	.00							-.001	-4.57	.00	.00	-4.78	.00	-.001	-4.45	.00			
SAT2OTH				.000	5.37	.00							.000	4.54	.00	.00	2.96	.00	.000	3.12	.00			
HS rank: weighted GPA							.008	20.71	.000	.007	19.38	.00	.006	9.34	.00	.01	8.84	.00	.006	8.72	.00			
Missing HS rank							-.172	-3.87	.000	-.208	-4.71	.00	-.304	-6.68	.00	-.32	-6.95	.00	-.326	-7.20	.00			
HS rank: SAT1 verbal							.001	3.13	.002	.001	1.35	.18	.000	-0.21	.83	.00	-.42	.67	.000	-0.32	.75			
HS rank: SAT1 math							-.002	-6.15	.000	-.002	-7.15	.00	-.002	-3.74	.00	.00	-4.08	.00	-.003	-3.96	.00			
HS rank: SAT2 writing							.003	8.74	.000	.003	8.15	.00	-.002	-1.69	.09	.00	-1.39	.17	-.001	-1.32	.19			
HS rank: A-F courses							.000	1.33	.184	.000	1.48	.14	.001	2.12	.03	.00	2.18	.03	.001	1.95	.05			
HS rank: junior honors							-.004	-10.29	.000	-.003	-9.62	.00	-.004	####	.00	.00	-9.97	.00	-.004	####	.00			
HS rank: senior honors							.000	-1.11	.266	-.001	-1.65	.10	.000	-0.85	.40	.00	-.61	.54	.000	-0.76	.45			
Missing junior honors rank							.152	3.57	.000	.150	3.56	.00	.204	4.84	.00	.20	4.72	.00	.206	4.93	.00			
Missing senior honors rank							.027	0.61	.544	.067	1.49	.14	.065	1.47	.14	.08	1.80	.07	.080	1.82	.07			
API (2000)							.001	11.93	.000	.001	9.89	.00	.000	1.82	.07	.00	1.74	.08	.000	1.85	.06			
Missing API							.049	2.77	.006	.055	3.14	.00	.022	1.24	.21	.02	1.36	.17	.029	1.67	.10			
# of AP exams scored 3+										.003	0.78	.44				-.01	-2.42	.02	-.010	-2.76	.01			
% of AP exams scored 4 or 5										.189	8.62	.00				.16	7.01	.00	.160	7.24	.00			
Spark-Passion-Maturity																			.025	3.69	.00	.031	4.16	.00
Activities and Leadership																			.034	4.97	.00	.047	6.24	.00
Obstacles																			-.005	-0.63	.53	-.085	-11.42	.00
Other Academic																			-.010	-1.50	.13	-.014	-1.82	.07

TABLE 3: Outcome: Graduation in Five Years 4483 observations used

	Model 1			Model 1a			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7		
Rescaled R squared	.088			.096			.111			.118			.124			.128			.133			.028		
Likelihood Ratio (Overall model)	233.0			254.5			295.8			314.1			331.9			341.9			356.1			72.4		
DF	3			6			12			14			18			20			24			4		
Pr	.0000			.0000			.0000			.0000			.0000			.0000			.0000			.0000		
	coef	pr	odds	coef	pr	odds	coef	pr	odds	coef	pr	odds	coef	pr	odds	coef	pr	odds	coef	pr	odds	coef	pr	odds
Intercept	-4.383	.00		-4.762	.00		-1.833	.00		-1.516	.00		-4.796	.00		-4.173	.00		-3.731	.00		1.757	.00	
Weighted HS GPA	1.232	.00	3.43	1.223	.00	3.40							.567	.03	1.76	.543	.04	1.72	.517	.05	1.68			
SAT 1 Composite	-.007	.20	0.99																					
SAT2 Composite	.013	.00	1.01																					
SAT1V				-.003	.00	1.00							-.002	.26	1.00	-.002	.21	1.00	-.003	.16	1.00			
SAT1M				.001	.41	1.00							.005	.00	1.00	.005	.00	1.01	.005	.00	1.00			
SAT2W				.004	.00	1.00							.003	.05	1.00	.003	.09	1.00	.003	.14	1.00			
SAT2M				.000	.82	1.00							-.001	.21	1.00	-.001	.14	1.00	-.001	.21	1.00			
SAT2OTH				.000	.58	1.00							.000	.83	1.00	.000	.50	1.00	.000	.71	1.00			
HS rank: weighted GPA							.025	.00	1.03	.024	.00	1.02	.018	.00	1.02	.017	.00	1.02	.017	.00	1.02			
Missing HS rank							-.205	.39	0.81	-.312	.19	0.73	-.567	.03	0.57	-.594	.02	0.55	-.622	.02	0.54			
HS rank: SAT1 verbal							-.007	.00	0.99	-.009	.00	0.99	-.002	.74	1.00	-.002	.70	1.00	-.001	.82	1.00			
HS rank: SAT1 math							-.005	.01	0.99	-.006	.00	0.99	-.015	.00	0.98	-.016	.00	0.98	-.016	.00	0.98			
HS rank: SAT2 writing							.010	.00	1.01	.010	.00	1.01	.000	.97	1.00	.001	.82	1.00	.002	.76	1.00			
HS rank: A-F courses							.001	.68	1.00	.001	.60	1.00	.001	.57	1.00	.001	.52	1.00	.001	.57	1.00			
HS rank: junior honors							-.006	.01	0.99	-.005	.01	0.99	-.006	.01	0.99	-.005	.01	0.99	-.006	.00	0.99			
HS rank: senior honors							.004	.04	1.00	.003	.13	1.00	.004	.02	1.00	.004	.05	1.00	.003	.08	1.00			
Missing junior honors rank							.277	.22	1.32	.277	.22	1.32	.387	.09	1.47	.373	.10	1.45	.405	.08	1.50			
Missing senior honors rank							-.223	.35	0.80	-.099	.68	0.91	-.121	.61	0.89	-.059	.81	0.94	-.071	.77	0.93			
API (2000)							.003	.00	1.00	.003	.00	1.00	.001	.05	1.00	.001	.04	1.00	.001	.05	1.00			
Missing API							-.226	.04	0.80	-.201	.07	0.82	-.225	.05	0.80	-.195	.09	0.82	-.183	.11	0.83			
# of AP exams scored 3+										.040	.09	1.04				.017	.50	1.02	.013	.62	1.01			
% of AP exams scored 4 or 5										.374	.01	1.45				.370	.01	1.45	.384	.01	1.47			
Spark-Passion-Maturity																			.069	.11	1.07	.082	.05	1.09
Activities and Leadership																			.132	.00	1.14	.197	.00	1.22
Obstacles																			-.083	.08	0.92	-.273	.00	0.76
Other Academic																			-.044	.32	0.96	-.058	.15	0.94

TABLE 4: Outcome: Course disengagement (UCUES 2003) 1619 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.0204	.0317	.0471	.0477	.0526	.0527	.0614	.0096
AdjRsq	.0186	.0281	.0400	.0394	.0419	.0409	.0473	.0071

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	1.417	4.91	.00	1.339	4.27	.00	.580	2.76	.006	.529	2.43	.02	1.440	2.76	.01	1.42	2.51	.01	.975	1.68	.09	.009	0.36	.72
Weighted HS GPA	-.397	-5.24	.00	-.422	-5.57	.00							-.244	-1.57	.12	-.25	-1.56	.12	-.209	-1.33	.18			
SAT 1 Composite	.007	2.38	.02																					
SAT2 Composite	-.003	-1.57	.12																					
SAT1V				.000	0.61	.54							.001	0.48	.63	.00	.48	.63	.001	0.66	.51			
SAT1M				.001	2.27	.02							.000	0.11	.91	.00	.08	.94	.000	-0.01	.99			
SAT2W				-.001	-2.41	.02							-.001	-1.34	.18	.00	-1.30	.19	-.001	-1.01	.31			
SAT2M				.001	1.07	.29							.001	1.51	.13	.00	1.52	.13	.001	1.71	.09			
SAT2OTH				-.001	-1.60	.11							.000	-1.24	.22	.00	-1.06	.29	.000	-1.27	.21			
HS rank: weighted GPA							-.009	-6.65	.000	-.009	-6.39	.00	-.007	-2.83	.00	-.01	-2.79	.01	-.007	-2.88	.00			
Missing HS rank							.181	1.00	.317	.202	1.11	.27	.292	1.56	.12	.30	1.57	.12	.255	1.35	.18			
HS rank: SAT1 verbal							.000	-0.09	.925	.000	0.11	.91	-.001	-0.31	.76	.00	-.30	.77	-.001	-0.33	.74			
HS rank: SAT1 math							.005	5.01	.000	.006	5.06	.00	.004	1.67	.10	.00	1.70	.09	.004	1.90	.06			
HS rank: SAT2 writing							-.003	-1.92	.055	-.003	-1.80	.07	.001	0.37	.71	.00	.35	.73	.000	0.08	.93			
HS rank: A-F courses							-.001	-0.87	.385	-.001	-0.89	.37	-.001	-1.03	.31	.00	-1.04	.30	-.001	-0.96	.34			
HS rank: junior honors							.003	2.69	.007	.003	2.62	.01	.004	2.84	.00	.00	2.77	.01	.003	2.66	.01			
HS rank: senior honors							-.001	-0.66	.510	-.001	-0.62	.53	-.001	-0.63	.53	.00	-.66	.51	-.001	-0.67	.50			
Missing junior honors rank							-.505	-3.14	.002	-.504	-3.13	.00	-.576	-3.49	.00	-.57	-3.47	.00	-.565	-3.42	.00			
Missing senior honors rank							.146	0.82	.413	.125	0.70	.49	.124	0.69	.49	.12	.67	.51	.149	0.83	.41			
API (2000)							.000	-0.97	.333	.000	-0.68	.50	.000	-0.53	.59	.00	-.50	.62	.000	-0.18	.86			
Missing API							.086	1.34	.179	.083	1.29	.20	.101	1.55	.12	.10	1.53	.13	.112	1.70	.09			
# of AP exams scored 3+										-.002	-0.12	.90				.00	.24	.81	.002	0.11	.91			
% of AP exams scored 4 or 5										-.072	-0.90	.37				-.04	-.52	.60	-.039	-0.46	.65			
Spark-Passion-Maturity																			-.012	-0.50	.62	-.016	-0.65	.52
Activities and Leadership																			.053	2.14	.03	.036	1.46	.14
Obstacles																			.084	2.91	.00	.089	3.46	.00
Other Academic																			-.016	-0.64	.52	-.017	-0.70	.49

TABLE 5: Outcome: Engagement in Research and Creative Projects (UCUES 2003) 1619 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.0043	.0045	.0138	.0156	.0172	.0186	.0258	.0081
AdjRsq	.0024	.0008	.0064	.0070	.0061	.0063	.0112	.0057

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-.072	-0.25	.81	.021	0.07	.95	.002	0.01	.992	.093	0.42	.68	-.463	-0.87	.38	-.20	-.35	.73	-.158	-0.27	.79	-.002	-0.08	.94
Weighted HS GPA	.057	0.74	.46	.058	0.76	.45							.217	1.37	.17	.20	1.23	.22	.208	1.30	.19			
SAT 1 Composite	-.008	-2.59	.01																					
SAT2 Composite	.004	2.06	.04																					
SAT1V				-.001	-1.71	.09							-.002	-1.59	.11	.00	-1.67	.09	-.002	-1.74	.08			
SAT1M				-.001	-1.73	.08							-.001	-0.64	.52	.00	-.58	.56	-.001	-0.63	.53			
SAT2W				.001	1.27	.21							.001	0.97	.33	.00	.87	.38	.001	0.95	.34			
SAT2M				.000	0.91	.36							.000	0.77	.44	.00	.64	.52	.000	0.61	.54			
SAT2OTH				.000	1.03	.30							.000	0.82	.41	.00	.31	.75	.000	0.15	.88			
HS rank: weighted GPA							.001	0.97	.331	.001	0.67	.50	-.002	-0.66	.51	.00	-.70	.48	-.002	-0.72	.47			
Missing HS rank							-.177	-0.97	.335	-.215	-1.16	.25	-.233	-1.22	.22	-.25	-1.32	.19	-.278	-1.45	.15			
HS rank: SAT1 verbal							-.002	-1.17	.242	-.002	-1.49	.14	.003	0.89	.37	.00	.89	.38	.003	0.96	.34			
HS rank: SAT1 math							-.002	-1.84	.066	-.002	-1.96	.05	-.002	-0.66	.51	.00	-.69	.49	-.001	-0.57	.57			
HS rank: SAT2 writing							.001	0.92	.356	.001	0.75	.46	-.002	-0.50	.62	.00	-.46	.65	-.002	-0.63	.53			
HS rank: A-F courses							.002	1.87	.062	.002	1.90	.06	.002	1.86	.06	.00	1.88	.06	.002	1.62	.11			
HS rank: junior honors							-.002	-1.24	.216	-.002	-1.17	.24	-.002	-1.23	.22	.00	-1.18	.24	-.002	-1.19	.23			
HS rank: senior honors							.002	1.84	.066	.002	1.74	.08	.002	1.73	.08	.00	1.65	.10	.002	1.44	.15			
Missing junior honors rank							.493	3.02	.003	.493	3.01	.00	.513	3.06	.00	.50	3.00	.00	.508	3.02	.00			
Missing senior honors rank							-.385	-2.12	.034	-.348	-1.91	.06	-.343	-1.88	.06	-.31	-1.70	.09	-.313	-1.70	.09			
API (2000)							.000	-0.74	.460	.000	-1.15	.25	.000	-0.10	.92	.00	-.16	.87	.000	-0.04	.97			
Missing API							.103	1.59	.113	.110	1.68	.09	.110	1.66	.10	.12	1.80	.07	.132	1.97	.05			
# of AP exams scored 3+										.005	0.41	.68				.01	.39	.69	.003	0.24	.81			
% of AP exams scored 4 or 5										.111	1.36	.18				.11	1.25	.21	.122	1.42	.16			
Spark-Passion-Maturity																			.042	1.73	.08	.044	1.79	.07
Activities and Leadership																			.053	2.11	.04	.049	1.97	.05
Obstacles																			-.006	-0.21	.83	.007	0.27	.79
Other Academic																			.052	2.10	.04	.060	2.46	.01

TABLE 6: Outcome: Skill Acquisition (UCUES 2003) 1619 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.0221	.0741	.0628	.0642	.0827	.0837	.0862	.0056
AdjRsq	.0203	.0706	.0558	.0560	.0723	.0723	.0725	.0031

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	.961	3.33	.00	1.472	4.80	.00	.721	3.45	.001	.671	3.11	.00	.771	1.50	.13	.75	1.36	.17	.787	1.37	.17	.005	0.22	.83
Weighted HS GPA	.005	0.06	.95	.048	0.65	.51							.178	1.16	.24	.19	1.23	.22	.185	1.19	.23			
SAT 1 Composite	-.008	-2.43	.02																					
SAT2 Composite	-.002	-0.96	.34																					
SAT1V				.000	-0.75	.45							-.001	-0.79	.43	.00	-.77	.44	-.001	-0.80	.42			
SAT1M				-.002	-3.74	.00							-.001	-0.99	.32	.00	-.89	.37	-.001	-0.98	.33			
SAT2W				.002	5.21	.00							.003	2.76	.01	.00	2.68	.01	.003	2.63	.01			
SAT2M				-.002	-2.91	.00							-.002	-3.22	.00	.00	-3.22	.00	-.002	-3.06	.00			
SAT2OTH				-.001	-1.88	.06							-.001	-2.12	.03	.00	-2.23	.03	-.001	-2.09	.04			
HS rank: weighted GPA							.000	0.17	.868	.000	0.27	.79	.000	-0.17	.87	.00	-.27	.79	-.001	-0.26	.80			
Missing HS rank							-.203	-1.14	.256	-.180	-1.00	.32	-.279	-1.51	.13	-.29	-1.54	.12	-.285	-1.53	.13			
HS rank: SAT1 verbal							-.001	-0.86	.392	-.001	-0.71	.48	.002	0.49	.62	.00	.45	.65	.002	0.48	.63			
HS rank: SAT1 math							-.010	-8.96	.000	-.010	-8.89	.00	-.004	-1.65	.10	.00	-1.73	.08	-.004	-1.67	.10			
HS rank: SAT2 writing							.005	3.84	.000	.006	3.86	.00	-.002	-0.65	.52	.00	-.60	.55	-.002	-0.59	.55			
HS rank: A-F courses							.001	1.28	.202	.001	1.30	.19	.001	1.55	.12	.00	1.59	.11	.002	1.62	.10			
HS rank: junior honors							-.001	-0.59	.554	-.001	-0.41	.68	-.001	-0.95	.34	.00	-.79	.43	-.001	-0.93	.35			
HS rank: senior honors							.000	-0.32	.749	.000	-0.07	.94	.000	-0.21	.83	.00	-.05	.96	.000	0.04	.97			
Missing junior honors rank							.223	1.40	.162	.211	1.32	.19	.312	1.92	.05	.31	1.88	.06	.319	1.96	.05			
Missing senior honors rank							-.152	-0.86	.391	-.172	-0.97	.33	-.181	-1.03	.31	-.18	-1.00	.32	-.186	-1.05	.30			
API (2000)							-.001	-2.23	.026	-.001	-2.02	.04	.000	-0.59	.55	.00	-.68	.50	.000	-0.66	.51			
Missing API							.003	0.05	.958	-.004	-0.07	.94	-.022	-0.34	.73	-.02	-.36	.72	-.015	-0.24	.81			
# of AP exams scored 3+										-.019	-1.51	.13				-.01	-.92	.36	-.013	-1.00	.32			
% of AP exams scored 4 or 5										.053	0.67	.51				.10	1.26	.21	.105	1.26	.21			
Spark-Passion-Maturity																			.012	0.49	.62	.011	0.45	.65
Activities and Leadership																			.016	0.66	.51	.026	1.04	.30
Obstacles																			-.005	-0.16	.87	.031	1.21	.23
Other Academic																			-.046	-1.91	.06	-.060	-2.46	.01

TABLE 7: Outcome: Career Engagement and Preparation (UCUES 2003) 1619 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.0389	.1228	.0986	.1023	.1309	.1325	.1385	.0104
AdjRsq	.0371	.1196	.0918	.0944	.1211	.1216	.1256	.0079

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-2.011	-7.06	.00	-2.219	-7.47	.00	-1.150	-5.65	.000	-1.013	-4.81	.00	-1.687	-3.39	.00	-1.34	-2.50	.01	-1.415	-2.55	.01	-.008	-0.34	.74
Weighted HS GPA	.302	4.03	.00	.233	3.24	.00							.085	0.57	.57	.05	.34	.73	.057	0.38	.70			
SAT 1 Composite	-.001	-0.48	.63																					
SAT2 Composite	.006	3.14	.00																					
SAT1V				-.001	-3.40	.00							-.001	-0.77	.44	.00	-.90	.37	-.001	-0.77	.44			
SAT1M				.001	2.08	.04							.000	0.05	.96	.00	.05	.96	.000	0.21	.83			
SAT2W				-.001	-2.94	.00							-.002	-1.69	.09	.00	-1.76	.08	-.002	-1.69	.09			
SAT2M				.003	6.55	.00							.003	6.44	.00	.00	6.26	.00	.003	6.01	.00			
SAT2OTH				.000	-0.28	.78							.000	-0.31	.76	.00	-.75	.45	.000	-1.03	.30			
HS rank: weighted GPA							.006	4.33	.000	.005	3.88	.00	.003	1.31	.19	.00	1.33	.18	.003	1.36	.17			
Missing HS rank							-.247	-1.41	.158	-.306	-1.74	.08	-.255	-1.43	.15	-.28	-1.54	.12	-.249	-1.39	.17			
HS rank: SAT1 verbal							-.004	-3.01	.003	-.004	-3.44	.00	-.002	-0.53	.60	.00	-.50	.61	-.002	-0.60	.55			
HS rank: SAT1 math							.009	8.86	.000	.009	8.68	.00	.003	1.37	.17	.00	1.40	.16	.003	1.30	.20			
HS rank: SAT2 writing							-.003	-1.95	.052	-.003	-2.16	.03	.002	0.50	.62	.00	.51	.61	.002	0.50	.61			
HS rank: A-F courses							.000	-0.35	.726	.000	-0.34	.74	-.001	-0.73	.46	.00	-.73	.47	-.001	-0.89	.37			
HS rank: junior honors							.000	-0.15	.882	.000	-0.27	.79	.000	0.10	.92	.00	.04	.97	.000	0.34	.73			
HS rank: senior honors							.002	1.37	.170	.001	1.04	.30	.001	1.19	.24	.00	.97	.33	.001	0.91	.36			
Missing junior honors rank							.297	1.91	.057	.308	1.98	.05	.256	1.63	.10	.25	1.60	.11	.218	1.38	.17			
Missing senior honors rank							-.010	-0.06	.952	.046	0.26	.79	.049	0.29	.78	.08	.49	.63	.087	0.51	.61			
API (2000)							.001	2.76	.006	.001	2.08	.04	.000	1.03	.30	.00	1.02	.31	.000	0.97	.33			
Missing API							-.051	-0.83	.409	-.037	-0.60	.55	-.019	-0.30	.76	.00	-.08	.94	-.007	-0.12	.91			
# of AP exams scored 3+										.023	1.92	.06				.02	1.27	.21	.017	1.37	.17			
% of AP exams scored 4 or 5										.058	0.75	.45				.05	.68	.50	.054	0.67	.50			
Spark-Passion-Maturity																			.031	1.35	.18	.034	1.42	.15
Activities and Leadership																			-.039	-1.63	.10	-.047	-1.93	.05
Obstacles																			.017	0.62	.54	-.034	-1.31	.19
Other Academic																			.059	2.54	.01	.072	2.97	.00

TABLE 8: Outcome: Community Service-Leadership (UCUES 2003) 1619 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.0058	.0081	.0157	.0183	.0225	.0262	.0562	.0352
AdjRsq	.0040	.0044	.0084	.0097	.0115	.0140	.0420	.0328

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	.118	0.40	.69	.324	1.02	.31	-.049	-0.23	.818	-.045	-0.20	.84	.247	0.47	.64	.63	1.10	.27	.538	0.92	.36	-.005	-0.20	.84
Weighted HS GPA	.105	1.37	.17	.108	1.41	.16							.072	0.46	.65	.02	.12	.90	.045	0.29	.78			
SAT 1 Composite	-.003	-0.91	.36																					
SAT2 Composite	-.002	-1.01	.31																					
SAT1V				-.001	-1.81	.07							.000	-0.19	.85	.00	-.34	.74	-.001	-0.49	.63			
SAT1M				.000	0.79	.43							.000	0.24	.81	.00	.12	.90	.000	-0.24	.81			
SAT2W				.000	0.77	.44							-.001	-0.61	.54	.00	-.59	.55	.000	-0.38	.70			
SAT2M				-.001	-1.69	.09							-.001	-2.05	.04	.00	-2.18	.03	-.001	-1.80	.07			
SAT2OTH				.000	-0.77	.44							.000	-0.81	.42	.00	-.94	.35	.000	-0.99	.32			
HS rank: weighted GPA							.001	0.48	.629	.001	0.53	.60	.000	0.14	.89	.00	.31	.76	.001	0.23	.82			
Missing HS rank							.333	1.81	.070	.327	1.77	.08	.363	1.90	.06	.35	1.83	.07	.266	1.41	.16			
HS rank: SAT1 verbal							-.003	-1.89	.059	-.002	-1.79	.07	-.002	-0.49	.63	.00	-.41	.68	-.001	-0.20	.84			
HS rank: SAT1 math							-.001	-1.31	.191	-.001	-1.29	.20	.000	0.03	.97	.00	.17	.86	.001	0.63	.53			
HS rank: SAT2 writing							.001	0.55	.584	.001	0.61	.54	.003	0.91	.36	.00	.87	.38	.002	0.47	.64			
HS rank: A-F courses							.001	1.14	.253	.001	1.09	.27	.001	1.22	.22	.00	1.18	.24	.001	0.97	.33			
HS rank: junior honors							.000	-0.06	.951	.000	-0.33	.74	.000	-0.21	.83	.00	-.48	.63	-.001	-0.94	.35			
HS rank: senior honors							.000	0.16	.874	.000	-0.11	.91	.000	0.22	.83	.00	-.19	.85	.000	-0.39	.69			
Missing junior honors rank							-.234	-1.43	.152	-.218	-1.33	.18	-.238	-1.42	.15	-.23	-1.40	.16	-.183	-1.11	.27			
Missing senior honors rank							-.078	-0.43	.665	-.076	-0.42	.68	-.091	-0.50	.62	-.06	-.33	.74	-.056	-0.31	.76			
API (2000)							.000	0.96	.338	.000	1.05	.29	.001	2.34	.02	.00	2.45	.01	.001	2.92	.00			
Missing API							-.199	-3.06	.002	-.193	-2.96	.00	-.187	-2.83	.00	-.17	-2.56	.01	-.133	-2.02	.04			
# of AP exams scored 3+										.021	1.68	.09				.03	2.46	.01	.026	2.00	.05			
% of AP exams scored 4 or 5										-.147	-1.79	.07				-.09	-1.02	.31	-.059	-0.70	.48			
Spark-Passion-Maturity																			.053	2.20	.03	.058	2.40	.02
Activities and Leadership																			.166	6.65	.00	.170	6.97	.00
Obstacles																			.019	0.66	.51	.039	1.54	.12
Other Academic																			-.023	-0.94	.35	-.032	-1.31	.19

TABLE 9: Outcome: Number of Semesters Responsible for Organizing Student Groups - from Dean of Students Data Base 4483 observations used

	Model 1	Model 1a	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Parameters	4	7	13	15	19	21	25	5
Rsq	.0068	.0114	.0091	.0129	.0182	.0199	.0330	.0162
AdjRsq	.0062	.0101	.0065	.0098	.0142	.0156	.0277	.0153

	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p	est.	t	p
Intercept	-.027	-0.12	.90	-.231	-0.98	.33	.438	2.63	.008	.611	3.57	.00	-.133	-0.32	.75	.28	.63	.53	.260	0.58	.57	.662	33.24	.00
Weighted HS GPA	.102	1.72	.09	.121	2.04	.04							.159	1.26	.21	.12	.97	.33	.137	1.08	.28			
SAT 1 Composite	-.008	-3.22	.00																					
SAT2 Composite	.007	4.46	.00																					
SAT1V				-.001	-1.74	.08							-.001	-1.41	.16	.00	-1.59	.11	-.001	-1.44	.15			
SAT1M				-.001	-1.19	.24							-.002	-2.39	.02	.00	-2.39	.02	-.002	-2.49	.01			
SAT2W				.001	3.61	.00							.003	3.63	.00	.00	3.43	.00	.003	3.18	.00			
SAT2M				-.001	-1.38	.17							-.001	-1.21	.23	.00	-1.40	.16	.000	-1.12	.26			
SAT2OTH				.001	4.48	.00							.001	4.26	.00	.00	3.47	.00	.001	3.35	.00			
HS rank: weighted GPA							.002	1.38	.168	.001	0.86	.39	.000	-0.24	.81	.00	-.15	.88	-.001	-0.34	.74			
Missing HS rank							-.121	-0.94	.347	-.183	-1.41	.16	-.182	-1.35	.18	-.20	-1.49	.14	-.258	-1.92	.05			
HS rank: SAT1 verbal							.000	-0.09	.928	-.001	-0.91	.36	.002	0.90	.37	.00	.87	.38	.002	0.93	.35			
HS rank: SAT1 math							-.001	-0.97	.330	-.001	-1.45	.15	.004	2.24	.03	.00	2.22	.03	.005	2.39	.02			
HS rank: SAT2 writing							.003	2.67	.008	.003	2.41	.02	-.006	-2.28	.02	-.01	-2.14	.03	-.006	-2.13	.03			
HS rank: A-F courses							.001	0.68	.498	.001	0.75	.45	.001	0.82	.41	.00	.86	.39	.000	0.52	.60			
HS rank: junior honors							-.002	-1.69	.091	-.002	-1.79	.07	-.002	-1.60	.11	.00	-1.77	.08	-.002	-2.18	.03			
HS rank: senior honors							.003	3.16	.002	.002	2.50	.01	.003	3.04	.00	.00	2.49	.01	.002	2.22	.03			
Missing junior honors rank							.053	0.43	.667	.066	0.54	.59	.081	0.65	.52	.09	.70	.49	.118	0.95	.34			
Missing senior honors rank							.055	0.42	.673	.113	0.86	.39	.096	0.74	.46	.13	.96	.34	.134	1.03	.31			
API (2000)							.000	-0.80	.421	.000	-1.70	.09	.000	-0.90	.37	.00	-.84	.40	.000	-0.58	.56			
Missing API							-.087	-1.71	.088	-.071	-1.39	.16	-.120	-2.32	.02	-.10	-1.96	.05	-.082	-1.57	.12			
# of AP exams scored 3+										.028	2.68	.01				.02	2.28	.02	.020	1.88	.06			
% of AP exams scored 4 or 5										.108	1.69	.09				.05	.77	.44	.068	1.04	.30			
Spark-Passion-Maturity																			.058	2.95	.00	.067	3.40	.00
Activities and Leadership																			.141	7.01	.00	.153	7.69	.00
Obstacles																			.009	0.39	.70	-.008	-0.40	.69
Other Academic																			.026	1.31	.19	.034	1.71	.09

Appendix III

University of California, Office of the President

Profiles of Fall Term INELIGIBILE vs. ELIGIBLE Freshman APPLICANTS - California Residents ONLY

ITEM / Category	INELIGIBLE Fall 2007		ELIGIBLE Fall 2007		INELIGIBLE Fall 2006		ELIGIBLE Fall 2006		INELIGIBLE Fall 2005		ELIGIBLE Fall 2005	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TOTAL	11,053	100.0%	63,443	100.0%	9,746	100.0%	61,265	100.0%	10,222	100.0%	55,629	100.0%
Percent of Total		**14.8%**		85.2%		**13.7%**		86.3%		**15.5%**		84.5%
APPLICANTS to OTHER UC Campuses												
01-Berkeley	3,003	27.2%	33,255	52.4%	2,772	28.4%	31,934	52.1%	2,874	28.1%	27,976	50.3%
02-Davis	3,569	32.3%	29,538	46.6%	3,030	31.1%	27,736	45.3%	3,257	31.9%	25,206	45.3%
04-UCLA	4,507	40.8%	39,431	62.2%	3,863	39.6%	37,390	61.0%	4,010	39.2%	32,998	59.3%
05-Riverside	3,587	32.5%	22,372	35.3%	3,057	31.4%	21,970	35.9%	3,897	38.1%	19,755	35.5%
06-San Diego	3,764	34.1%	37,092	58.5%	3,387	34.8%	36,125	59.0%	3,630	35.5%	33,408	60.1%
07-Santa Cruz	2,986	27.0%	19,785	31.2%	2,897	29.7%	19,899	32.5%	3,117	30.5%	18,287	32.9%
08-Santa Barbara	4,153	37.6%	33,557	52.9%	3,636	37.3%	32,973	53.8%	4,027	39.4%	30,475	54.8%
09-Irvine	4,493	40.6%	33,033	52.1%	3,782	38.8%	32,435	52.9%	4,122	40.3%	28,533	51.3%
10-Merced	1,624	14.7%	13,231	20.9%	1,509	15.5%	12,412	20.3%	1,662	16.3%	12,215	22.0%
ADMITS to OTHER UC Campuses												
01-Berkeley	106	1.0%	11,077	17.5%	127	1.3%	10,673	17.4%	135	1.3%	10,430	18.7%
02-Davis	283	2.6%	19,211	30.3%	255	2.6%	20,553	33.5%	288	2.8%	17,172	30.9%
04-UCLA	118	1.1%	10,350	16.3%	114	1.2%	10,550	17.2%	126	1.2%	10,142	18.2%
05-Riverside	725	6.6%	22,005	34.7%	219	2.2%	21,626	35.3%	205	2.0%	18,873	33.9%
06-San Diego	95	0.9%	17,221	27.1%	91	0.9%	19,211	31.4%	53	0.5%	16,290	29.3%
07-Santa Cruz	377	3.4%	18,369	29.0%	342	3.5%	18,005	29.4%	180	1.8%	16,013	28.8%
08-Santa Barbara	132	1.2%	20,579	32.4%	84	0.9%	19,747	32.2%	78	0.8%	18,438	33.1%
09-Irvine	60	0.5%	20,968	33.1%	69	0.7%	22,061	36.0%	77	0.8%	19,834	35.7%
10-Merced	250	2.3%	13,101	20.7%	73	0.7%	12,137	19.8%	66	0.6%	12,008	21.6%
ADMIT RATES												
01-Berkeley		3.5%		33.3%		4.6%		33.4%		4.7%		37.3%
02-Davis		7.9%		65.0%		8.4%		74.1%		8.8%		68.1%
04-UCLA		2.6%		26.2%		3.0%		28.2%		3.1%		30.7%
05-Riverside		20.2%		98.4%		7.2%		98.4%		5.3%		95.5%
06-San Diego		2.5%		46.4%		2.7%		53.2%		1.5%		48.8%
07-Santa Cruz		12.6%		92.8%		11.8%		90.5%		5.8%		87.6%
08-Santa Barbara		3.2%		61.3%		2.3%		59.9%		1.9%		60.5%
09-Irvine		1.3%		63.5%		1.8%		68.0%		1.9%		69.5%
10-Merced		15.4%		99.0%		4.8%		97.8%		4.0%		98.3%
Number of Campuses Applied												
One (1)	3,166	28.6%	2,829	4.5%	2,758	28.3%	2,921	4.8%	2,578	25.2%	2,572	4.6%
Two (2)	1,962	17.8%	6,136	9.7%	1,689	17.3%	5,905	9.6%	1,801	17.6%	5,772	10.4%
Three (3)	1,771	16.0%	12,253	19.3%	1,681	17.2%	12,044	19.7%	1,764	17.3%	11,253	20.2%
Four (4)	2,766	25.0%	20,141	31.7%	2,428	24.9%	19,035	31.1%	2,633	25.8%	16,708	30.0%
Five (5)	688	6.2%	10,937	17.2%	595	6.1%	10,215	16.7%	706	6.9%	9,312	16.7%
Six (6)	378	3.4%	6,439	10.1%	305	3.1%	6,200	10.1%	384	3.8%	5,446	9.8%
Seven (7)	149	1.3%	2,856	4.5%	155	1.6%	2,840	4.6%	176	1.7%	2,486	4.5%
Eight (8)	89	0.8%	1,109	1.7%	63	0.6%	1,229	2.0%	94	0.9%	1,212	2.2%
Nine (9)	84	0.8%	743	1.2%	72	0.7%	876	1.4%	86	0.8%	868	1.6%
Gender (from Admissions Application)												
Female	5,848	52.9%	35,918	56.6%	5,093	52.3%	34,796	56.8%	5,439	53.2%	31,782	57.1%
Male	5,187	46.9%	27,513	43.4%	4,640	47.6%	26,461	43.2%	4,757	46.5%	23,837	42.8%
Gender not Reported	18	0.2%	12	0.0%	13	0.1%	8	0.0%	26	0.3%	10	0.0%

Source: Undergraduate Admission Data Repository Files (UADM), 2007, 2006, and 2005

Prepared by Sam Agronow, UCOP Admissions Research & Evaluation, Student Affairs, 1-27-08

University of California, Office of the President

Profiles of Fall Term INELIGIBILE vs. ELIGIBLE Freshman APPLICANTS - California Residents ONLY

ITEM / Category	INELIGIBLE Fall 2007		ELIGIBLE Fall 2007		INELIGIBLE Fall 2006		ELIGIBLE Fall 2006		INELIGIBLE Fall 2005		ELIGIBLE Fall 2005	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TOTAL	11,053	100.0%	63,443	100.0%	9,746	100.0%	61,265	100.0%	10,222	100.0%	55,629	100.0%
Ethnicity (from Admissions Application)												
American Indian/Alaskan Native	84	0.8%	395	0.6%	86	0.9%	384	0.6%	90	0.9%	319	0.6%
African American	1,231	11.1%	2,371	3.7%	1,123	11.5%	2,184	3.6%	1,138	11.1%	1,828	3.3%
Chicano/Latino	3,418	30.9%	11,720	18.5%	2,755	28.3%	10,901	17.8%	2,884	28.2%	9,429	16.9%
Asian, Pacific Islander, Filipino, East Indi	2,903	26.3%	21,871	34.5%	2,576	26.4%	21,535	35.2%	2,672	26.1%	18,695	33.6%
White/Caucasian	2,869	26.0%	23,158	36.5%	2,676	27.5%	22,250	36.3%	2,827	27.7%	21,535	38.7%
Other	239	2.2%	1,052	1.7%	206	2.1%	1,072	1.7%	268	2.6%	1,029	1.8%
Ethnicity Not Reported	309	2.8%	2,876	4.5%	324	3.3%	2,939	4.8%	343	3.4%	2,794	5.0%
Total Domestic Respondents	11,053	100.0%	63,443	100.0%	9,746	100.0%	61,265	100.0%	10,222	100.0%	55,629	100.0%
Underrepresented Minority (Am Indian, African American, Chicano, or Latino)												
Underrepresented (URM)	4,733	42.8%	14,486	22.8%	3,964	40.7%	13,469	22.0%	4,112	40.2%	11,576	20.8%
Type of Prior School (from last school on application)												
Private High School	1,433	13.0%	10,449	16.5%	1,281	13.1%	9,832	16.0%	1,348	13.2%	9,410	16.9%
Public High School	9,075	82.1%	52,428	82.6%	7,994	82.0%	50,856	83.0%	8,464	82.8%	45,671	82.1%
All Other - Unknown	545	4.9%	566	0.9%	471	4.8%	577	0.9%	410	4.0%	548	1.0%
High School State Rank on Academic Performance Index (API) - CA PUBLIC High Schools ONLY (1=Lowest Rank on API, 10=Highest Rank)												
API State Rank of **1**	640	7.9%	1,539	3.2%	527	7.2%	1,499	3.2%	641	8.2%	1,283	3.0%
API State Rank of **2**	705	8.7%	2,169	4.6%	628	8.6%	2,285	4.8%	638	8.1%	1,877	4.4%
API State Rank of **3**	654	8.1%	2,569	5.4%	692	9.5%	2,535	5.4%	725	9.2%	2,300	5.4%
API State Rank of **4**	635	7.9%	2,599	5.5%	573	7.8%	2,430	5.1%	799	10.2%	2,975	7.0%
API State Rank of **5**	794	9.8%	3,748	7.9%	678	9.3%	3,657	7.7%	522	6.7%	2,356	5.5%
API State Rank of **6**	563	7.0%	3,372	7.1%	541	7.4%	3,545	7.5%	638	8.1%	3,603	8.4%
API State Rank of **7**	714	8.8%	4,582	9.6%	695	9.5%	4,534	9.6%	830	10.6%	4,598	10.8%
API State Rank of **8**	778	9.6%	5,204	10.9%	687	9.4%	5,039	10.7%	780	9.9%	4,702	11.0%
API State Rank of **9**	1,124	13.9%	8,014	16.8%	1,053	14.4%	8,113	17.2%	1,082	13.8%	6,976	16.4%
API State Rank of **10**	1,461	18.1%	13,823	29.0%	1,226	16.8%	13,563	28.7%	1,188	15.1%	11,980	28.1%
Total With State Ranks on API	8,068	100.0%	47,619	100.0%	7,300	100.0%	47,200	100.0%	7,843	100.0%	42,650	100.0%
CA Private High Schools, Out-of-State High Schools, or CA Public HS with NO API calculated	2,985	27.0%	15,824	24.9%	2,446	25.1%	14,065	23.0%	2,379	23.3%	12,979	23.3%
API State Rank of **1 or 2**	1,345	16.7%	3,708	7.8%	1,155	15.8%	3,784	8.0%	1,279	16.3%	3,160	7.4%
API State Rank of **1, 2 or 3**	1,999	24.8%	6,277	13.2%	1,847	25.3%	6,319	13.4%	2,004	25.6%	5,460	12.8%
API State Rank of **1, 2, 3, or 4**	2,634	32.6%	8,876	18.6%	2,420	33.2%	8,749	18.5%	2,803	35.7%	8,435	19.8%
API State Rank of **5, 6, or 7**	2,071	25.7%	11,702	24.6%	1,914	26.2%	11,736	24.9%	1,990	25.4%	10,557	24.8%
API State Rank of **8, 9, or 10**	3,363	41.7%	27,041	56.8%	2,966	40.6%	26,715	56.6%	3,050	38.9%	23,658	55.5%
Home Location of Permanent Residence												
Undefined	5	0.0%	4	0.0%	12	0.1%	7	0.0%	4	0.0%	12	0.0%
San Francisco Bay Area (6 counties)	2,031	18.4%	16,183	25.5%	1,895	19.4%	15,999	26.1%	1,858	18.2%	14,316	25.7%
Other Northern California	1,432	13.0%	9,251	14.6%	1,269	13.0%	8,848	14.4%	1,397	13.7%	8,152	14.7%
Los Angeles County	3,696	33.4%	17,571	27.7%	3,220	33.0%	17,057	27.8%	3,348	32.8%	15,393	27.7%
Other Southern California	3,664	33.1%	20,022	31.6%	3,145	32.3%	18,994	31.0%	3,427	33.5%	17,416	31.3%
Out-of-State	191	1.7%	346	0.5%	175	1.8%	308	0.5%	145	1.4%	276	0.5%
Foreign	34	0.3%	66	0.1%	30	0.3%	52	0.1%	43	0.4%	64	0.1%

Source: Undergraduate Admission Data Repository Files (UADM), 2007, 2006, and 2005

Prepared by Sam Agronow, UCOP Admissions Research & Evaluation, Student Affairs, 1-27-08

University of California, Office of the President

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ITEM / Category	INELIGIBLE Fall 2007		ELIGIBLE Fall 2007		INELIGIBLE Fall 2006		ELIGIBLE Fall 2006		INELIGIBLE Fall 2005		ELIGIBLE Fall 2005	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TOTAL	11,053	100.0%	63,443	100.0%	9,746	100.0%	61,265	100.0%	10,222	100.0%	55,629	100.0%
Home Location Area												
Undefined	832	7.5%	1,075	1.7%	734	7.5%	1,032	1.7%	648	6.3%	998	1.8%
Rural	850	7.7%	4,924	7.8%	726	7.4%	4,671	7.6%	894	8.7%	4,653	8.4%
Suburban	4,862	44.0%	33,208	52.3%	4,363	44.8%	32,156	52.5%	4,411	43.2%	28,544	51.3%
Urban	4,509	40.8%	24,236	38.2%	3,923	40.3%	23,406	38.2%	4,269	41.8%	21,434	38.5%
Parent Education (Highest of either mother or father)												
No High School	974	9.4%	3,343	5.7%	839	9.2%	3,252	5.7%	853	8.8%	2,771	5.3%
Some High School	714	6.9%	2,408	4.1%	577	6.3%	2,109	3.7%	636	6.5%	1,754	3.3%
High School Graduate	1,465	14.1%	6,013	10.2%	1,199	13.1%	5,733	10.0%	1,278	13.1%	4,948	9.4%
Some College	1,772	17.1%	6,839	11.6%	1,652	18.1%	6,673	11.7%	1,725	17.7%	5,943	11.3%
2-Year College Graduate	758	7.3%	3,480	5.9%	671	7.4%	3,331	5.8%	667	6.9%	3,074	5.8%
4-Year College Graduate	2,501	24.1%	15,826	26.8%	2,229	24.4%	15,079	26.4%	2,382	24.5%	14,035	26.6%
Post-Graduate Studies	2,179	21.0%	21,214	35.9%	1,960	21.5%	21,041	36.8%	2,194	22.5%	20,209	38.3%
Total Providing Parent Education Informa	10,363	100.0%	59,123	100.0%	9,127	100.0%	57,218	100.0%	9,735	100.0%	52,734	100.0%
Did NOT Provide Parent Education Information	690	6.2%	4,320	6.8%	619	6.4%	4,047	6.6%	487	4.8%	2,895	5.2%
First Generation College												
Neither Parent Has a 4-Year College Degr	5,683	54.8%	22,083	37.4%	4,938	54.1%	21,098	36.9%	5,159	53.0%	18,490	35.1%
Parent Income (as reported on UC Admission Application)												
$0 - $9,999	556	6.1%	1,342	2.8%	506	6.3%	1,402	3.0%	508	6.2%	1,202	2.9%
$10,000 - $19,999	1,070	11.8%	3,863	8.0%	927	11.6%	3,831	8.1%	1,085	13.3%	3,434	8.3%
$20,000 - $29,999	1,238	13.6%	4,544	9.4%	1,117	14.0%	4,536	9.6%	1,196	14.7%	4,016	9.7%
$30,000 - $39,999	1,029	11.3%	4,263	8.8%	900	11.3%	4,128	8.7%	889	10.9%	3,594	8.6%
$40,000 - $49,999	798	8.8%	3,507	7.3%	643	8.1%	3,258	6.9%	678	8.3%	3,021	7.3%
$50,000 - $59,999	546	6.0%	2,865	5.9%	508	6.4%	2,995	6.3%	492	6.0%	2,560	6.2%
$60,000 - $69,999	553	6.1%	2,876	6.0%	462	5.8%	2,884	6.1%	504	6.2%	2,657	6.4%
$70,000 - $79,999	479	5.3%	2,674	5.5%	452	5.7%	2,805	5.9%	476	5.8%	2,521	6.1%
$80,000 - $89,999	429	4.7%	2,467	5.1%	324	4.1%	2,451	5.2%	312	3.8%	2,302	5.5%
$90,000 - $99,999	315	3.5%	2,155	4.5%	315	4.0%	2,197	4.6%	266	3.3%	1,993	4.8%
$100,000 - $149,999	1,090	12.0%	8,580	17.8%	969	12.2%	8,411	17.7%	970	11.9%	7,352	17.7%
$150,000 - $199,999	455	5.0%	4,219	8.7%	359	4.5%	4,035	8.5%	362	4.4%	3,281	7.9%
$200,000 or higher	545	6.0%	4,962	10.3%	490	6.1%	4,463	9.4%	421	5.2%	3,649	8.8%
Total Responding to "Income" Question o	9,103	100.0%	48,317	100.0%	7,972	100.0%	47,396	100.0%	8,159	100.0%	41,582	100.0%
Did NOT Provide Parent Incomes on the Application	1,950	17.6%	15,126	23.8%	1,774	18.2%	13,869	22.6%	2,063	20.2%	14,047	25.3%
$1 - $29,999	2,864	31.5%	9,749	20.2%	2,550	32.0%	9,769	20.6%	2,789	34.2%	8,652	20.8%
$30,000 - $59,999	2,373	26.1%	10,635	22.0%	2,051	25.7%	10,381	21.9%	2,059	25.2%	9,175	22.1%
$60,000 - $99,999	1,776	19.5%	10,172	21.1%	1,553	19.5%	10,337	21.8%	1,558	19.1%	9,473	22.8%
$100,000 or higher	2,090	23.0%	17,761	36.8%	1,818	22.8%	16,909	35.7%	1,753	21.5%	14,282	34.3%
Mean "Self-Reported" Parent Income	**$71,032**		**$94,786**		**$72,179**		**$92,332**		**$67,169**		**$90,692**	
Median "Self-Reported" Parent Income	**$46,000**		**$70,000**		**$46,000**		**$70,000**		**$45,000**		**$70,000**	
25th Percentile	$24,000		$34,000		$24,000		$33,600		$23,000		$34,000	
75th Percentile	$90,000		$125,000		$90,000		$120,000		$87,000		$120,000	
Single Parent Family												
Student heads a single parent family.	32	0.3%	48	0.1%	199	2.0%	504	0.8%	193	1.9%	394	0.7%
Is raised by single parent at time of applic	2,317	21.0%	8,812	13.9%	2,001	20.5%	8,536	13.9%	2,121	20.7%	7,505	13.5%

Source: Undergraduate Admission Data Repository Files (UADM), 2007, 2006, and 2005

Prepared by Sam Agronow, UCOP Admissions Research & Evaluation, Student Affairs, 1-27-08

University of California, Office of the President

Profiles of Fall Term INELIGIBILE vs. ELIGIBLE Freshman APPLICANTS - California Residents ONLY

ITEM / Category	INELIGIBLE Fall 2007		ELIGIBLE Fall 2007		INELIGIBLE Fall 2006		ELIGIBLE Fall 2006		INELIGIBLE Fall 2005		ELIGIBLE Fall 2005	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TOTAL	11,053	100.0%	63,443	100.0%	9,746	100.0%	61,265	100.0%	10,222	100.0%	55,629	100.0%
Admit Group												
Is a Special Admit (on any campus)?	1,645	14.9%	0	0.0%	949	9.7%	0	0.0%	876	8.6%	0	0.0%
Is an Athlete?	184	1.7%	724	1.1%	214	2.2%	810	1.3%	264	2.6%	693	1.2%
Academic Preparation-Outreach Participation (SELF REPORTED)												
In ANY Outreach Program	2,778	25.1%	18,894	29.8%	2,418	24.8%	18,532	30.2%	2,805	27.4%	16,267	29.2%
In MAJOR Statewide Outreach Program (colboun,edguid,mesa,pdp,puente,talentsr, ucaep,uceaop,uciaca,uclabi,ucolopp,upbo und,yehaas, cbop)	789	7.1%	4,425	7.0%	777	8.0%	4,809	7.8%	1,039	10.2%	4,871	8.8%
In Federally Sponsored TRIO Program (Upward Bound, Talent Search, Ed Guidance Center-EGC)	314	2.8%	1,474	2.3%	326	3.3%	1,489	2.4%	460	4.5%	1,498	2.7%
In UC Run Progran (Puente, MESA, EAOP)	493	4.5%	3,018	4.8%	455	4.7%	3,339	5.5%	679	6.6%	3,689	6.6%
High School GPA(weighted, capped at 8 Semesters)												
Below 2.80	2,826	26.2%	99	0.2%	2,643	27.8%	203	0.3%	2,492	25.1%	123	0.2%
2.80 - 2.99	2,309	21.4%	497	0.8%	1,708	18.0%	1,028	1.7%	1,606	16.2%	946	1.7%
3.00 - 3.19	1,741	16.2%	4,286	6.8%	1,504	15.8%	4,001	6.6%	1,715	17.3%	3,441	6.2%
3.20 - 3.39	1,210	11.2%	6,706	10.6%	1,024	10.8%	6,335	10.4%	1,171	11.8%	5,681	10.3%
3.40 - 3.59	962	8.9%	9,413	14.9%	935	9.8%	8,926	14.6%	949	9.6%	8,008	14.5%
3.60 - 3.79	676	6.3%	10,674	16.9%	625	6.6%	10,394	17.1%	799	8.0%	9,347	16.9%
3.80 - 3.99	418	3.9%	10,863	17.2%	458	4.8%	10,175	16.7%	537	5.4%	9,381	17.0%
4.00 - 4.19	392	3.6%	11,903	18.9%	390	4.1%	11,592	19.0%	427	4.3%	10,574	19.1%
4.20 and above	240	2.2%	8,699	13.8%	214	2.3%	8,275	13.6%	235	2.4%	7,788	14.1%
Total with Valid Weighted-Uncapped GPA	10,774	100.0%	63,140	100.0%	9,501	100.0%	60,929	100.0%	9,931	100.0%	55,289	100.0%
Mean *Weighted-Capped* High School GPA	**3.10**		**3.76**		**3.11**		**3.76**		**3.15**		**3.76**	
Median *Weighted-Capped* High School	**3.00**		**3.79**		**3.04**		**3.79**		**3.09**		**3.80**	
25th Percentile	2.80		3.50		2.77		3.50		2.81		3.50	
75th Percentile	3.40		4.05		3.45		4.05		3.50		4.06	
High School GPA(unweighted, 4.00 maximum)												
Below 2.80	4,163	38.8%	1,063	1.7%	3,616	38.1%	1,371	2.3%	3,415	34.3%	1,095	2.0%
2.80 - 2.99	1,967	18.3%	2,990	4.7%	1,574	16.6%	3,007	4.9%	1,680	16.9%	2,603	4.7%
3.00 - 3.19	1,648	15.4%	7,693	12.2%	1,442	15.2%	7,261	11.9%	1,623	16.3%	6,445	11.7%
3.20 - 3.39	1,071	10.0%	10,235	16.2%	963	10.1%	9,631	15.8%	1,088	10.9%	8,865	16.0%
3.40 - 3.59	774	7.2%	12,572	19.9%	815	8.6%	12,027	19.7%	883	8.9%	10,688	19.3%
3.60 - 3.79	535	5.0%	12,592	20.0%	541	5.7%	12,082	19.8%	645	6.5%	11,080	20.0%
3.80 - 3.99	394	3.7%	11,338	18.0%	373	3.9%	10,981	18.0%	428	4.3%	10,255	18.5%
4.00	170	1.6%	4,613	7.3%	177	1.9%	4,568	7.5%	187	1.9%	4,284	7.7%
Total with Valid Unweighted GPAs	10,722	100.0%	63,096	100.0%	9,501	100.0%	60,928	100.0%	9,949	100.0%	55,315	100.0%
Mean *Unweighted* High School GPA	**2.95**		**3.52**		**2.97**		**3.51**		**3.00**		**3.52**	
Median *Unweighted* High School GPA	**2.90**		**3.54**		**2.91**		**3.55**		**2.95**		**3.55**	
25th Percentile	2.65		3.28		2.65		3.27		2.69		3.28	
75th Percentile	3.24		3.80		3.29		3.80		3.33		3.80	

Source: Undergraduate Admission Data Repository Files (UADM), 2007, 2006, and 2005

Prepared by Sam Agronow, UCOP Admissions Research & Evaluation, Student Affairs, 1-27-08

University of California, Office of the President

Profiles of Fall Term INELIGIBILE vs. ELIGIBLE Freshman APPLICANTS - California Residents ONLY

ITEM / Category	INELIGIBLE Fall 2007		ELIGIBLE Fall 2007		INELIGIBLE Fall 2006		ELIGIBLE Fall 2006		INELIGIBLE Fall 2005		ELIGIBLE Fall 2005	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TOTAL	11,053	100.0%	63,443	100.0%	9,746	100.0%	61,265	100.0%	10,222	100.0%	55,629	100.0%
Taken SAT and/or ACT?												
No	481	4.4%	29	0.0%	475	4.9%	102	0.2%	332	3.2%	21	0.0%
Yes	10,572	95.6%	63,414	100.0%	9,271	95.1%	61,163	99.8%	9,890	96.8%	55,608	100.0%
Number of SAT Subject Tests Taken												
None (0)	3,542	32.0%	723	1.1%	2,923	30.0%	271	0.4%	2,645	25.9%	47	0.1%
One (1)	608	5.5%	250	0.4%	674	6.9%	268	0.4%	286	2.8%	44	0.1%
Two (2)	6,903	62.5%	62,470	98.5%	6,149	63.1%	60,726	99.1%	1,779	17.4%	2,099	3.8%
Three (3)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,512	53.9%	53,439	96.1%
SAT/ACT and SAT Subject Test Pattern												
Have SAT/ACT & SAT Subject Exams	6,826	61.8%	62,456	98.4%	6,021	61.8%	60,651	99.0%	5,477	53.6%	53,435	96.1%
Missing SAT/ACT only	77	0.7%	14	0.0%	128	1.3%	75	0.1%	35	0.3%	4	0.0%
Missing at Least 1 SAT Subject Exam	3,746	33.9%	958	1.5%	3,250	33.3%	512	0.8%	4,413	43.2%	2,173	3.9%
Missing SAT/ACT & SAT Subject Exam	404	3.7%	15	0.0%	347	3.6%	27	0.0%	297	2.9%	17	0.0%
SAT and GPA Combinations												
Below Cuts	8,811	79.7%	13,024	20.5%	7,645	78.4%	13,016	21.2%	7,732	75.6%	10,321	18.6%
SAT/ACT > 500 & GPA > 3.21-3.50	868	7.9%	8,883	14.0%	743	7.6%	8,436	13.8%	865	8.5%	8,068	14.5%
SAT/ACT > 500 & GPA > 3.51-3.80	571	5.2%	12,901	20.3%	597	6.1%	12,621	20.6%	720	7.0%	11,722	21.1%
SAT/ACT > 500 & GPA > 3.80	803	7.3%	28,635	45.1%	761	7.8%	27,192	44.4%	905	8.9%	25,518	45.9%
Total Semesters of A-G Courses Taken or Planned												
Mean Number of Semesters A-G Courses	45.1		47.3		45.5		47.4		45.6		47.1	
Median Number of Semesters of A-G Cou	44.0		46.0		44.0		46.0		44.0		46.0	
25th Percentile	40.0		42.0		40.0		42.0		40.0		42.0	
75th Percentile	48.0		51.0		49.0		51.0		49.0		50.0	
Total Semesters of Honors/AP/IB/College Level Courses Taken or Planned												
Mean Number of Semesters of Honors/AP	6.8		12.7		6.7		12.5		6.8		12.7	
Median Number of Semesters of Honors/A	5.0		12.0		5.0		12.0		5.0		12.0	
25th Percentile	2.0		8.0		2.0		8.0		2.0		8.0	
75th Percentile	10.0		18.0		10.0		17.0		10.0		18.0	
Average of: SAT Critical Reading (or SAT I Verbal in 2005) + Math Score with ACT Substitutions when ACT is Higher												
Mean SAT with ACT Substiution	504		597		506		598		511		606	
Median SAT with ACT Substitution	495		600		500		600		505		610	
25th Percentile	435		535		435		535		445		550	
75th Percentile	570		660		570		660		570		665	
SAT Writing Score (SAT II Writing in 2005)												
Mean SAT Writing	490		583		491		584		496		589	
Median SATWriting	480		580		490		590		480		590	
25th Percentile	420		520		420		520		420		520	
75th Percentile	550		650		550		650		550		660	

Source: Undergraduate Admission Data Repository Files (UADM), 2007, 2006, and 2005

Prepared by Sam Agronow, UCOP Admissions Research & Evaluation, Student Affairs, 1-27-08

Appendix IV

Examining the Predictive Value of the SAT Subject Exams in the Prediction of First Year UC GPA – A Report to BOARS

Prepared by Sam Agronow.
Admissions Research and Evaluation
University of California, Office of the President, and
Mark Rashid, BOARS Chair UC Davis

Purpose:
The analyses in this report, requested by Board of Admissions and Relations with Schools (BOARS), examine the relative value of the new SAT test pattern in the prediction of UC GPA, and focuses especially on the value of the new SAT Subject test requirements in the prediction.

Data Set:
Data from the cohort of freshman entrants to the University of California in fall term 2006, were used. Cumulative UC GPA calculated at end-of spring term 2007 was used as the outcome measure in all regression models. Predictor variables related to eligibility, included: weighted-capped GPA, the SAT test score patterns, number of semesters each A to G subject area, the total number of semesters of honors courses taken, and whether the student was Eligible in the Local Context (ELC). Demographic variables included parent income, highest level of parent education, and first language spoken in the home. 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.

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

1. Weighted, Capped High School GPA

2. New SAT Reasoning Composite (SAT Critical Reading + SAT Math + SAT Writing)

3. SAT Reasoning – Critical Reading

4. SAT Reasoning – Math

5. SAT Reasoning – Writing

6. SAT Subject Exam – Highest Score #1

7. SAT Subject Exam – Highest Score #2

8 Number of semesters of A-G courses, reported individually, plus total semesters of honors courses taken, and ELC status.

9. Parent Income, Parent Education, First Language Spoken, and missing variable indicators

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

SThe 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: **2** (i.e., new SAT Reasoning *Composite*)

Model 3: **3 + 4 + 5** (i.e., three new SAT *Reasoning* scores, reported *individually*)

Model 4: **6 + 7** (i.e., two new SAT *Subject scores,* reported individually)

Model 5: **8** (i.e., number of A-G Courses, reported individually, Honors Courses, ELC)

Model 6: **9** (i.e., Parent Income, Parent Education, First Language Spoken)

Model 7: **10** (i.e., API)

Model 8: **1 + 3 + 4 + 5**

Model 9: **1 + 6 + 7**

Model 10: **1 + 3 + 4 + 5 + 6 + 7**

Model 11: **1 + 8**

Model 12: **1 + 3 + 4 + 5 + 8**

Model 13: **1 + 6 + 7 + 8**

Model 14: **1 + 3 + 4 + 5 + 6 + 7 + 8**

Model 15: **1 + 8 + 9**

Model 16: **1 + 3 + 4 + 5 + 8 + 9**

Model 17: **1 + 6 + 7 + 8 + 9**

Model 18: **1 + 3 + 4 + 5 + 6 + 7 + 8 + 9**

Model 19: **1 + 8 + 9 + 10**

Model 20: **1 + 3 + 4 + 5 + 8 + 9 + 10**

Model 21: **1 + 6 + 7 + 8 + 9 + 10**

Model 22: **1 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10**

Note that in some models, variables 6 and 7 reflect the SAT subject exam in math plus another exam, 62% of matriculants took the SAT subject exam in math.

Results:
The tables that follow show the results of these regression analyses, first for the UC system and then broken down by the nine undergraduate campuses. Tables of simple Pearson Correlations also are also provided.

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

Predictive Value of SAT Subject scores:
A comparison of the following Models examine the variance added (using adjusted R-squares) by inclusion of the SAT Subject Exams over, and above the Models containing the SAT Reasoning Exams:

Model 10 vs. Model 8
Model 14 vs. Model 12
Model 18 vs. Model 16
Model 22 vs. Model 20

Systemwide results (Table 1) show only small gains in prediction of .002 to .005 for the SAT Subject exams over models containing the SAT Reasoning Exams. For Engineering matriculants (Table 3), however, the SAT Subject Exams add .011 to .014 to the prediction over models containing the SAT Reasoning Exams. A similar result is found for Engineering majors who took the SAT subject exam in Math (Table 5), with gains of .013 to .0.14. However, for ALL matriculants who took the SAT subject exam in Math (Table 7) the gains in prediction over the SAT Reasoning exam is similar to Table 1, .002 to .004. The SAT Math Subject exam by itself does not add more to the prediction, but *in Engineering* the SAT subject exams in Math or in general add, a little more to the prediction of UC GPA over what may obtained from the SAT Reasoning exams.

Campus results, run for all campus matriculants, similar to Table 1, may be summarized as follows:

SYSTEMWIDE (Table 1): Gains of .002 to .005 over models with SAT Reasoning exams
Berkeley (Table 9): Gains of .006 to .009
Davis (Table 11): Gains of .009 to .012
Irvine (Table 13): Gains of .007 to .009
Los Angeles (Table 15): Gains of .006 to .009
Merced (Table 17): Gains of .000 to .002
Riverside (Table 19): Gains of .003 to .005
San Diego (Table 21): Gains of .008 to .009
Santa Barbara (Table 23): Gains of .006 to .009

Santa Cruz (Table 25): Gains of .001 to .003

There are a number of other interesting relationships in the attached tables which can be discussed in a separate document.

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 1.

UC Systemwide: No exclusions

33,356 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.97

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.196	0.194	0.200	0.153	0.089	0.074	0.047	0.282	0.247	0.284	0.214
Adjusted R-Square	0.196	0.194	0.200	0.153	0.088	0.074	0.047	0.282	0.247	0.284	0.213

		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	B	Beta	p
	Intercept	.258		.000	1.086		.000	1.118		.000	1.629		.000	2.547		.000	2.423		.000	2.569		.000	-.247		.000	.077		.014	-.192		.000	.080		.068
	Weighted, Capped High School GPA	.717	.443	.000																			.511	.316	.000	.547	.338	.000	.496	.306	.000	.716	.442	.000
SAT	SAT Reasoning Composite[1]				.001	.440	.000																											
SAT	SAT Reasoning Critical Reading							.001	.162	.000													.001	.139	.000				.001	.116	.000			
SAT	SAT Reasoning Math							.001	.083	.000													.000	.022	.000				.000	-.017	.017			
SAT	SAT Reasoning Writing							.002	.249	.000													.001	.183	.000				.001	.174	.000			
SAT	SAT Subject Highest Score 1										.000	-.044	.000													.000	-.046	.000	.000	-.018	.011			
SAT	SAT Subject Highest Score 2										.003	.424	.000													.002	.282	.000	.001	.097	.000			
Total Courses	History/Social Science													-.002	-.006	.283																.003	.009	.077
Total Courses	English													-.011	-.020	.000																-.004	-.008	.102
Total Courses	Mathematics													-.002	-.005	.363																-.004	-.014	.007
Total Courses	Lab Science													.005	.015	.006																.000	.000	.983
Total Courses	Language other than English													.035	.129	.000																.029	.107	.000
Total Courses	Visual and Performing Arts													.012	.077	.000																.009	.056	.000
Total Courses	College Preparatory Elective													-.004	-.021	.000																-.002	-.014	.005
Total Courses	Total Semesters of Honors Courses													.013	.157	.000																.001	.015	.014
	Is ELC? (1=Yes, 0=No)													.215	.148	.000																-.049	-.034	.000
Demograph Acad Prep	Parent Income (with mean subs)																.000	.055	.000															
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)																.106	.070	.000															
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)																.034	.187	.000															
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)																.044	.018	.003															
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)																-.021	-.027	.000															
Demograph Acad Prep	Number of Acad Prep Programs																.006	.007	.310															
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)																-.147	-.040	.000															
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.104	-.041	.000															
API	API (2005)-with replacement																			.054	.223	.000												
API	Missing API? (1=Yes, 0=No)																			-.041	-.028	.000												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 200

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 1.

UC Systemwide: No exclusions

33,356 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.97

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.290	0.262	0.294	0.251	0.295	0.283	0.301	0.265	0.300	0.288	0.304
Adjusted R-Square	0.290	0.262	0.294	0.251	0.295	0.283	0.300	0.264	0.299	0.288	0.304

		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	B	Beta	p
	Intercept	-.438		.000	-.087		.047	-.391		.000	.044		.328	-.365		.000	-.092		.040	-.321		.000	-.009		.836	-.373		.000	-.115		.010	-.336		.000
	Weighted, Capped High School GPA	.558	.344	.000	.587	.363	.000	.543	.335	.000	.655	.404	.000	.555	.343	.000	.559	.345	.000	.536	.331	.000	.639	.395	.000	.559	.346	.000	.561	.346	.000	.542	.335	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.140	.000				.001	.111	.000				.001	.121	.000				.001	.081	.000				.001	.120	.000				.001	.083	.000
SAT	SAT Reasoning Math	.000	.041	.000				.000	-.007	.352				.000	.026	.000				.000	-.029	.000				.000	.004	.542				.000	-.044	.000
SAT	SAT Reasoning Writing	.001	.176	.000				.001	.165	.000				.001	.158	.000				.001	.144	.000				.001	.147	.000				.001	.135	.000
SAT	SAT Subject Highest Score 1				.000	-.035	.000	.000	-.012	.097							.000	.026	.001	.000	.019	.010							.000	.027	.000	.000	.022	.004
SAT	SAT Subject Highest Score 2				.002	.292	.000	.001	.118	.000							.001	.211	.000	.001	.115	.000							.001	.183	.000	.001	.103	.000
Total Courses	History/Social Science	.002	.006	.201	.006	.019	.000	.003	.009	.069	-.001	-.002	.747	.001	.002	.744	.003	.009	.065	.001	.004	.373	.001	.003	.549	.002	.005	.332	.004	.011	.030	.002	.007	.159
Total Courses	English	.004	.007	.118	-.003	-.005	.278	.003	.005	.256	.001	.002	.750	.005	.010	.045	.001	.002	.688	.004	.007	.127	.003	.006	.224	.006	.012	.011	.002	.004	.347	.005	.010	.043
Total Courses	Mathematics	-.007	-.021	.000	-.011	-.036	.000	-.007	-.023	.000	-.003	-.010	.047	-.005	-.017	.001	-.009	-.029	.000	-.006	-.019	.000	-.004	-.014	.004	-.005	-.016	.001	-.009	-.029	.000	-.005	-.018	.000
Total Courses	Lab Science	-.006	-.019	.000	-.014	-.044	.000	-.009	-.028	.000	-.002	-.008	.129	-.006	-.019	.000	-.012	-.037	.000	-.008	-.026	.000	-.007	-.021	.000	-.007	-.022	.000	-.013	-.042	.000	-.009	-.029	.000
Total Courses	Language other than English	.014	.052	.000	.023	.085	.000	.014	.053	.000	.020	.074	.000	.012	.045	.000	.018	.064	.000	.012	.046	.000	.016	.058	.000	.010	.038	.000	.015	.056	.000	.011	.040	.000
Total Courses	Visual and Performing Arts	.004	.024	.000	.007	.044	.000	.004	.025	.000	.005	.031	.000	.003	.018	.000	.004	.027	.000	.003	.019	.000	.004	.028	.000	.003	.017	.000	.004	.025	.000	.003	.018	.000
Total Courses	College Preparatory Elective	-.004	-.025	.000	-.002	-.012	.011	-.004	-.022	.000	-.004	-.022	.000	-.005	-.027	.000	-.003	-.017	.000	-.004	-.024	.000	-.004	-.024	.000	-.004	-.027	.000	-.003	-.018	.000	-.004	-.024	.000
Total Courses	Total Semesters of Honors Courses	-.006	-.066	.000	-.004	-.052	.000	-.006	-.075	.000	.002	.020	.001	-.004	-.052	.000	-.003	-.038	.000	-.005	-.062	.000	.003	.030	.000	-.003	-.041	.000	-.002	-.026	.000	-.004	-.051	.000
	Is ELC? (1=Yes, 0=No)	-.012	-.008	.127	-.020	-.014	.010	-.011	-.008	.154	.000	.000	.977	.003	.002	.699	.007	.005	.379	.004	.003	.614	.039	.027	.000	.022	.015	.007	.030	.021	.000	.021	.015	.009
Demograph Acad Prep	Parent Income (with mean subs)										.000	.043	.000	.000	.023	.000	.000	.031	.000	.000	.023	.000	.000	.033	.000	.000	.020	.000	.000	.026	.000	.000	.021	.000
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.073	.048	.000	.037	.025	.000	.046	.030	.000	.035	.023	.000	.061	.040	.000	.036	.023	.000	.042	.028	.000	.033	.022	.000
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.022	.119	.000	.008	.045	.000	.013	.072	.000	.008	.045	.000	.015	.082	.000	.006	.032	.000	.010	.055	.000	.006	.034	.000
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.043	.017	.001	.022	.009	.078	.028	.011	.027	.023	.009	.074	.034	.014	.008	.020	.008	.120	.025	.010	.052	.020	.008	.108
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.026	-.033	.000	-.011	-.014	.007	-.058	-.073	.000	-.029	-.037	.000	-.033	-.042	.000	-.014	-.018	.000	-.059	-.075	.000	-.031	-.040	.000
Demograph Acad Prep	Number of Acad Prep Programs										-.019	-.020	.001	-.006	-.006	.294	-.010	-.011	.068	-.007	-.007	.227	-.009	-.009	.122	-.002	-.002	.768	-.005	-.005	.364	-.003	-.003	.600
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.097	-.026	.000	-.057	-.016	.002	-.070	-.019	.000	-.056	-.015	.002	-.049	-.013	.010	-.035	-.009	.060	-.043	-.012	.020	-.036	-.010	.052
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.094	-.037	.000	-.048	-.019	.001	-.056	-.022	.000	-.045	-.018	.002	-.034	-.013	.023	-.021	-.008	.158	-.024	-.009	.104	-.021	-.008	.147
API	API (2005)-with replacement																						.035	.146	.000	.020	.084	.000	.021	.089	.000	.018	.076	.000
API	Missing API? (1=Yes, 0=No)																						-.060	-.041	.000	-.053	-.035	.000	-.038	-.025	.000	-.047	-.032	.000

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 2. PEARSON CORRELATIONS

UC Systemwide: No exclusions

33,356 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.44	0.44	0.41	0.33	0.43	0.28	0.39	0.04	-0.02	0.07	0.08	0.16	0.07	-0.03	0.22	0.18	0.15	0.12	0.25	0.05	-0.13	-0.09	-0.09	-0.10	0.22	0.03
	2	Weighted, Capped High School GPA	.44	**1.00**	.42	.35	.36	.39	.33	.43	.03	-.05	.16	.16	.11	.01	-.02	.44	.49	.06	.06	.14	.01	-.04	.02	-.03	-.01	.02	.02
SAT	**3**	SAT Reasoning Composite[1]	.44	.42	**1.00**	.90	.83	.91	.57	.78	.09	-.04	.20	.23	.25	.09	.02	.43	.13	.26	.21	.46	.09	-.17	-.17	-.16	-.20	.43	.08
	4	SAT Reasoning Critical Reading	.41	.35	.90	**1.00**	.58	.79	.47	.67	.10	-.05	.11	.15	.22	.10	.03	.38	.12	.23	.20	.42	.08	-.24	-.16	-.14	-.17	.35	.09
	5	SAT Reasoning Math	.33	.36	.83	.58	**1.00**	.61	.57	.74	.05	-.01	.28	.29	.18	.04	-.01	.37	.10	.20	.16	.37	.07	-.01	-.15	-.14	-.18	.40	.01
	6	SAT Reasoning Writing	.43	.39	.91	.79	.61	**1.00**	.46	.65	.10	-.04	.14	.17	.27	.10	.03	.39	.12	.25	.19	.43	.07	-.19	-.15	-.15	-.17	.38	.09
	7	SAT Subject Highest Score 1	.28	.33	.57	.47	.57	.46	**1.00**	.76	.05	.02	.20	.23	.12	.02	-.03	.37	.14	.06	.08	.12	.04	.23	-.02	-.05	-.04	.20	-.02
	8	SAT Subject Highest Score 2	.39	.43	.78	.67	.74	.65	.76	**1.00**	.07	.00	.24	.31	.19	.04	-.02	.45	.16	.15	.14	.31	.07	.06	-.10	-.11	-.13	.35	.00
Total Courses	**9**	History/Social Science	.04	.03	.09	.10	.05	.10	.05	.07	**1.00**	.18	.07	.16	.12	.06	.03	.21	-.04	.06	.03	.09	.00	-.02	-.01	-.03	-.02	.07	.18
	10	English	-.02	-.05	-.04	-.05	-.01	-.04	.02	.00	.18	**1.00**	.09	.09	.01	.04	.05	-.01	-.04	-.01	-.01	-.01	-.01	.06	.03	.02	.01	.00	.09
	11	Mathematics	.07	.16	.20	.11	.28	.14	.20	.24	.07	.09	**1.00**	.22	.11	-.02	-.02	.28	.11	.02	.00	.05	-.01	.08	.05	.01	.02	.03	-.05
	12	Lab Science	.08	.16	.23	.15	.29	.17	.23	.31	.16	.09	.22	**1.00**	.11	-.02	-.07	.31	.05	.05	.02	.10	.01	.11	.03	-.01	-.02	.13	.05
	13	Language other than English	.16	.11	.25	.22	.18	.27	.12	.19	.12	.01	.11	.11	**1.00**	.01	-.01	.20	-.02	.13	.09	.18	.03	-.07	-.04	-.06	-.07	.22	.09
	14	Visual and Performing Arts	.07	.01	.09	.10	.04	.10	.02	.04	.06	.04	-.02	-.02	.01	**1.00**	-.07	.00	-.07	.06	.03	.14	.01	-.09	-.05	-.04	-.06	.10	.05
	15	College Preparatory Elective	-.03	-.02	.02	.03	-.01	.03	-.03	-.02	.03	.05	-.02	-.07	-.01	-.07	**1.00**	.06	-.04	.02	.02	.03	.01	.01	.02	-.03	-.01	.05	.13
	16	Total Semesters of Honors Courses	.22	.44	.43	.38	.37	.39	.37	.45	.21	-.01	.28	.31	.20	.00	.06	**1.00**	.25	.04	.04	.12	.01	.06	.07	-.03	.04	-.01	-.02
	17	Is ELC? (1=Yes, 0=No)	.18	.49	.13	.12	.10	.12	.14	.16	-.04	-.04	.11	.05	-.02	-.07	-.04	.25	**1.00**	-.05	-.02	-.06	-.01	.02	.10	.04	.11	-.25	-.13
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.15	.06	.26	.23	.20	.25	.06	.15	.06	-.01	.02	.05	.13	.06	.02	.04	-.05	**1.00**	.02	.40	-.01	-.25	-.12	-.10	-.13	.26	.13
	19	Missing Parent Income? (1=Yes, 0=No)	.12	.06	.21	.20	.16	.19	.08	.14	.03	-.01	.00	.02	.09	.03	.02	.04	-.02	.02	**1.00**	.19	.43	-.18	-.09	-.07	-.10	.18	.10
	20	Highest Years of Parent Ed (with mean sub)	.25	.14	.46	.42	.37	.43	.12	.31	.09	-.01	.05	.10	.18	.14	.03	.12	-.06	.40	.19	**1.00**	.00	-.35	-.21	-.19	-.22	.42	.13
	21	Missing Parent Education? (1=Yes, 0=No)	.05	.01	.09	.08	.07	.07	.04	.07	.00	-.01	-.01	.01	.03	.01	.01	.01	-.01	-.01	.43	.00	**1.00**	-.04	-.05	-.03	-.04	.07	.03
	22	First Language Spoken (1=English, 3=Other)	-.13	-.04	-.17	-.24	-.01	-.19	.23	.06	-.02	.06	.08	.11	-.07	-.09	.01	.06	.02	-.25	-.18	-.35	-.04	**1.00**	.14	.10	.12	-.14	-.12
	23	Number of Acad Prep Programs	-.09	.02	-.17	-.16	-.15	-.15	-.02	-.10	-.01	.03	.05	.03	-.04	-.05	.02	.07	.10	-.12	-.09	-.21	-.05	.14	**1.00**	.36	.56	-.30	-.06
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.09	-.03	-.16	-.14	-.14	-.15	-.05	-.11	-.03	.02	.01	-.01	-.06	-.04	-.03	-.03	.04	-.10	-.07	-.19	-.03	.10	.36	**1.00**	.12	-.22	-.05
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.10	-.01	-.20	-.17	-.18	-.17	-.04	-.13	-.02	.01	.02	-.02	-.07	-.06	-.01	.04	.11	-.13	-.10	-.22	-.04	.12	.56	.12	**1.00**	-.33	-.08
API	**26**	API (2005)-with replacement	.22	.02	.43	.35	.40	.38	.20	.35	.07	.00	.03	.13	.22	.10	.05	-.01	-.25	.26	.18	.42	.07	-.14	-.30	-.22	-.33	**1.00**	.27
	27	Missing API? (1=Yes, 0=No)	.03	.02	.08	.09	.01	.09	-.02	.00	.18	.09	-.05	.05	.09	.05	.13	-.02	-.13	.13	.10	.13	.03	-.12	-.06	-.05	-.08	.27	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 3.

UC Systemwide: Engineering only- taking any two SAT Subject Exams

3,578 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.86

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.188	0.189	0.195	0.199	0.109	0.075	0.053	0.272	0.276	0.285	0.217
Adjusted R-Square	0.188	0.189	0.194	0.198	0.107	0.072	0.052	0.271	0.275	0.284	0.215

		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	B	Beta	p
	Intercept	-.248		.022	.762		.000	.642		.000	.958		.000	2.182		.000	2.207		.000	2.387		.000	-.941		.000	-.689		.000	-.853		.000	-.496		.001
	Weighted, Capped High School GPA	.799	.434	.000																			.563	.306	.000	.559	.303	.000	.525	.285	.000	.755	.410	.000
SAT	SAT Reasoning Composite[1]				.001	.435	.000																											
SAT	SAT Reasoning Critical Reading							.001	.091	.000													.000	.064	.007				.000	.025	.308			
SAT	SAT Reasoning Math							.002	.239	.000													.001	.197	.000				.001	.085	.000			
SAT	SAT Reasoning Writing							.001	.167	.000													.001	.094	.000				.001	.075	.003			
SAT	SAT Subject Highest Score 1										.000	.031	.221													.000	.021	.394	.000	.011	.642			
SAT	SAT Subject Highest Score 2										.003	.420	.000													.002	.306	.000	.001	.190	.000			
Total Courses	History/Social Science													-.017	-.044	.009																-.011	-.029	.063
Total Courses	English													-.016	-.029	.081																-.009	-.017	.283
Total Courses	Mathematics													.016	.052	.002																.013	.042	.006
Total Courses	Lab Science													.045	.151	.000																.039	.131	.000
Total Courses	Language other than English													.020	.066	.000																.015	.050	.001
Total Courses	Visual and Performing Arts													.007	.037	.021																.004	.021	.168
Total Courses	College Preparatory Elective													-.005	-.027	.094																-.003	-.019	.221
Total Courses	Total Semesters of Honors Courses													.013	.146	.000																.002	.027	.125
	Is ELC? (1=Yes, 0=No)													.199	.141	.000																-.051	-.036	.038
Demograph Acad Prep	Parent Income (with mean subs)																.000	.049	.007															
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)																.153	.098	.000															
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)																.037	.186	.000															
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)																.000	.000	.996															
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)																.011	.014	.416															
Demograph Acad Prep	Number of Acad Prep Programs																-.011	-.010	.614															
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)																-.145	-.036	.039															
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.140	-.048	.013															
API	API (2005)-with replacement																			.062	.235	.000												
API	Missing API? (1=Yes, 0=No)																			-.057	-.035	.036												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 3.

UC Systemwide: Engineering only-

3,578 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.86

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.280	0.282	0.291	0.248	0.285	0.296	0.299	0.260	0.287	0.298	0.300
Adjusted R-Square	0.277	0.279	0.288	0.245	0.281	0.292	0.294	0.255	0.283	0.293	0.295

		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	B	Beta	p
	Intercept	-1.097		.000	-.811		.000	-1.005		.000	-.538		.001	-1.000		.000	-.756		.000	-.870		.000	-.622		.000	-1.013		.000	-.775		.000	-.879		.000
	Weighted, Capped High School GPA	.582	.316	.000	.581	.315	.000	.550	.298	.000	.689	.374	.000	.579	.314	.000	.556	.302	.000	.541	.294	.000	.683	.371	.000	.588	.319	.000	.560	.304	.000	.547	.297	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.000	.072	.003				.000	.034	.159				.000	.055	.023				.000	.004	.871				.000	.057	.019				.000	.007	.788
SAT	SAT Reasoning Math	.001	.183	.000				.001	.081	.001				.001	.166	.000				.000	.055	.024				.001	.148	.000				.000	.045	.065
SAT	SAT Reasoning Writing	.001	.096	.000				.001	.079	.002				.001	.080	.002				.000	.061	.017				.000	.073	.004				.000	.055	.031
SAT	SAT Subject Highest Score 1				.000	.024	.332	.000	.014	.567							.000	.056	.023	.000	.042	.097							.000	.054	.030	.000	.042	.096
SAT	SAT Subject Highest Score 2				.002	.291	.000	.001	.181	.000							.002	.238	.000	.001	.184	.000							.001	.222	.000	.001	.177	.000
Total Courses	History/Social Science	-.003	-.008	.611	-.001	-.004	.815	-.001	-.002	.886	-.012	-.031	.044	-.005	-.012	.443	-.003	-.008	.589	-.002	-.006	.682	-.008	-.021	.170	-.003	-.008	.616	-.002	-.006	.696	-.002	-.004	.783
Total Courses	English	.002	.003	.856	-.010	-.018	.214	-.003	-.006	.687	-.002	-.003	.856	.004	.006	.672	-.004	-.007	.653	-.001	-.002	.919	.002	.003	.835	.005	.009	.558	-.002	-.004	.788	.000	.000	.983
Total Courses	Mathematics	.002	.007	.630	.004	.015	.328	.002	.007	.633	.012	.039	.011	.003	.011	.484	.004	.014	.354	.003	.009	.551	.010	.032	.033	.003	.010	.511	.004	.013	.386	.003	.009	.555
Total Courses	Lab Science	.023	.078	.000	.019	.062	.000	.018	.060	.000	.034	.113	.000	.024	.079	.000	.019	.064	.000	.019	.062	.000	.030	.099	.000	.023	.076	.000	.018	.061	.000	.018	.060	.000
Total Courses	Language other than English	.001	.003	.848	.009	.030	.040	.003	.010	.504	.008	.025	.100	.000	.000	.999	.005	.016	.270	.002	.007	.623	.004	.012	.438	-.001	-.004	.784	.003	.011	.463	.001	.004	.798
Total Courses	Visual and Performing Arts	-.001	-.003	.849	.002	.009	.523	.000	.000	.994	.001	.004	.809	-.001	-.006	.680	.000	.001	.938	.000	-.002	.875	.000	.001	.970	-.001	-.007	.645	.000	.000	.993	-.001	-.003	.837
Total Courses	College Preparatory Elective	-.005	-.029	.048	-.003	-.016	.280	-.004	-.023	.108	-.005	-.026	.075	-.005	-.030	.038	-.003	-.018	.212	-.004	-.022	.127	-.005	-.028	.059	-.005	-.030	.042	-.004	-.020	.171	-.004	-.023	.118
Total Courses	Total Semesters of Honors Courses	-.005	-.053	.003	-.005	-.052	.004	-.006	-.067	.000	.002	.023	.191	-.004	-.041	.022	-.004	-.044	.014	-.005	-.054	.003	.002	.022	.216	-.003	-.038	.037	-.004	-.040	.026	-.005	-.050	.005
	Is ELC? (1=Yes, 0=No)	.002	.002	.926	-.002	-.001	.931	.007	.005	.759	-.003	-.002	.895	.015	.011	.519	.019	.013	.429	.021	.015	.387	.026	.018	.301	.025	.017	.321	.032	.023	.194	.029	.021	.234
Demograph Acad Prep	Parent Income (with mean subs)										.000	.027	.105	.000	.003	.867	.000	.008	.614	.000	.003	.866	.000	.016	.323	.000	.000	.980	.000	.004	.790	.000	.001	.974
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.087	.056	.001	.037	.024	.159	.040	.025	.124	.032	.020	.219	.076	.048	.004	.036	.023	.168	.037	.024	.150	.031	.020	.235
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.022	.110	.000	.008	.038	.036	.010	.048	.007	.007	.034	.064	.015	.076	.000	.006	.029	.122	.007	.037	.042	.005	.026	.152
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.021	.008	.627	.016	.006	.699	.021	.008	.616	.018	.007	.658	.012	.005	.776	.012	.005	.769	.017	.007	.679	.015	.006	.708
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.002	-.003	.854	-.009	-.011	.472	-.049	-.060	.000	-.041	-.050	.002	-.012	-.014	.368	-.013	-.016	.322	-.050	-.061	.000	-.042	-.051	.002
Demograph Acad Prep	Number of Acad Prep Programs										-.042	-.041	.026	-.032	-.031	.089	-.034	-.033	.065	-.032	-.031	.082	-.031	-.030	.105	-.027	-.026	.149	-.030	-.029	.109	-.029	-.028	.122
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.113	-.028	.077	-.065	-.016	.294	-.072	-.018	.245	-.063	-.016	.310	-.062	-.015	.331	-.046	-.011	.464	-.052	-.013	.404	-.048	-.012	.443
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.110	-.038	.031	-.048	-.017	.333	-.066	-.023	.186	-.051	-.018	.303	-.052	-.018	.311	-.028	-.010	.580	-.042	-.014	.404	-.035	-.012	.492
API	API (2005)-with replacement																						.035	.131	.000	.016	.061	.001	.015	.058	.002	.012	.046	.015
API	Missing API? (1=Yes, 0=No)																						-.072	-.044	.005	-.047	-.029	.062	-.024	-.014	.347	-.025	-.015	.314

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 4. PEARSON CORRELATIONS

UC Systemwide: Engineering only- taking any two SAT Subject Exams

3,578 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.43	0.44	0.37	0.40	0.39	0.37	0.45	0.02	-0.03	0.13	0.20	0.12	0.04	-0.03	0.24	0.19	0.14	0.15	0.24	0.04	-0.08	-0.09	-0.09	-0.11	0.23	0.02
	2	Weighted, Capped High School GPA	.43	**1.00**	.41	.36	.34	.40	.34	.40	.01	-.06	.14	.14	.11	.04	-.02	.42	.51	.10	.11	.15	.02	-.05	.01	-.04	-.02	.05	.04
SAT	**3**	SAT Reasoning Composite[1]	.44	.41	**1.00**	.91	.83	.92	.64	.78	.05	-.08	.22	.29	.28	.10	.04	.47	.13	.28	.26	.49	.07	-.16	-.14	-.16	-.19	.46	.07
SAT	**4**	SAT Reasoning Critical Reading	.37	.36	.91	**1.00**	.61	.79	.50	.65	.05	-.09	.16	.22	.25	.09	.04	.42	.13	.25	.25	.43	.07	-.23	-.11	-.14	-.16	.36	.09
SAT	**5**	SAT Reasoning Math	.40	.34	.83	.61	**1.00**	.64	.68	.77	.02	-.03	.26	.29	.21	.07	.01	.39	.06	.24	.22	.43	.06	-.03	-.14	-.14	-.18	.46	.01
SAT	**6**	SAT Reasoning Writing	.39	.40	.92	.79	.64	**1.00**	.52	.65	.05	-.09	.19	.25	.28	.09	.05	.44	.14	.27	.23	.45	.07	-.17	-.12	-.14	-.17	.41	.09
	7	SAT Math Subject Exam	.37	.34	.64	.50	.68	.52	**1.00**	.81	.02	.04	.20	.28	.14	.04	-.02	.36	.10	.13	.15	.24	.04	.17	-.06	-.09	-.08	.32	-.04
	8	SAT Other Subject Exam	.45	.40	.78	.65	.77	.65	.81	**1.00**	.04	.00	.23	.35	.18	.06	-.01	.44	.12	.19	.19	.37	.05	.07	-.09	-.11	-.14	.40	-.02
Total Courses	**9**	History/Social Science	.02	.01	.05	.05	.02	.05	.02	.04	**1.00**	.20	.07	.23	.07	.07	.03	.19	-.04	.04	.01	.05	.00	.00	.00	-.05	-.01	.04	.17
Total Courses	**10**	English	-.03	-.06	-.08	-.09	-.03	-.09	.04	.00	.20	**1.00**	.09	.15	-.04	.05	.07	-.04	-.05	-.05	-.02	-.04	-.03	.11	.04	.02	.02	-.03	.07
Total Courses	**11**	Mathematics	.13	.14	.22	.16	.26	.19	.20	.23	.07	.09	**1.00**	.21	.08	.01	-.02	.24	.08	.05	.02	.10	-.02	-.02	.04	.03	-.02	.08	-.04
Total Courses	**12**	Lab Science	.20	.14	.29	.22	.29	.25	.28	.35	.23	.15	.21	**1.00**	.12	.01	-.05	.29	.01	.06	.06	.17	.00	.07	.01	-.03	-.04	.22	.11
Total Courses	**13**	Language other than English	.12	.11	.28	.25	.21	.28	.14	.18	.07	-.04	.08	.12	**1.00**	.01	-.03	.22	-.01	.12	.11	.18	.03	-.08	.00	-.04	-.06	.21	.05
Total Courses	**14**	Visual and Performing Arts	.04	.04	.10	.09	.07	.09	.04	.06	.07	.05	.01	.01	.01	**1.00**	-.08	.03	-.02	.07	-.01	.12	-.01	-.02	-.03	-.06	-.03	.08	.03
Total Courses	**15**	College Preparatory Elective	-.03	-.02	.04	.04	.01	.05	-.02	-.01	.03	.07	-.02	-.05	-.03	-.08	**1.00**	.09	-.04	-.04	.03	.04	.04	.03	.01	-.01	.00	.05	.11
Total Courses	**16**	Total Semesters of Honors Courses	.24	.42	.47	.42	.39	.44	.36	.44	.19	-.04	.24	.29	.22	.03	.09	**1.00**	.25	.06	.08	.19	.01	.01	.05	-.02	.02	.09	-.01
	17	Is ELC? (1=Yes, 0=No)	.19	.51	.13	.13	.06	.14	.10	.12	-.04	-.05	.08	.01	-.01	-.02	-.04	.25	**1.00**	-.04	.01	-.05	-.01	-.03	.09	.04	.09	-.23	-.16
Demograph	**18**	Parent Income (with mean subs)	.14	.10	.28	.25	.24	.27	.13	.19	.04	-.05	.05	.06	.12	.07	-.04	.06	-.04	**1.00**	.03	.42	.00	-.26	-.09	-.11	-.13	.28	.12
Demograph	**19**	Missing Parent Income? (1=Yes, 0=No)	.15	.11	.26	.25	.22	.23	.15	.19	.01	-.02	.02	.06	.11	-.01	.03	.08	.01	.03	**1.00**	.22	.43	-.16	-.07	-.07	-.09	.19	.08
Demograph	**20**	Highest Years of Parent Ed (with mean sub)	.24	.15	.49	.43	.43	.45	.24	.37	.05	-.04	.10	.17	.18	.12	.04	.19	-.05	.42	.22	**1.00**	-.01	-.29	-.16	-.21	-.19	.44	.13
Demograph	**21**	Missing Parent Education? (1=Yes, 0=No)	.04	.02	.07	.07	.06	.07	.04	.05	.00	-.03	-.02	.00	.03	-.01	.04	.01	-.01	.00	.43	-.01	**1.00**	-.03	-.03	-.03	-.03	.07	.02
Demograph	**22**	First Language Spoken (1=English, 3=Other)	-.08	-.05	-.16	-.23	-.03	-.17	.17	.07	.00	.11	-.02	.07	-.08	-.02	.03	.01	-.03	-.26	-.16	-.29	-.03	**1.00**	.09	.09	.07	-.09	-.12
Demograph	**23**	Number of Acad Prep Programs	-.09	.01	-.14	-.11	-.14	-.12	-.06	-.09	.00	.04	.04	.01	.00	-.03	.01	.05	.09	-.09	-.07	-.16	-.03	.09	**1.00**	.35	.54	-.27	-.03
Demograph	**24**	In Federal TRIO Program? (1=Yes, 0=No)	-.09	-.04	-.16	-.14	-.14	-.14	-.09	-.11	-.05	.02	.03	-.03	-.04	-.06	-.01	-.02	.04	-.11	-.07	-.21	-.03	.09	.35	**1.00**	.11	-.23	-.04
Demograph	**25**	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.11	-.02	-.19	-.16	-.18	-.17	-.08	-.14	-.01	.02	-.02	-.04	-.06	-.03	.00	.02	.09	-.13	-.09	-.19	-.03	.07	.54	.11	**1.00**	-.32	-.08
API	**26**	API (2005)-with replacement	.23	.05	.46	.36	.46	.41	.32	.40	.04	-.03	.08	.22	.21	.08	.05	.09	-.23	.28	.19	.44	.07	-.09	-.27	-.23	-.32	**1.00**	.24
API	**27**	Missing API? (1=Yes, 0=No)	.02	.04	.07	.09	.01	.09	-.04	-.02	.17	.07	-.04	.11	.05	.03	.11	-.01	-.16	.12	.08	.13	.02	-.12	-.03	-.04	-.08	.24	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 5.

UC Systemwide: Engineering only - taking SAT Math Subject Exam

2,894 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.87

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.187	0.191	0.195	0.196	0.117	0.073	0.052	0.273	0.279	0.287	0.218
Adjusted R-Square	0.187	0.190	0.194	0.195	0.114	0.070	0.051	0.272	0.278	0.286	0.215

		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	B	Beta	p
	Intercept	-.251		.038	.765		.000	.644		.000	.658		.000	2.146		.000	2.228		.000	2.383		.000	-.979		.000	-1.000		.000	-1.018		.000	-.454		.006
	Weighted, Capped High School GPA	.801	.432	.000																			.567	.306	.000	.576	.311	.000	.537	.290	.000	.733	.395	.000
SAT	SAT Reasoning Composite[1]				.001	.437	.000																										
SAT	SAT Reasoning Critical Reading							.001	.095	.001													.001	.077	.004				.000	.056	.035			
SAT	SAT Reasoning Math							.002	.226	.000													.001	.191	.000				.000	.036	.237			
SAT	SAT Reasoning Writing							.001	.174	.000													.001	.089	.002				.000	.066	.021			
SAT	SAT Subject Highest Score 1										.002	.355	.000													.002	.274	.000	.001	.184	.000			
SAT	SAT Subject Highest Score 2										.001	.121	.000													.000	.075	.000	.000	.059	.004			
Total Courses	History/Social Science													-.017	-.043	.021																-.010	-.026	.141
Total Courses	English													-.017	-.032	.077																-.012	-.022	.201
Total Courses	Mathematics													.019	.063	.001																.016	.054	.002
Total Courses	Lab Science													.047	.158	.000																.041	.136	.000
Total Courses	Language other than English													.018	.060	.001																.015	.049	.004
Total Courses	Visual and Performing Arts													.005	.024	.177																.002	.008	.639
Total Courses	College Preparatory Elective													-.003	-.015	.399																-.002	-.010	.549
Total Courses	Total Semesters of Honors Courses													.014	.151	.000																.003	.035	.081
	Is ELC? (1=Yes, 0=No)													.211	.148	.000																-.028	-.020	.310
Demograph	Acad Prep	Parent Income (with mean subs)															.000	.042	.037															
Demograph	Acad Prep	Missing Parent Income? (1=Yes, 0=No)															.167	.107	.000															
Demograph	Acad Prep	Highest Years of Parent Ed (with mean sub)															.036	.178	.000															
Demograph	Acad Prep	Missing Parent Education? (1=Yes, 0=No)															-.031	-.012	.554															
Demograph	Acad Prep	First Language Spoken (1=English, 3=Other)															.010	.013	.503															
Demograph	Acad Prep	Number of Acad Prep Programs															.002	.002	.940															
Demograph	Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)															-.155	-.038	.050															
Demograph	Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)															-.191	-.063	.003															
API	API (2005)-with replacement																			.062	.232	.000												
API	Missing API? (1=Yes, 0=No)																			-.046	-.029	.125												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 5.

UC Systemwide: Engineering only

2,894 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.87

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.281	0.285	0.293	0.250	0.286	0.298	0.301	0.261	0.288	0.299	0.302
Adjusted R-Square	0.277	0.282	0.290	0.245	0.281	0.293	0.295	0.256	0.283	0.294	0.296

		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	B	Beta	p
	Intercept	-1.075		.000	-1.005		.000	-1.087		.000	-.500		.004	-.974		.000	-.881		.000	-.940		.000	-.598		.001	-.987		.000	-.885		.000	-.941		.000
	Weighted, Capped High School GPA	.569	.307	.000	.573	.309	.000	.544	.293	.000	.672	.363	.000	.567	.306	.000	.551	.297	.000	.537	.290	.000	.667	.360	.000	.575	.310	.000	.553	.298	.000	.542	.292	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.084	.002				.000	.064	.018				.000	.067	.015				.000	.032	.247				.000	.067	.016				.000	.033	.239
SAT	SAT Reasoning Math	.001	.176	.000				.000	.032	.290				.001	.160	.000				.000	.015	.619				.001	.142	.000				.000	.008	.783
SAT	SAT Reasoning Writing	.001	.090	.002				.000	.070	.016				.000	.073	.012				.000	.051	.083				.000	.067	.022				.000	.046	.112
SAT	SAT Subject Highest Score 1				.002	.262	.000	.001	.179	.000							.002	.216	.000	.001	.177	.000							.001	.201	.000	.001	.170	.000
SAT	SAT Subject Highest Score 2				.000	.070	.001	.000	.054	.010							.001	.096	.000	.001	.081	.000							.001	.094	.000	.001	.080	.000
Total Courses	History/Social Science	-.002	-.005	.756	.001	.002	.915	.001	.002	.927	-.010	-.027	.121	-.003	-.009	.605	-.001	-.002	.898	-.001	-.002	.919	-.007	-.017	.329	-.002	-.005	.773	.000	-.001	.943	.000	.000	.983
Total Courses	English	-.001	-.001	.937	-.012	-.022	.185	-.005	-.010	.540	-.004	-.008	.645	.001	.002	.914	-.006	-.011	.514	-.003	-.006	.715	-.001	-.001	.945	.002	.004	.790	-.005	-.009	.604	-.002	-.004	.796
Total Courses	Mathematics	.005	.016	.340	.003	.011	.521	.003	.011	.513	.015	.050	.003	.006	.019	.253	.004	.014	.417	.004	.013	.423	.013	.043	.010	.006	.019	.257	.004	.014	.399	.004	.014	.403
Total Courses	Lab Science	.024	.081	.000	.021	.071	.000	.020	.066	.000	.035	.116	.000	.024	.081	.000	.021	.070	.000	.020	.067	.000	.031	.102	.000	.024	.079	.000	.020	.066	.000	.019	.065	.000
Total Courses	Language other than English	.000	-.001	.956	.007	.021	.192	.001	.003	.870	.007	.024	.165	-.001	-.004	.830	.003	.009	.587	.000	.000	.985	.003	.010	.544	-.002	-.008	.652	.001	.005	.773	-.001	-.003	.872
Total Courses	Visual and Performing Arts	-.003	-.014	.371	-.001	-.003	.868	-.002	-.011	.477	-.002	-.009	.577	-.003	-.017	.279	-.002	-.010	.509	-.003	-.014	.382	-.002	-.012	.466	-.004	-.018	.260	-.002	-.012	.467	-.003	-.015	.359
Total Courses	College Preparatory Elective	-.004	-.022	.164	-.003	-.014	.377	-.004	-.021	.200	-.004	-.020	.226	-.004	-.025	.125	-.003	-.017	.292	-.004	-.020	.203	-.004	-.022	.185	-.004	-.025	.129	-.003	-.019	.244	-.004	-.021	.185
Total Courses	Total Semesters of Honors Courses	-.004	-.042	.032	-.003	-.036	.067	-.005	-.054	.006	.003	.030	.127	-.003	-.032	.113	-.003	-.030	.122	-.004	-.042	.035	.003	.029	.141	-.003	-.028	.163	-.002	-.026	.175	-.003	-.038	.055
	Is ELC? (1=Yes, 0=No)	.020	.014	.447	.024	.017	.368	.025	.018	.336	.018	.013	.511	.033	.023	.219	.039	.027	.140	.037	.026	.163	.047	.033	.096	.042	.030	.128	.051	.036	.061	.046	.032	.094
Demograph	Acad Prep	Parent Income (with mean subs)									.000	.022	.226	.000	-.002	.919	.000	.002	.904	.000	-.002	.917	.000	.013	.488	.000	-.004	.841	.000	-.001	.962	.000	-.004	.834
Demograph	Acad Prep	Missing Parent Income? (1=Yes, 0=No)									.101	.065	.001	.053	.034	.062	.056	.036	.046	.048	.031	.088	.089	.057	.002	.052	.034	.067	.054	.035	.057	.047	.030	.097
Demograph	Acad Prep	Highest Years of Parent Ed (with mean sub)									.022	.107	.000	.007	.036	.071	.009	.043	.029	.006	.032	.113	.015	.074	.000	.006	.027	.179	.007	.034	.086	.005	.025	.209
Demograph	Acad Prep	Missing Parent Education? (1=Yes, 0=No)									-.007	-.003	.889	-.005	-.002	.918	.000	.000	.993	-.002	-.001	.967	-.011	-.004	.811	-.007	-.003	.876	-.002	-.001	.963	-.003	-.001	.940
Demograph	Acad Prep	First Language Spoken (1=English, 3=Other)									-.004	-.005	.756	-.009	-.011	.531	-.051	-.063	.000	-.040	-.050	.007	-.013	-.016	.349	-.012	-.015	.389	-.052	-.063	.000	-.041	-.051	.005
Demograph	Acad Prep	Number of Acad Prep Programs									-.035	-.033	.106	-.021	-.020	.316	-.018	-.017	.380	-.018	-.017	.384	-.021	-.020	.316	-.016	-.015	.444	-.015	-.014	.483	-.015	-.014	.474
Demograph	Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)									-.122	-.030	.087	-.086	-.021	.220	-.092	-.023	.182	-.084	-.021	.224	-.069	-.017	.332	-.064	-.016	.358	-.074	-.018	.286	-.069	-.017	.321
Demograph	Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)									-.147	-.049	.012	-.075	-.025	.196	-.089	-.030	.117	-.077	-.026	.175	-.086	-.029	.145	-.054	-.018	.354	-.069	-.023	.233	-.061	-.020	.287
API	API (2005)-with replacement																						.035	.131	.000	.016	.060	.005	.013	.050	.017	.012	.043	.042
API	Missing API? (1=Yes, 0=No)																						-.069	-.043	.014	-.042	-.026	.133	-.011	-.007	.686	-.017	-.010	.548

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 6. PEARSON CORRELATIONS

UC Systemwide: Engineering only - taking SAT Math Subject Exam

2.894 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	Math S	Other S	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.43	0.44	0.37	0.40	0.40	0.43	0.35	0.02	-0.03	0.14	0.21	0.12	0.03	-0.01	0.25	0.20	0.13	0.15	0.24	0.03	-0.07	-0.09	-0.09	-0.12	0.23	0.02
	2	Weighted, Capped High School GPA	.43	**1.00**	.40	.35	.33	.40	.36	.32	.00	-.06	.14	.13	.11	.04	.01	.42	.50	.09	.11	.14	.02	-.04	.01	-.04	-.03	.05	.04
SAT	**3**	SAT Reasoning Composite[1]	.44	.40	**1.00**	.91	.84	.93	.78	.57	.05	-.08	.23	.29	.29	.09	.06	.46	.13	.29	.25	.49	.06	-.16	-.15	-.15	-.21	.47	.07
	4	SAT Reasoning Critical Reading	.37	.35	.91	**1.00**	.62	.80	.61	.48	.04	-.09	.16	.23	.27	.09	.07	.42	.13	.26	.24	.43	.06	-.22	-.12	-.13	-.18	.38	.09
	5	SAT Reasoning Math	.40	.33	.84	.62	**1.00**	.66	.84	.57	.03	-.03	.26	.29	.21	.07	.03	.38	.06	.24	.20	.42	.04	-.03	-.16	-.13	-.21	.47	.01
	6	SAT Reasoning Writing	.40	.40	.93	.80	.66	**1.00**	.65	.48	.05	-.09	.20	.26	.29	.09	.07	.44	.14	.27	.23	.45	.06	-.16	-.13	-.15	-.18	.42	.09
	7	SAT Math Subject Exam	.43	.36	.78	.61	.84	.65	**1.00**	.63	.03	-.01	.27	.30	.20	.05	.03	.40	.09	.21	.18	.40	.03	.03	-.14	-.12	-.19	.45	-.03
	8	SAT Other Subject Exam	.35	.32	.57	.48	.57	.48	.63	**1.00**	.03	.05	.15	.30	.12	.05	.00	.34	.10	.09	.13	.20	.02	.21	-.03	-.07	-.06	.28	-.03
Total Courses	**9**	History/Social Science	.02	.00	.05	.04	.03	.05	.03	.03	**1.00**	.21	.07	.24	.09	.07	.02	.18	-.05	.04	.02	.05	.00	.02	.00	-.05	-.02	.05	.19
	10	English	-.03	-.06	-.08	-.09	-.03	-.09	-.01	.05	.21	**1.00**	.08	.15	-.05	.04	.06	-.05	-.06	-.05	-.02	-.05	-.03	.12	.03	.00	.03	-.03	.08
	11	Mathematics	.14	.14	.23	.16	.26	.20	.27	.15	.07	.08	**1.00**	.21	.07	.01	-.01	.24	.08	.04	.03	.09	-.02	-.02	.03	.02	-.03	.08	-.03
	12	Lab Science	.21	.13	.29	.23	.29	.26	.30	.30	.24	.15	.21	**1.00**	.11	.02	-.05	.27	.01	.07	.06	.18	.01	.07	.01	-.04	-.03	.22	.14
	13	Language other than English	.12	.11	.29	.27	.21	.29	.20	.12	.09	-.05	.07	.11	**1.00**	.02	-.01	.24	.01	.13	.11	.18	.03	-.08	-.01	-.04	-.06	.20	.05
	14	Visual and Performing Arts	.03	.04	.09	.09	.07	.09	.05	.05	.07	.04	.01	.02	.02	**1.00**	-.07	.02	-.02	.07	-.01	.11	-.01	-.02	-.05	-.05	-.04	.08	.03
	15	College Preparatory Elective	-.01	.01	.06	.07	.03	.07	.03	.00	.02	.06	-.01	-.05	-.01	-.07	**1.00**	.12	-.02	-.04	.05	.05	.05	.03	.01	-.02	-.01	.06	.11
	16	Total Semesters of Honors Courses	.25	.42	.46	.42	.38	.44	.40	.34	.18	-.05	.24	.27	.24	.02	.12	**1.00**	.25	.07	.08	.19	.01	.01	.04	-.03	.01	.09	.00
	17	Is ELC? (1=Yes, 0=No)	.20	.50	.13	.13	.06	.14	.09	.10	-.05	-.06	.08	.01	.01	-.02	-.02	.25	**1.00**	-.05	.01	-.05	-.01	-.03	.09	.03	.08	-.22	-.17
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.13	.09	.29	.26	.24	.27	.21	.09	.04	-.05	.04	.07	.13	.07	-.04	.07	-.05	**1.00**	.03	.42	.00	-.25	-.10	-.11	-.13	.27	.12
	19	Missing Parent Income? (1=Yes, 0=No)	.15	.11	.25	.24	.20	.23	.18	.13	.02	-.02	.03	.06	.11	-.01	.05	.08	.01	.03	**1.00**	.21	.42	-.16	-.08	-.07	-.08	.18	.09
	20	Highest Years of Parent Ed (with mean sub)	.24	.14	.49	.43	.42	.45	.40	.20	.05	-.05	.09	.18	.18	.11	.05	.19	-.05	.42	.21	**1.00**	-.02	-.27	-.17	-.21	-.20	.43	.12
	21	Missing Parent Education? (1=Yes, 0=No)	.03	.02	.06	.06	.04	.06	.03	.02	.00	-.03	-.02	.01	.03	-.01	.05	.01	-.01	.00	.42	-.02	**1.00**	-.03	-.02	-.03	-.02	.05	.02
	22	First Language Spoken (1=English, 3=Other)	-.07	-.04	-.16	-.22	-.03	-.16	.03	.21	.02	.12	-.02	.07	-.08	-.02	.03	.01	-.03	-.25	-.16	-.27	-.03	**1.00**	.10	.07	.08	-.08	-.11
	23	Number of Acad Prep Programs	-.09	.01	-.15	-.12	-.16	-.13	-.14	-.03	.00	.03	.03	.01	-.01	-.05	.01	.04	.09	-.10	-.08	-.17	-.02	.10	**1.00**	.35	.53	-.28	-.03
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.09	-.04	-.15	-.13	-.13	-.15	-.12	-.07	-.05	.00	.02	-.04	-.04	-.05	-.02	-.03	.03	-.11	-.07	-.21	-.03	.07	.35	**1.00**	.11	-.23	-.03
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.12	-.03	-.21	-.18	-.21	-.18	-.19	-.06	-.02	.03	-.03	-.03	-.06	-.04	-.01	.01	.08	-.13	-.08	-.20	-.02	.08	.53	.11	**1.00**	-.33	-.08
API	**26**	API (2005)-with replacement	.23	.05	.47	.38	.47	.42	.45	.28	.05	-.03	.08	.22	.20	.08	.06	.09	-.22	.27	.18	.43	.05	-.08	-.28	-.23	-.33	**1.00**	.23
	27	Missing API? (1=Yes, 0=No)	.02	.04	.07	.09	.01	.09	-.03	-.03	.19	.08	-.03	.14	.05	.03	.11	.00	-.17	.12	.09	.12	.02	-.11	-.03	-.03	-.08	.23	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 7.

UC Systemwide: ANYONE taking SAT Math Subject Exam

20,563 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.96

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.204	0.191	0.194	0.138	0.096	0.070	0.046	0.282	0.248	0.284	0.220
Adjusted R-Square	0.204	0.191	0.194	0.138	0.096	0.070	0.045	0.282	0.248	0.284	0.219

		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	B	Beta	p
	Intercept	.126		.001	1.073		.000	1.112		.000	1.399		.000	2.502		.000	2.370		.000	2.553		.000	-.349		.000	-.258		.000	-.359		.000	-.027		.634
	Weighted, Capped High School GPA	.744	.452	.000																			.536	.326	.000	.595	.361	.000	.523	.318	.000	.725	.440	.000
SAT	SAT Reasoning Composite[1]				.001	.437	.000																											
SAT	SAT Reasoning Critical Reading							.001	.137	.000													.001	.110	.000				.001	.101	.000			
SAT	SAT Reasoning Math							.001	.102	.000													.000	.057	.000				.000	.007	.560			
SAT	SAT Reasoning Writing							.002	.249	.000													.001	.169	.000				.001	.165	.000			
SAT	SAT Math Subject Exam										.002	.310	.000													.001	.195	.000	.000	.060	.000			
SAT	SAT Other Subject Exam										.001	.092	.000													.000	.050	.000	.000	.021	.004			
Total Courses	History/Social Science													-.006	-.016	.021																.001	.002	.725
Total Courses	English													-.014	-.024	.000																-.006	-.011	.091
Total Courses	Mathematics													.003	.009	.215																.000	.001	.878
Total Courses	Lab Science													.012	.038	.000																.007	.021	.001
Total Courses	Language other than English													.032	.115	.000																.026	.096	.000
Total Courses	Visual and Performing Arts													.012	.070	.000																.008	.049	.000
Total Courses	College Preparatory Elective													-.004	-.021	.002																-.003	-.015	.015
Total Courses	Total Semesters of Honors Courses													.014	.165	.000																.002	.021	.005
	Is ELC? (1=Yes, 0=No)													.220	.153	.000																-.039	-.027	.000
Demograph	Acad Prep Parent Income (with mean subs)																.000	.054	.000															
Demograph	Acad Prep Missing Parent Income? (1=Yes, 0=No)																.109	.071	.000															
Demograph	Acad Prep Highest Years of Parent Ed (with mean sub)																.035	.188	.000															
Demograph	Acad Prep Missing Parent Education? (1=Yes, 0=No)																.026	.010	.167															
Demograph	Acad Prep First Language Spoken (1=English, 3=Other)																-.007	-.009	.203															
Demograph	Acad Prep Number of Acad Prep Programs																.016	.018	.043															
Demograph	Acad Prep In Federal TRIO Program? (1=Yes, 0=No)																-.168	-.046	.000															
Demograph	Acad Prep In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.116	-.044	.000															
API	API (2005)-with replacement																			.053	.218	.000												
API	Missing API? (1=Yes, 0=No)																			-.035	-.023	.001												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 7.

UC Systemwide: ANYONE taking S

20,563 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.96

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.288	0.258	0.291	0.254	0.293	0.280	0.297	0.269	0.297	0.286	0.300
Adjusted R-Square	0.288	0.258	0.290	0.253	0.292	0.279	0.296	0.268	0.297	0.285	0.300

		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	B	Beta	p
	Intercept	-.544		.000	-.341		.000	-.554		.000	-.122		.037	-.498		.000	-.312		.000	-.486		.000	-.204		.001	-.514		.000	-.337		.000	-.502		.000
	Weighted, Capped High School GPA	.573	.348	.000	.615	.374	.000	.562	.341	.000	.671	.407	.000	.571	.347	.000	.587	.357	.000	.556	.338	.000	.660	.401	.000	.579	.352	.000	.593	.360	.000	.565	.343	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.115	.000				.001	.105	.000				.001	.098	.000				.000	.078	.000				.001	.097	.000				.000	.078	.000
SAT	SAT Reasoning Math	.000	.067	.000				.000	.007	.550				.000	.052	.000				.000	-.012	.300				.000	.031	.000				.000	-.023	.043
SAT	SAT Reasoning Writing	.001	.167	.000				.001	.162	.000				.001	.147	.000				.001	.139	.000				.001	.136	.000				.001	.129	.000
SAT	SAT Math Subject Exam				.001	.200	.000	.000	.075	.000							.001	.144	.000	.000	.076	.000							.001	.114	.000	.000	.063	.000
SAT	SAT Other Subject Exam				.000	.055	.000	.000	.028	.000							.000	.087	.000	.000	.051	.000							.000	.081	.000	.000	.048	.000
Total Courses	History/Social Science	.001	.004	.564	.005	.015	.018	.002	.007	.278	-.002	-.006	.381	.000	.000	.968	.002	.006	.324	.001	.003	.630	.000	.000	.996	.001	.003	.587	.003	.008	.216	.002	.006	.357
Total Courses	English	.005	.010	.120	-.006	-.011	.078	.004	.007	.279	.000	.000	.981	.006	.011	.065	-.001	-.001	.848	.005	.008	.168	.003	.005	.446	.008	.014	.024	.001	.002	.760	.006	.011	.076
Total Courses	Mathematics	-.004	-.013	.033	-.009	-.029	.000	-.005	-.017	.008	.001	.003	.683	-.003	-.010	.108	-.006	-.019	.002	-.004	-.013	.042	.000	-.001	.860	-.003	-.009	.133	-.005	-.018	.005	-.004	-.012	.064
Total Courses	Lab Science	-.002	-.007	.266	-.007	-.023	.001	-.004	-.015	.026	.004	.012	.071	-.002	-.007	.292	-.006	-.018	.006	-.004	-.014	.034	.000	-.001	.832	-.003	-.010	.119	-.007	-.021	.001	-.005	-.016	.014
Total Courses	Language other than English	.012	.045	.000	.022	.079	.000	.013	.046	.000	.018	.067	.000	.011	.039	.000	.016	.060	.000	.011	.040	.000	.014	.050	.000	.009	.033	.000	.014	.050	.000	.009	.034	.000
Total Courses	Visual and Performing Arts	.003	.018	.002	.007	.039	.000	.003	.019	.001	.004	.025	.000	.002	.012	.039	.003	.021	.001	.002	.012	.038	.004	.021	.001	.002	.011	.055	.003	.019	.002	.002	.011	.054
Total Courses	College Preparatory Elective	-.005	-.027	.000	-.003	-.016	.011	-.004	-.026	.000	-.004	-.024	.000	-.005	-.029	.000	-.004	-.020	.001	-.005	-.027	.000	-.004	-.025	.000	-.005	-.028	.000	-.004	-.021	.000	-.005	-.026	.000
Total Courses	Total Semesters of Honors Courses	-.005	-.061	.000	-.003	-.033	.000	-.006	-.068	.000	.002	.021	.005	-.004	-.049	.000	-.002	-.025	.001	-.005	-.055	.000	.002	.028	.000	-.003	-.039	.000	-.001	-.013	.086	-.004	-.045	.000
	Is ELC? (1=Yes, 0=No)	-.005	-.003	.643	-.010	-.007	.326	-.004	-.003	.687	.004	.003	.703	.009	.006	.376	.013	.009	.191	.009	.006	.352	.042	.029	.000	.026	.018	.011	.036	.025	.000	.025	.018	.014
Demograph Acad Prep	Parent Income (with mean subs)										.000	.040	.000	.000	.019	.003	.000	.029	.000	.000	.020	.003	.000	.030	.000	.000	.017	.008	.000	.024	.000	.000	.018	.007
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.076	.050	.000	.040	.026	.000	.051	.033	.000	.037	.024	.000	.065	.042	.000	.039	.026	.000	.048	.031	.000	.037	.024	.000
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.022	.120	.000	.009	.047	.000	.014	.077	.000	.009	.047	.000	.015	.081	.000	.006	.034	.000	.011	.059	.000	.007	.035	.000
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.035	.014	.034	.018	.007	.260	.025	.010	.131	.019	.008	.242	.027	.011	.098	.016	.006	.332	.022	.009	.186	.017	.007	.302
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.013	-.016	.013	-.005	-.006	.343	-.051	-.066	.000	-.023	-.029	.000	-.021	-.028	.000	-.009	-.012	.079	-.052	-.066	.000	-.025	-.032	.000
Demograph Acad Prep	Number of Acad Prep Programs										-.014	-.014	.065	.000	.000	.973	-.004	-.005	.541	-.001	-.001	.935	-.002	-.002	.802	.005	.005	.503	.001	.001	.846	.004	.004	.618
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.108	-.030	.000	-.068	-.019	.003	-.084	-.023	.000	-.069	-.019	.003	-.053	-.015	.025	-.043	-.012	.062	-.052	-.014	.026	-.046	-.013	.048
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.107	-.041	.000	-.058	-.022	.002	-.072	-.027	.000	-.056	-.021	.003	-.045	-.017	.022	-.031	-.012	.110	-.038	-.014	.051	-.032	-.012	.098
API	API (2005)-with replacement																						.037	.150	.000	.020	.083	.000	.024	.097	.000	.019	.076	.000
API	Missing API? (1=Yes, 0=No)																						-.066	-.043	.000	-.053	-.035	.000	-.043	-.028	.000	-.048	-.031	.000

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 8. PEARSON CORRELATIONS

UC Systemwide: ANYONE taking SAT Math Subject Exam

20,563 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	Math S	Other S	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.45	0.44	0.40	0.35	0.42	0.36	0.28	0.04	-0.03	0.08	0.11	0.15	0.06	-0.02	0.24	0.19	0.14	0.12	0.24	0.04	-0.10	-0.07	-0.09	-0.09	0.21	0.03
	2	Weighted, Capped High School GPA	.45	**1.00**	.41	.36	.34	.40	.39	.31	.03	-.05	.15	.16	.11	.02	-.01	.45	.50	.07	.06	.14	.00	-.04	.02	-.04	.00	.02	.03
SAT	**3**	SAT Reasoning Composite[1]	.44	.41	**1.00**	.91	.84	.91	.77	.53	.09	-.05	.20	.25	.26	.10	.04	.45	.13	.26	.21	.46	.08	-.15	-.17	-.17	-.19	.45	.08
	4	SAT Reasoning Critical Reading	.40	.36	.91	**1.00**	.62	.79	.60	.45	.09	-.07	.13	.19	.23	.10	.04	.41	.13	.24	.20	.42	.07	-.22	-.15	-.14	-.16	.36	.09
	5	SAT Reasoning Math	.35	.34	.84	.62	**1.00**	.64	.83	.53	.07	-.01	.25	.27	.19	.07	.01	.38	.08	.20	.16	.38	.07	.00	-.16	-.15	-.19	.43	.03
	6	SAT Reasoning Writing	.42	.40	.91	.79	.64	**1.00**	.62	.44	.09	-.06	.15	.20	.27	.10	.04	.42	.13	.25	.19	.44	.07	-.17	-.14	-.15	-.17	.40	.09
	7	SAT Math Subject Exam	.36	.39	.77	.60	.83	.62	**1.00**	.59	.06	.00	.27	.31	.19	.05	.01	.42	.12	.16	.14	.33	.06	.07	-.13	-.13	-.16	.39	.00
	8	SAT Other Subject Exam	.28	.31	.53	.45	.53	.44	.59	**1.00**	.06	.05	.16	.24	.10	.04	-.01	.34	.12	.05	.07	.13	.03	.24	-.02	-.05	-.05	.22	-.01
Total Courses	**9**	History/Social Science	.04	.03	.09	.09	.07	.09	.06	.06	**1.00**	.20	.08	.19	.12	.05	.02	.22	-.03	.05	.03	.08	.00	.00	.00	-.03	-.02	.07	.18
	10	English	-.03	-.05	-.05	-.07	-.01	-.06	.00	.05	.20	**1.00**	.10	.12	-.01	.05	.05	-.01	-.05	-.02	-.01	-.02	-.01	.10	.02	.02	.01	.00	.09
	11	Mathematics	.08	.15	.20	.13	.25	.15	.27	.16	.08	.10	**1.00**	.19	.11	.00	-.01	.27	.10	.02	.01	.05	-.01	.06	.04	.00	.02	.03	-.03
	12	Lab Science	.11	.16	.25	.19	.27	.20	.31	.24	.19	.12	.19	**1.00**	.12	-.01	-.06	.32	.04	.05	.02	.11	.01	.10	.03	-.02	-.02	.15	.08
	13	Language other than English	.15	.11	.26	.23	.19	.27	.19	.10	.12	-.01	.11	.12	**1.00**	.00	.00	.22	-.01	.12	.08	.17	.02	-.06	-.03	-.06	-.06	.21	.08
	14	Visual and Performing Arts	.06	.02	.10	.10	.07	.10	.05	.04	.05	.05	.00	-.01	.00	**1.00**	-.07	.01	-.07	.06	.04	.14	.01	-.07	-.05	-.04	-.05	.10	.05
	15	College Preparatory Elective	-.02	-.01	.04	.04	.01	.04	.01	-.01	.02	.05	-.01	-.06	.00	-.07	**1.00**	.08	-.03	.03	.02	.03	.01	.01	.02	-.02	-.01	.04	.11
	16	Total Semesters of Honors Courses	.24	.45	.45	.41	.38	.42	.42	.34	.22	-.01	.27	.32	.22	.01	.08	**1.00**	.25	.05	.04	.14	.01	.05	.07	-.03	.03	.02	.00
	17	Is ELC? (1=Yes, 0=No)	.19	.50	.13	.13	.08	.13	.12	.12	-.03	-.05	.10	.04	-.01	-.07	-.03	.25	**1.00**	-.04	-.01	-.05	-.01	-.01	.10	.04	.11	-.24	-.12
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.14	.07	.26	.24	.20	.25	.16	.05	.05	-.02	.02	.05	.12	.06	.03	.05	-.04	**1.00**	.02	.40	-.01	-.25	-.11	-.11	-.13	.25	.13
	19	Missing Parent Income? (1=Yes, 0=No)	.12	.06	.21	.20	.16	.19	.14	.07	.03	-.01	.01	.02	.08	.04	.02	.04	-.01	.02	**1.00**	.19	.43	-.17	-.09	-.07	-.09	.17	.10
	20	Highest Years of Parent Ed (with mean sub)	.24	.14	.46	.42	.38	.44	.33	.13	.08	-.02	.05	.11	.17	.14	.03	.14	-.05	.40	.19	**1.00**	.00	-.32	-.19	-.19	-.21	.41	.13
	21	Missing Parent Education? (1=Yes, 0=No)	.04	.00	.08	.07	.07	.07	.06	.03	.00	-.01	-.01	.01	.02	.01	.01	.01	-.01	-.01	.43	.00	**1.00**	-.04	-.05	-.03	-.04	.06	.02
	22	First Language Spoken (1=English, 3=Other)	-.10	-.04	-.15	-.22	.00	-.17	.07	.24	.00	.10	.06	.10	-.06	-.07	.01	.05	-.01	-.25	-.17	-.32	-.04	**1.00**	.12	.09	.10	-.11	-.12
	23	Number of Acad Prep Programs	-.07	.02	-.17	-.15	-.16	-.14	-.13	-.02	.00	.02	.04	.03	-.03	-.05	.02	.07	.10	-.11	-.09	-.19	-.05	.12	**1.00**	.36	.55	-.30	-.05
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.09	-.04	-.17	-.14	-.15	-.15	-.13	-.05	-.03	.02	.00	-.02	-.06	-.04	-.02	-.03	.04	-.11	-.07	-.19	-.03	.09	.36	**1.00**	.12	-.23	-.05
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.09	.00	-.19	-.16	-.19	-.17	-.16	-.05	-.02	.01	.02	-.02	-.06	-.05	-.01	.03	.11	-.13	-.09	-.21	-.04	.10	.55	.12	**1.00**	-.33	-.07
API	**26**	API (2005)-with replacement	.21	.02	.45	.36	.43	.40	.39	.22	.07	.00	.03	.15	.21	.10	.04	.02	-.24	.25	.17	.41	.06	-.11	-.30	-.23	-.33	**1.00**	.25
	27	Missing API? (1=Yes, 0=No)	.03	.03	.08	.09	.03	.09	.00	-.01	.18	.09	-.03	.08	.08	.05	.11	.00	-.12	.13	.10	.13	.02	-.12	-.05	-.05	-.07	.25	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 9.

UC BERKELEY: No exclusions

3,966 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.25

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.086	0.161	0.170	0.131	0.045	0.082	0.061	0.194	0.158	0.200	0.111
Adjusted R-Square	0.086	0.161	0.169	0.131	0.043	0.081	0.060	0.193	0.158	0.199	0.109

		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	B	Beta	p
	Intercept	.513		.000	1.476		.000	1.523		.000	1.915		.000	2.930		.000	2.613		.000	2.847		.000	.245		.068	.534		.000	.358		.010	.331		.050
	Weighted, Capped High School GPA	.663	.293	.000																			.380	.168	.000	.407	.180	.000	.351	.155	.000	.666	.294	.000
SAT	SAT Reasoning Composite[1]				.001	.401	.000																										
SAT	SAT Reasoning Critical Reading							.001	.131	.000													.001	.121	.000				.000	.084	.000			
SAT	SAT Reasoning Math							.000	.047	.013													.000	.013	.478				.000	-.065	.006			
SAT	SAT Reasoning Writing							.002	.271	.000													.001	.240	.000				.001	.225	.000			
SAT	SAT Subject Highest Score 1										.000	-.020	.442													.000	-.037	.143	.000	-.015	.548			
SAT	SAT Subject Highest Score 2										.002	.378	.000													.002	.321	.000	.001	.157	.000			
Total Courses	History/Social Science													-.003	-.011	.503																.001	.004	.805
Total Courses	English													-.010	-.022	.182																-.005	-.011	.490
Total Courses	Mathematics													-.002	-.009	.573																-.005	-.018	.257
Total Courses	Lab Science													.000	.001	.938																-.003	-.011	.517
Total Courses	Language other than English													.029	.141	.000																.027	.130	.000
Total Courses	Visual and Performing Arts													.010	.071	.000																.010	.071	.000
Total Courses	College Preparatory Elective													.001	.003	.828																.004	.026	.093
Total Courses	Total Semesters of Honors Courses													.008	.108	.000																.002	.023	.202
	Is ELC? (1=Yes, 0=No)													.076	.070	.000																-.030	-.028	.094
Demograph Acad Prep	Parent Income (with mean subs)																.000	.074	.000															
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)																.084	.067	.000															
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)																.034	.205	.000															
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)																.045	.021	.212															
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)																.025	.037	.024															
Demograph Acad Prep	Number of Acad Prep Programs																-.035	-.048	.022															
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)																-.059	-.023	.183															
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.022	-.011	.576															
API	API (2005)-with replacement																			.054	.254	.000												
API	Missing API? (1=Yes, 0=No)																			-.052	-.040	.013												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 9.

UC BERKELEY: No exclusions

3,966 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.25

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.206	0.181	0.214	0.160	0.211	0.201	0.221	0.170	0.214	0.202	0.222
Adjusted R-Square	0.203	0.178	0.211	0.156	0.207	0.197	0.216	0.166	0.209	0.198	0.217

		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	B	Beta	p
	Intercept	.005		.976	.318		.055	.113		.491	.246		.145	-.003		.985	.229		.172	.103		.539	.206		.221	-.012		.941	.218		.196	.092		.585
	Weighted, Capped High School GPA	.422	.186	.000	.447	.198	.000	.390	.173	.000	.590	.261	.000	.429	.190	.000	.435	.192	.000	.396	.175	.000	.578	.255	.000	.437	.193	.000	.439	.194	.000	.403	.178	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.122	.000				.000	.077	.001				.001	.107	.000				.000	.053	.031				.001	.106	.000				.000	.055	.027
SAT	SAT Reasoning Math	.000	.049	.014				.000	-.039	.103				.000	.027	.194				.000	-.064	.009				.000	.010	.632				.000	-.071	.004
SAT	SAT Reasoning Writing	.001	.228	.000				.001	.210	.000				.001	.206	.000				.001	.183	.000				.001	.198	.000				.001	.179	.000
SAT	SAT Subject Highest Score 1				.000	-.023	.367	.000	-.005	.825							.000	.028	.284	.000	.020	.429							.000	.025	.323	.000	.020	.441
SAT	SAT Subject Highest Score 2				.002	.337	.000	.001	.178	.000							.001	.247	.000	.001	.171	.000							.001	.231	.000	.001	.161	.000
Total Courses	History/Social Science	.004	.015	.347	.007	.027	.086	.005	.020	.207	-.001	-.005	.773	.002	.009	.572	.004	.015	.335	.003	.013	.416	.001	.002	.908	.003	.012	.460	.004	.016	.326	.004	.014	.369
Total Courses	English	.006	.013	.371	.001	.001	.941	.006	.012	.422	.002	.005	.740	.007	.016	.292	.005	.010	.486	.007	.015	.311	.004	.009	.539	.008	.017	.241	.005	.012	.437	.008	.016	.273
Total Courses	Mathematics	-.007	-.027	.079	-.011	-.045	.003	-.007	-.029	.054	-.004	-.015	.328	-.006	-.023	.135	-.010	-.038	.011	-.006	-.025	.090	-.004	-.017	.269	-.006	-.022	.151	-.009	-.037	.014	-.006	-.025	.103
Total Courses	Lab Science	-.010	-.040	.012	-.018	-.074	.000	-.013	-.053	.001	-.006	-.024	.131	-.010	-.040	.012	-.016	-.065	.000	-.013	-.051	.002	-.009	-.037	.021	-.011	-.042	.008	-.017	-.068	.000	-.013	-.052	.001
Total Courses	Language other than English	.014	.068	.000	.020	.099	.000	.014	.069	.000	.018	.089	.000	.012	.060	.000	.016	.078	.000	.012	.060	.000	.016	.076	.000	.011	.055	.000	.015	.073	.000	.012	.057	.000
Total Courses	Visual and Performing Arts	.005	.034	.021	.008	.056	.000	.005	.036	.012	.006	.044	.003	.004	.029	.048	.006	.040	.006	.004	.031	.033	.006	.041	.005	.004	.028	.052	.006	.039	.007	.004	.030	.036
Total Courses	College Preparatory Elective	.001	.009	.552	.004	.024	.103	.002	.013	.380	.002	.014	.352	.001	.007	.656	.003	.018	.231	.002	.011	.441	.002	.012	.416	.001	.007	.642	.002	.016	.272	.002	.011	.451
Total Courses	Total Semesters of Honors Courses	-.005	-.072	.000	-.004	-.052	.004	-.006	-.078	.000	.000	.006	.737	-.005	-.065	.000	-.004	-.048	.007	-.005	-.070	.000	.001	.008	.649	-.004	-.060	.001	-.003	-.043	.015	-.005	-.065	.000
	Is ELC? (1=Yes, 0=No)	.011	.010	.513	.003	.003	.874	.013	.012	.460	.013	.012	.459	.021	.019	.220	.024	.022	.172	.023	.021	.179	.028	.026	.129	.024	.022	.171	.030	.028	.093	.026	.024	.144
Demograph Acad Prep	Parent Income (with mean subs)										.000	.066	.000	.000	.042	.009	.000	.047	.003	.000	.041	.011	.000	.057	.001	.000	.040	.013	.000	.045	.006	.000	.039	.014
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.083	.066	.000	.039	.031	.058	.050	.040	.015	.035	.028	.089	.068	.055	.001	.036	.029	.080	.046	.037	.026	.033	.026	.111
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.025	.151	.000	.009	.057	.003	.015	.090	.000	.010	.058	.002	.019	.116	.000	.008	.047	.014	.013	.080	.000	.008	.051	.008
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.022	.011	.516	.013	.006	.691	.005	.002	.876	.009	.005	.774	.016	.008	.630	.011	.005	.731	.004	.002	.902	.008	.004	.799
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										.010	.014	.381	.013	.020	.214	-.027	-.040	.014	-.006	-.008	.614	.002	.003	.865	.011	.016	.317	-.028	-.041	.013	-.007	-.010	.562
Demograph Acad Prep	Number of Acad Prep Programs										-.038	-.052	.011	-.018	-.025	.210	-.022	-.030	.128	-.018	-.025	.206	-.029	-.040	.049	-.016	-.022	.274	-.019	-.027	.178	-.016	-.022	.253
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.037	-.015	.380	.020	.008	.633	-.008	-.003	.849	.014	.006	.732	.006	.002	.897	.035	.014	.399	.008	.003	.852	.026	.010	.535
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.012	-.006	.757	.016	.008	.669	.022	.011	.562	.021	.010	.569	.038	.019	.324	.036	.017	.346	.040	.020	.292	.036	.017	.348
API	API (2005)-with replacement																						.028	.135	.000	.013	.062	.002	.012	.055	.005	.010	.046	.021
API	Missing API? (1=Yes, 0=No)																						-.045	-.035	.031	-.033	-.026	.105	-.012	-.010	.550	-.021	-.017	.293

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 10. PEARSON CORRELATIONS

UC BERKELEY: No exclusions

3,966 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.29	0.40	0.37	0.29	0.40	0.29	0.36	0.04	-0.02	0.04	0.05	0.15	0.06	0.00	0.14	0.07	0.16	0.12	0.26	0.04	-0.07	-0.14	-0.12	-0.12	0.24	0.03
	2	Weighted, Capped High School GPA	.29	**1.00**	.38	.31	.34	.35	.35	.39	-.01	-.06	.14	.13	.07	-.03	-.06	.33	.37	.04	.01	.13	.01	.05	-.04	-.06	-.04	.07	-.03
SAT	**3**	SAT Reasoning Composite[1]	.40	.38	**1.00**	.90	.83	.91	.66	.81	.09	-.05	.19	.26	.24	.09	.04	.43	.02	.28	.22	.52	.07	-.09	-.30	-.28	-.28	.52	.07
SAT	**4**	SAT Reasoning Critical Reading	.37	.31	.90	**1.00**	.57	.78	.54	.68	.10	-.06	.11	.18	.21	.10	.05	.36	.02	.26	.21	.47	.07	-.17	-.27	-.25	-.24	.43	.09
SAT	**5**	SAT Reasoning Math	.29	.34	.83	.57	**1.00**	.61	.67	.79	.04	-.03	.26	.33	.18	.04	.02	.39	.02	.21	.16	.41	.06	.07	-.26	-.23	-.24	.48	.01
SAT	**6**	SAT Reasoning Writing	.40	.35	.91	.78	.61	**1.00**	.53	.67	.08	-.05	.13	.18	.25	.09	.05	.38	.02	.27	.22	.49	.06	-.13	-.27	-.26	-.24	.47	.09
SAT	**7**	SAT Subject Highest Score 1	.29	.35	.66	.54	.67	.53	**1.00**	.82	.06	-.02	.20	.28	.13	.02	.00	.37	.05	.12	.11	.21	.05	.23	-.12	-.13	-.11	.34	-.01
SAT	**8**	SAT Subject Highest Score 2	.36	.39	.81	.68	.79	.67	.82	**1.00**	.05	-.03	.23	.33	.19	.04	.00	.42	.05	.19	.16	.37	.07	.12	-.23	-.20	-.22	.46	-.01
Total Courses	**9**	History/Social Science	.04	-.01	.09	.10	.04	.08	.06	.05	**1.00**	.26	.07	.18	.23	.04	.02	.26	-.12	.10	.03	.10	-.01	-.01	-.03	-.04	-.03	.10	.23
Total Courses	**10**	English	-.02	-.06	-.05	-.06	-.03	-.05	-.02	-.03	.26	**1.00**	.06	.08	.05	.03	.06	.03	-.07	-.04	.03	-.03	-.01	.04	.05	.05	.01	-.02	.09
Total Courses	**11**	Mathematics	.04	.14	.19	.11	.26	.13	.20	.23	.07	.06	**1.00**	.19	.13	.02	-.01	.26	.08	.02	.01	.06	-.02	.06	.01	-.02	.00	.04	-.07
Total Courses	**12**	Lab Science	.05	.13	.26	.18	.33	.18	.28	.33	.18	.08	.19	**1.00**	.12	-.03	-.04	.34	-.03	.06	.02	.13	-.02	.16	-.02	-.05	-.05	.18	.06
Total Courses	**13**	Language other than English	.15	.07	.24	.21	.18	.25	.13	.19	.23	.05	.13	.12	**1.00**	.00	.00	.21	-.08	.19	.10	.19	.04	-.05	-.06	-.08	-.10	.23	.12
Total Courses	**14**	Visual and Performing Arts	.06	-.03	.09	.10	.04	.09	.02	.04	.04	.03	.02	-.03	.00	**1.00**	-.11	-.01	-.09	.06	.03	.13	.00	-.07	-.05	-.05	-.06	.09	.04
Total Courses	**15**	College Preparatory Elective	.00	-.06	.04	.05	.02	.05	.00	.00	.02	.06	-.01	-.04	.00	-.11	**1.00**	.12	-.05	.04	.05	.02	.04	.00	.02	-.04	-.04	.05	.10
Total Courses	**16**	Total Semesters of Honors Courses	.14	.33	.43	.36	.39	.38	.37	.42	.26	.03	.26	.34	.21	-.01	.12	**1.00**	.11	.06	.05	.18	.03	.11	-.03	-.09	-.02	.12	.02
	17	Is ELC? (1=Yes, 0=No)	.07	.37	.02	.02	.02	.02	.05	.05	-.12	-.07	.08	-.03	-.08	-.09	-.05	.11	**1.00**	-.10	-.08	-.10	-.03	.05	.07	.06	.11	-.23	-.27
Demograph	**18**	Parent Income (with mean subs)	.16	.04	.28	.26	.21	.27	.12	.19	.10	-.04	.02	.06	.19	.06	.04	.06	-.10	**1.00**	-.02	.42	-.02	-.22	-.15	-.15	-.16	.28	.13
Demograph	**19**	Missing Parent Income? (1=Yes, 0=No)	.12	.01	.22	.21	.16	.22	.11	.16	.03	.03	.01	.02	.10	.03	.05	.05	-.08	-.02	**1.00**	.19	.42	-.17	-.13	-.11	-.13	.23	.12
Demograph	**20**	Highest Years of Parent Ed (with mean sub)	.26	.13	.52	.47	.41	.49	.21	.37	.10	-.03	.06	.13	.19	.13	.02	.18	-.10	.42	.19	**1.00**	-.05	-.31	-.29	-.28	-.30	.46	.13
Demograph	**21**	Missing Parent Education? (1=Yes, 0=No)	.04	.01	.07	.07	.06	.06	.05	.07	-.01	-.01	-.02	-.02	.04	.00	.04	.03	-.03	-.02	.42	-.05	**1.00**	-.06	-.06	-.05	-.06	.07	.03
Acad Prep	**22**	First Language Spoken (1=English, 3=Other)	-.07	.05	-.09	-.17	.07	-.13	.23	.12	-.01	.04	.06	.16	-.05	-.07	.00	.11	.05	-.22	-.17	-.31	-.06	**1.00**	.13	.11	.12	-.10	-.12
Acad Prep	**23**	Number of Acad Prep Programs	-.14	-.04	-.30	-.27	-.26	-.27	-.12	-.23	-.03	.05	.01	-.02	-.06	-.05	.02	-.03	.07	-.15	-.13	-.29	-.06	.13	**1.00**	.46	.60	-.38	-.09
Acad Prep	**24**	In Federal TRIO Program? (1=Yes, 0=No)	-.12	-.06	-.28	-.25	-.23	-.26	-.13	-.20	-.04	.05	-.02	-.05	-.08	-.05	-.04	-.09	.06	-.15	-.11	-.28	-.05	.11	.46	**1.00**	.20	-.33	-.08
Acad Prep	**25**	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.12	-.04	-.28	-.24	-.24	-.24	-.11	-.22	-.03	.01	.00	-.05	-.10	-.06	-.04	-.02	.11	-.16	-.13	-.30	-.06	.12	.60	.20	**1.00**	-.41	-.11
API	**26**	API (2005)-with replacement	.24	.07	.52	.43	.48	.47	.34	.46	.10	-.02	.04	.18	.23	.09	.05	.12	-.23	.28	.23	.46	.07	-.10	-.38	-.33	-.41	**1.00**	.27
API	**27**	Missing API? (1=Yes, 0=No)	.03	-.03	.07	.09	.01	.09	-.01	-.01	.23	.09	-.07	.06	.12	.04	.10	.02	-.27	.13	.12	.13	.03	-.12	-.09	-.08	-.11	.27	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 11.

UC DAVIS: No exclusions

5,134 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.81

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.186	0.169	0.171	0.133	0.081	0.107	0.067	0.299	0.269	0.310	0.212
Adjusted R-Square	0.186	0.169	0.170	0.133	0.079	0.106	0.066	0.299	0.268	0.309	0.210

		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	B	Beta	p
	Intercept	-.127		.140	.878		.000	.902		.000	1.364		.000	2.589		.000	2.289		.000	2.308		.000	-1.248		.000	-.955		.000	-1.355		.000	-.310		.013
	Weighted, Capped High School GPA	.793	.431	.000																			.672	.366	.000	.691	.376	.000	.661	.359	.000	.778	.423	.000
SAT	SAT Reasoning Composite[1]				.001	.411	.000																											
SAT	SAT Reasoning Critical Reading							.001	.135	.000													.001	.116	.000				.001	.080	.000			
SAT	SAT Reasoning Math							.001	.118	.000													.001	.084	.000				.000	.003	.845			
SAT	SAT Reasoning Writing							.002	.222	.000													.001	.191	.000				.001	.184	.000			
SAT	SAT Subject Highest Score 1										.000	-.033	.079													.000	.000	.979	.000	.035	.043			
SAT	SAT Subject Highest Score 2										.003	.388	.000													.002	.293	.000	.001	.123	.000			
Total Courses	History/Social Science													-.001	-.003	.854																.008	.021	.113
Total Courses	English													-.021	-.037	.008																-.012	-.022	.090
Total Courses	Mathematics													-.007	-.022	.122																-.003	-.009	.473
Total Courses	Lab Science													.004	.012	.413																.005	.015	.245
Total Courses	Language other than English													.038	.139	.000																.037	.135	.000
Total Courses	Visual and Performing Arts													.009	.052	.000																.008	.046	.000
Total Courses	College Preparatory Elective													-.010	-.057	.000																-.008	-.048	.000
Total Courses	Total Semesters of Honors Courses													.012	.112	.000																.002	.019	.162
	Is ELC? (1=Yes, 0=No)													.325	.184	.000																.001	.000	.975
Demograph Acad Prep	Parent Income (with mean subs)																.000	.059	.000															
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)																.050	.030	.050															
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)																.037	.199	.000															
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)																.124	.046	.002															
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)																-.032	-.039	.009															
Demograph Acad Prep	Number of Acad Prep Programs																-.044	-.047	.010															
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)																-.145	-.056	.000															
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.145	-.058	.000															
API	API (2005)-with replacement																			.069	.269	.000												
API	Missing API? (1=Yes, 0=No)																			-.105	-.065	.000												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 11.

UC DAVIS: No exclusions

5,134 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.81

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.308	0.287	0.320	0.266	0.315	0.310	0.327	0.294	0.327	0.323	0.337
Adjusted R-Square	0.307	0.285	0.318	0.263	0.312	0.308	0.324	0.291	0.324	0.320	0.333

		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	B	Beta	p
	Intercept	-1.407		.000	-1.003		.000	-1.486		.000	-.294		.020	-1.297		.000	-.881		.000	-1.317		.000	-.512		.000	-1.294		.000	-.945		.000	-1.317		.000
	Weighted, Capped High School GPA	.688	.374	.000	.700	.381	.000	.681	.370	.000	.681	.371	.000	.669	.364	.000	.649	.353	.000	.657	.357	.000	.682	.371	.000	.675	.367	.000	.655	.356	.000	.664	.361	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.119	.000				.001	.080	.000				.001	.109	.000				.000	.058	.003				.001	.106	.000				.000	.060	.002
SAT	SAT Reasoning Math	.001	.090	.000				.000	.007	.676				.000	.066	.000				.000	-.015	.395				.000	.033	.033				.000	-.037	.030
SAT	SAT Reasoning Writing	.001	.180	.000				.001	.171	.000				.001	.157	.000				.001	.144	.000				.001	.136	.000				.001	.127	.000
SAT	SAT Subject Highest Score 1				.000	.014	.432	.000	.039	.024							.000	.050	.005	.000	.051	.003							.000	.047	.007	.000	.050	.004
SAT	SAT Subject Highest Score 2				.002	.285	.000	.001	.132	.000							.001	.206	.000	.001	.128	.000							.001	.168	.000	.001	.113	.000
Total Courses	History/Social Science	.005	.014	.243	.009	.025	.046	.006	.017	.166	.001	.003	.821	.003	.008	.501	.005	.012	.313	.004	.011	.380	.003	.009	.483	.004	.011	.355	.006	.015	.216	.005	.013	.276
Total Courses	English	.007	.013	.290	-.010	-.019	.131	.002	.004	.761	-.003	-.005	.690	.007	.013	.302	-.004	-.006	.596	.003	.005	.684	.000	.000	.980	.008	.014	.248	-.002	-.003	.799	.004	.007	.575
Total Courses	Mathematics	-.004	-.012	.344	-.010	-.031	.014	-.004	-.014	.278	-.001	-.003	.827	-.003	-.008	.504	-.006	-.020	.112	-.003	-.009	.479	-.002	-.007	.579	-.002	-.007	.569	-.006	-.020	.106	-.002	-.008	.543
Total Courses	Lab Science	.001	.002	.871	-.009	-.028	.026	-.004	-.011	.386	.001	.004	.750	-.001	-.002	.885	-.008	-.024	.056	-.004	-.012	.314	-.003	-.009	.461	-.002	-.007	.558	-.009	-.028	.022	-.005	-.016	.185
Total Courses	Language other than English	.019	.070	.000	.032	.117	.000	.021	.075	.000	.025	.091	.000	.017	.063	.000	.025	.090	.000	.019	.068	.000	.020	.072	.000	.015	.054	.000	.021	.077	.000	.016	.059	.000
Total Courses	Visual and Performing Arts	.001	.006	.637	.005	.030	.014	.001	.008	.517	.000	-.001	.909	-.001	-.005	.669	.000	-.001	.929	-.001	-.005	.651	-.001	-.006	.602	-.001	-.008	.486	-.001	-.005	.703	-.001	-.008	.484
Total Courses	College Preparatory Elective	-.007	-.042	.000	-.005	-.031	.010	-.006	-.036	.002	-.011	-.062	.000	-.008	-.048	.000	-.007	-.041	.001	-.007	-.042	.000	-.010	-.056	.000	-.008	-.045	.000	-.007	-.040	.001	-.007	-.040	.001
Total Courses	Total Semesters of Honors Courses	-.006	-.055	.000	-.004	-.038	.004	-.007	-.066	.000	.001	.013	.338	-.005	-.046	.001	-.004	-.034	.010	-.006	-.057	.000	.003	.028	.033	-.003	-.028	.035	-.002	-.016	.227	-.004	-.040	.003
	Is ELC? (1=Yes, 0=No)	.023	.013	.329	.021	.012	.375	.022	.012	.350	.051	.029	.038	.040	.023	.093	.046	.026	.051	.037	.021	.112	.117	.066	.000	.081	.046	.001	.093	.053	.000	.075	.043	.002
Demograph	Parent Income (with mean subs)										.000	.048	.000	.000	.015	.254	.000	.030	.025	.000	.016	.230	.000	.034	.013	.000	.012	.353	.000	.023	.085	.000	.013	.320
Demograph	Missing Parent Income? (1=Yes, 0=No)										.037	.023	.103	-.004	-.002	.874	.008	.005	.704	-.007	-.004	.741	.024	.014	.289	-.004	-.003	.840	.004	.002	.857	-.008	-.005	.721
Demograph	Highest Years of Parent Ed (with mean sub)										.029	.155	.000	.013	.068	.000	.019	.101	.000	.012	.067	.000	.019	.103	.000	.009	.048	.002	.014	.074	.000	.009	.049	.002
Demograph	Missing Parent Education? (1=Yes, 0=No)										.126	.046	.001	.093	.034	.008	.098	.036	.005	.087	.032	.012	.113	.042	.002	.089	.033	.011	.093	.034	.008	.084	.031	.015
Demograph	First Language Spoken (1=English, 3=Other)										.000	.000	.975	.021	.026	.057	-.036	-.044	.001	-.008	-.009	.510	-.010	-.013	.356	.014	.018	.198	-.038	-.047	.001	-.012	-.015	.308
Demograph	Number of Acad Prep Programs										-.038	-.040	.016	-.021	-.022	.166	-.022	-.024	.140	-.019	-.020	.199	-.031	-.033	.040	-.020	-.022	.177	-.020	-.022	.173	-.019	-.020	.207
Demograph	In Federal TRIO Program? (1=Yes, 0=No)										-.093	-.036	.012	-.021	-.008	.556	-.027	-.010	.456	-.010	-.004	.769	-.002	-.001	.946	.024	.009	.504	.026	.010	.476	.030	.012	.401
Demograph	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.145	-.058	.000	-.070	-.028	.051	-.085	-.034	.019	-.066	-.026	.066	-.040	-.016	.276	-.016	-.006	.659	-.022	-.009	.553	-.017	-.007	.646
API	API (2005)-with replacement																						.054	.211	.000	.036	.141	.000	.038	.147	.000	.033	.129	.000
API	Missing API? (1=Yes, 0=No)																						-.106	-.066	.000	-.091	-.056	.000	-.076	-.048	.000	-.082	-.051	.000

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 12. PEARSON CORRELATIONS

UC DAVIS: No exclusions

5,134 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.43	0.41	0.36	0.30	0.39	0.25	0.36	0.01	-0.05	0.03	0.04	0.14	0.04	-0.08	0.15	0.19	0.19	0.12	0.29	0.07	-0.17	-0.17	-0.16	-0.14	0.25	0.01
	2	Weighted, Capped High School GPA	.43	**1.00**	.19	.16	.16	.17	.10	.19	-.06	-.08	.04	.01	.01	-.02	-.06	.26	.47	.10	.05	.15	.01	-.15	-.08	-.10	-.04	-.03	.00
SAT	**3**	SAT Reasoning Composite[1]	.41	.19	**1.00**	.89	.78	.89	.47	.71	.05	-.09	.09	.11	.22	.10	-.05	.29	.05	.35	.23	.51	.10	-.31	-.29	-.29	-.25	.47	.08
	4	SAT Reasoning Critical Reading	.36	.16	.89	**1.00**	.49	.77	.35	.57	.06	-.11	.01	.04	.19	.11	-.04	.27	.06	.31	.21	.46	.10	-.38	-.24	-.24	-.20	.37	.10
	5	SAT Reasoning Math	.30	.16	.78	.49	**1.00**	.52	.52	.69	.02	-.03	.20	.18	.11	.04	-.07	.22	.01	.25	.15	.36	.07	-.10	-.26	-.25	-.22	.42	.00
	6	SAT Reasoning Writing	.39	.17	.89	.77	.52	**1.00**	.33	.54	.06	-.10	.02	.05	.25	.11	-.02	.26	.04	.34	.22	.50	.09	-.33	-.25	-.25	-.21	.43	.11
	7	SAT Subject Highest Score 1	.25	.10	.47	.35	.52	.33	**1.00**	.73	.03	.06	.13	.15	.05	.01	-.07	.20	.03	.10	.07	.14	.05	.16	-.14	-.15	-.11	.25	-.03
	8	SAT Subject Highest Score 2	.36	.19	.71	.57	.69	.54	.73	**1.00**	.04	.00	.16	.21	.11	.04	-.08	.28	.06	.20	.15	.32	.08	-.03	-.22	-.22	-.18	.37	-.01
Total Courses	**9**	History/Social Science	.01	-.06	.05	.06	.02	.06	.03	.04	**1.00**	.19	.08	.16	.11	.04	.06	.15	-.07	.05	.03	.10	.02	-.01	-.03	-.06	-.01	.06	.11
	10	English	-.05	-.08	-.09	-.11	-.03	-.10	.06	.00	.19	**1.00**	.14	.12	.02	.01	.04	-.01	-.05	-.03	-.02	-.04	-.02	.13	.03	.03	.02	.00	.06
	11	Mathematics	.03	.04	.09	.01	.20	.02	.13	.16	.08	.14	**1.00**	.21	.09	-.08	-.04	.25	.06	.01	-.03	.00	-.03	.10	.02	-.02	.04	-.02	-.07
	12	Lab Science	.04	.01	.11	.04	.18	.05	.15	.21	.16	.12	.21	**1.00**	.07	-.04	-.08	.21	-.01	.05	.00	.07	.01	.09	.02	-.01	-.01	.08	.00
	13	Language other than English	.14	.01	.22	.19	.11	.25	.05	.11	.11	.02	.09	.07	**1.00**	.00	.00	.16	-.06	.13	.08	.19	.04	-.10	-.07	-.09	-.08	.21	.10
	14	Visual and Performing Arts	.04	-.02	.10	.11	.04	.11	.01	.04	.04	.01	-.08	-.04	.00	**1.00**	-.11	-.03	-.08	.09	.06	.19	.01	-.13	-.09	-.07	-.09	.13	.05
	15	College Preparatory Elective	-.08	-.06	-.05	-.04	-.07	-.02	-.07	-.08	.06	.04	-.04	-.08	.00	-.11	**1.00**	.01	-.08	.03	.00	.03	.01	.02	.02	-.05	.00	.05	.18
	16	Total Semesters of Honors Courses	.15	.26	.29	.27	.22	.26	.20	.28	.15	-.01	.25	.21	.16	-.03	.01	**1.00**	.14	.08	.03	.14	.00	-.05	.03	-.06	.04	-.04	-.02
	17	Is ELC? (1=Yes, 0=No)	.19	.47	.05	.06	.01	.04	.03	.06	-.07	-.05	.06	-.01	-.06	-.08	-.08	.14	**1.00**	-.02	-.02	-.02	-.01	-.06	.03	.00	.07	-.25	-.11
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.19	.10	.35	.31	.25	.34	.10	.20	.05	-.03	.01	.05	.13	.09	.03	.08	-.02	**1.00**	.04	.46	.01	-.31	-.15	-.16	-.13	.28	.13
	19	Missing Parent Income? (1=Yes, 0=No)	.12	.05	.23	.21	.15	.22	.07	.15	.03	-.02	-.03	.00	.08	.06	.00	.03	-.02	.04	**1.00**	.22	.44	-.18	-.11	-.10	-.09	.17	.11
	20	Highest Years of Parent Ed (with mean sub)	.29	.15	.51	.46	.36	.50	.14	.32	.10	-.04	.00	.07	.19	.19	.03	.14	-.02	.46	.22	**1.00**	.03	-.43	-.23	-.27	-.18	.41	.13
	21	Missing Parent Education? (1=Yes, 0=No)	.07	.01	.10	.10	.07	.09	.05	.08	.02	-.02	-.03	.01	.04	.01	.01	.00	-.01	.01	.44	.03	**1.00**	-.03	-.04	-.03	-.02	.08	.04
	22	First Language Spoken (1=English, 3=Other)	-.17	-.15	-.31	-.38	-.10	-.33	.16	-.03	-.01	.13	.10	.09	-.10	-.13	.02	-.05	-.06	-.31	-.18	-.43	-.03	**1.00**	.16	.15	.11	-.16	-.13
	23	Number of Acad Prep Programs	-.17	-.08	-.29	-.24	-.26	-.25	-.14	-.22	-.03	.03	.02	.02	-.07	-.09	.02	.03	.03	-.15	-.11	-.23	-.04	.16	**1.00**	.48	.55	-.32	-.08
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.16	-.10	-.29	-.24	-.25	-.25	-.15	-.22	-.06	.03	-.02	-.01	-.09	-.07	-.05	-.06	.00	-.16	-.10	-.27	-.03	.15	.48	**1.00**	.11	-.31	-.08
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.14	-.04	-.25	-.20	-.22	-.21	-.11	-.18	-.01	.02	.04	-.01	-.08	-.09	.00	.04	.07	-.13	-.09	-.18	-.02	.11	.55	.11	**1.00**	-.34	-.08
API	**26**	API (2005)-with replacement	.25	-.03	.47	.37	.42	.43	.25	.37	.06	.00	-.02	.08	.21	.13	.05	-.04	-.25	.28	.17	.41	.08	-.16	-.32	-.31	-.34	**1.00**	.28
	27	Missing API? (1=Yes, 0=No)	.01	.00	.08	.10	.00	.11	-.03	-.01	.11	.06	-.07	.00	.10	.05	.18	-.02	-.11	.13	.11	.13	.04	-.13	-.08	-.08	-.08	.28	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 13.

UC IRVINE: No exclusions

4,676 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.87

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.106	0.083	0.090	0.072	0.028	0.016	0.015	0.178	0.154	0.186	0.123
Adjusted R-Square	0.106	0.082	0.089	0.071	0.026	0.015	0.014	0.178	0.154	0.185	0.121

		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	B	Beta	p
	Intercept	.494		.000	1.304		.000	1.326		.000	1.364		.000	2.571		.000	2.574		.000	2.629		.000	-.687		.000	-.115		.289	-.630		.000	.032		.825
	Weighted, Capped High School GPA	.642	.326	.000																			.589	.299	.000	.574	.291	.000	.569	.289	.000	.696	.354	.000
SAT	SAT Reasoning Composite[1]				.001	.287	.000																										
SAT	SAT Reasoning Critical Reading							.001	.148	.000													.001	.143	.000				.001	.109	.000			
SAT	SAT Reasoning Math							.000	.035	.025													.000	.023	.120				.000	-.031	.078			
SAT	SAT Reasoning Writing							.001	.162	.000													.001	.142	.000				.001	.130	.000			
SAT	SAT Subject Highest Score 1										.000	.000	.995													.000	-.008	.671	.000	-.007	.724			
SAT	SAT Subject Highest Score 2										.002	.268	.000													.002	.228	.000	.001	.124	.000			
Total Courses	History/Social Science													.000	-.001	.960																.005	.015	.290
Total Courses	English													-.007	-.011	.461																-.002	-.003	.820
Total Courses	Mathematics													.001	.002	.886																.000	-.001	.964
Total Courses	Lab Science													.007	.021	.179																.007	.023	.117
Total Courses	Language other than English													.025	.079	.000																.024	.079	.000
Total Courses	Visual and Performing Arts													.008	.052	.000																.007	.045	.001
Total Courses	College Preparatory Elective													-.005	-.031	.036																-.003	-.019	.178
Total Courses	Total Semesters of Honors Courses													.008	.093	.000																.002	.024	.127
	Is ELC? (1=Yes, 0=No)													.128	.077	.000																-.123	-.074	.000
Demograph	Parent Income (with mean subs)																.000	.015	.335															
Demograph	Missing Parent Income? (1=Yes, 0=No)																.008	.006	.723															
Demograph	Highest Years of Parent Ed (with mean sub)																.019	.096	.000															
Demograph	Missing Parent Education? (1=Yes, 0=No)																.076	.037	.026															
Demograph	First Language Spoken (1=English, 3=Other)																-.010	-.013	.408															
Demograph	Number of Acad Prep Programs																-.036	-.035	.048															
Demograph	In Federal TRIO Program? (1=Yes, 0=No)																.041	.008	.588															
Demograph	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.043	-.015	.380															
API	API (2005)-with replacement																			.031	.119	.000												
API	Missing API? (1=Yes, 0=No)																			-.072	-.050	.001												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 13.

UC IRVINE: No exclusions

4,676 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.87

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.184	0.165	0.192	0.137	0.186	0.175	0.195	0.149	0.191	0.179	0.199
Adjusted R-Square	0.182	0.163	0.189	0.134	0.182	0.171	0.191	0.145	0.187	0.175	0.194

		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	B	Beta	p
	Intercept	-.921		.000	-.431		.003	-.873		.000	-.121		.418	-.929		.000	-.494		.001	-.863		.000	-.229		.125	-.946		.000	-.529		.000	-.883		.000
	Weighted, Capped High School GPA	.623	.317	.000	.634	.322	.000	.610	.310	.000	.671	.341	.000	.619	.314	.000	.617	.313	.000	.603	.306	.000	.660	.335	.000	.619	.315	.000	.615	.313	.000	.605	.307	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.146	.000				.001	.109	.000				.001	.139	.000				.001	.096	.000				.001	.140	.000				s	.099	.000
SAT	SAT Reasoning Math	.000	.022	.160				.000	-.032	.072				.000	.018	.268				.000	-.040	.027				.000	-.001	.956				.000	-.053	.004
SAT	SAT Reasoning Writing	.001	.130	.000				.001	.118	.000				.001	.123	.000				.001	.111	.000				.001	.116	.000				.001	.105	.000
SAT	SAT Subject Highest Score 1				.000	-.001	.952	.000	-.002	.925							.000	.023	.261	.000	.013	.519							.000	.018	.361	.000	.011	.581
SAT	SAT Subject Highest Score 2				.002	.224	.000	.001	.129	.000							.001	.200	.000	.001	.129	.000							.001	.185	.000	.001	.123	.000
Total Courses	History/Social Science	.004	.011	.404	.008	.023	.099	.005	.014	.303	.004	.011	.436	.004	.010	.460	.007	.019	.170	.004	.013	.357	.004	.012	.389	.004	.013	.355	.007	.020	.150	.005	.015	.273
Total Courses	English	.004	.007	.628	-.003	-.004	.744	.002	.003	.830	-.002	-.004	.789	.004	.006	.658	-.003	-.004	.752	.001	.002	.877	.001	.001	.929	.006	.010	.474	.000	-.001	.961	.004	.006	.667
Total Courses	Mathematics	-.001	-.004	.763	-.005	-.016	.246	-.001	-.004	.753	.000	.001	.931	-.001	-.003	.841	-.004	-.014	.313	-.001	-.003	.824	-.002	-.005	.724	-.001	-.004	.763	-.005	-.017	.229	-.001	-.004	.753
Total Courses	Lab Science	.004	.012	.397	-.004	-.012	.399	.000	.001	.964	.007	.021	.153	.004	.012	.392	-.003	-.009	.514	.000	.001	.930	.003	.010	.482	.003	.009	.524	-.004	-.013	.367	.000	-.001	.957
Total Courses	Language other than English	.017	.054	.000	.022	.070	.000	.017	.055	.000	.021	.069	.000	.016	.052	.000	.020	.066	.000	.016	.053	.000	.017	.054	.000	.014	.045	.001	.018	.057	.000	.015	.047	.001
Total Courses	Visual and Performing Arts	.004	.027	.043	.007	.045	.001	.005	.030	.024	.005	.036	.009	.004	.025	.065	.006	.037	.006	.004	.027	.044	.005	.034	.015	.004	.024	.073	.005	.036	.008	.004	.026	.050
Total Courses	College Preparatory Elective	-.004	-.026	.051	-.002	-.012	.377	-.004	-.022	.111	-.003	-.020	.147	-.004	-.026	.054	-.002	-.012	.361	-.003	-.021	.127	-.003	-.019	.164	-.004	-.024	.082	-.002	-.012	.388	-.003	-.018	.175
Total Courses	Total Semesters of Honors Courses	-.002	-.024	.113	-.003	-.029	.062	-.003	-.039	.012	.003	.031	.042	-.002	-.018	.233	-.002	-.020	.191	-.003	-.033	.034	.004	.045	.004	-.001	-.009	.572	-.001	-.009	.569	-.002	-.024	.129
	Is ELC? (1=Yes, 0=No)	-.040	-.024	.120	-.079	-.047	.002	-.043	-.026	.089	-.064	-.038	.018	-.024	-.014	.357	-.041	-.024	.121	-.027	-.016	.309	.005	.003	.860	.009	.005	.755	-.004	-.002	.892	.002	.001	.953
Demograph	Parent Income (with mean subs)										.000	.023	.111	.000	.008	.580	.000	.016	.263	.000	.008	.556	.000	.017	.254	.000	.006	.665	.000	.013	.360	.000	.007	.623
Demograph	Missing Parent Income? (1=Yes, 0=No)										.012	.009	.591	-.007	-.005	.751	-.004	-.003	.869	-.010	-.007	.652	.006	.004	.779	-.008	-.005	.722	-.005	-.004	.815	-.010	-.007	.641
Demograph	Highest Years of Parent Ed (with mean sub)										.017	.087	.000	.007	.034	.027	.011	.055	.000	.007	.035	.024	.012	.062	.000	.005	.025	.110	.009	.043	.005	.005	.027	.086
Demograph	Missing Parent Education? (1=Yes, 0=No)										.058	.029	.070	.031	.015	.323	.042	.021	.183	.032	.015	.309	.051	.025	.112	.029	.014	.354	.039	.019	.217	.030	.015	.337
Demograph	First Language Spoken (1=English, 3=Other)										-.011	-.014	.336	-.005	-.007	.615	-.039	-.050	.001	-.021	-.027	.067	-.017	-.022	.118	-.009	-.011	.432	-.040	-.052	.000	-.022	-.029	.046
Demograph	Number of Acad Prep Programs										-.040	-.039	.018	-.017	-.017	.300	-.027	-.026	.105	-.018	-.017	.289	-.031	-.030	.066	-.013	-.013	.434	-.023	-.022	.174	-.014	-.013	.405
Demograph	In Federal TRIO Program? (1=Yes, 0=No)										.068	.014	.341	.086	.018	.213	.083	.017	.234	.085	.017	.217	.108	.022	.129	.107	.022	.124	.105	.021	.132	.103	.021	.136
Demograph	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.050	-.017	.282	-.021	-.007	.632	-.034	-.012	.447	-.025	-.009	.574	-.004	-.002	.923	-.001	.000	.981	-.010	-.004	.823	-.008	-.003	.867
API	API (2005)-with replacement																						.034	.128	.000	.019	.073	.000	.019	.074	.000	.017	.064	.000
API	Missing API? (1=Yes, 0=No)																						-.077	-.054	.000	-.074	-.052	.000	-.056	-.039	.005	-.068	-.048	.001

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 14. PEARSON CORRELATIONS

UC IRVINE: No exclusions

4,676 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.33	0.29	0.27	0.17	0.27	0.20	0.27	0.02	-0.01	0.03	0.05	0.09	0.04	-0.04	0.11	0.08	0.05	0.04	0.11	0.04	-0.04	-0.06	-0.02	-0.05	0.11	-0.03
	2	Weighted, Capped High School GPA	.33	**1.00**	.10	.08	.08	.10	.13	.16	-.03	-.04	.05	.04	.00	-.02	-.05	.24	.45	-.04	-.01	-.04	.02	.00	.02	.01	.04	-.14	-.01
SAT	**3**	SAT Reasoning Composite[1]	.29	.10	**1.00**	.83	.77	.84	.53	.68	.04	-.03	.13	.15	.14	.04	.02	.25	-.13	.15	.12	.31	.08	-.04	-.15	-.11	-.16	.36	-.01
	4	SAT Reasoning Critical Reading	.27	.08	.83	**1.00**	.41	.64	.41	.54	.06	-.02	.02	.06	.09	.04	.04	.19	-.10	.13	.12	.25	.07	-.13	-.14	-.08	-.13	.25	.03
	5	SAT Reasoning Math	.17	.08	.77	.41	**1.00**	.44	.52	.62	.00	-.01	.22	.20	.10	-.01	-.01	.21	-.10	.10	.07	.23	.06	.07	-.11	-.08	-.13	.31	-.09
	6	SAT Reasoning Writing	.27	.10	.84	.64	.44	**1.00**	.36	.49	.05	-.04	.06	.09	.16	.07	.03	.20	-.10	.15	.09	.28	.06	-.06	-.13	-.09	-.14	.31	.03
	7	SAT Subject Highest Score 1	.20	.13	.53	.41	.52	.36	**1.00**	.73	.01	.03	.14	.16	.06	.00	-.02	.24	.02	.00	.04	.05	.03	.24	-.04	-.03	-.03	.16	-.08
	8	SAT Subject Highest Score 2	.27	.16	.68	.54	.62	.49	.73	**1.00**	.03	.02	.14	.24	.10	-.02	-.03	.31	-.02	.06	.07	.16	.05	.13	-.07	-.05	-.07	.24	-.07
Total Courses	**9**	History/Social Science	.02	-.03	.04	.06	.00	.05	.01	.03	**1.00**	.13	.03	.10	.05	.02	.00	.20	-.04	.03	.02	.04	.01	-.03	.01	-.02	-.02	.06	.14
	10	English	-.01	-.04	-.03	-.02	-.01	-.04	.03	.02	.13	**1.00**	.07	.12	-.02	.01	.06	-.01	-.01	.04	.01	.02	-.03	.03	.01	.01	.00	.03	.11
	11	Mathematics	.03	.05	.13	.02	.22	.06	.14	.14	.03	.07	**1.00**	.13	.08	-.02	-.01	.20	.01	.01	-.01	.02	-.03	.05	.07	.02	.00	.02	-.06
	12	Lab Science	.05	.04	.15	.06	.20	.09	.16	.24	.10	.12	.13	**1.00**	.07	-.07	-.11	.27	.00	.02	-.01	.04	-.02	.08	.05	.02	.01	.07	-.01
	13	Language other than English	.09	.00	.14	.09	.10	.16	.06	.10	.05	-.02	.08	.07	**1.00**	-.03	-.01	.15	-.08	.03	.05	.10	.02	.03	-.01	-.03	-.06	.17	.01
	14	Visual and Performing Arts	.04	-.02	.04	.04	-.01	.07	.00	-.02	.02	.01	-.02	-.07	-.03	**1.00**	-.06	-.06	-.06	.03	.00	.09	.00	-.06	-.03	-.04	-.05	.07	.03
	15	College Preparatory Elective	-.04	-.05	.02	.04	-.01	.03	-.02	-.03	.00	.06	-.01	-.11	-.01	-.06	**1.00**	.08	-.06	.02	.02	.02	.00	.01	.01	-.02	-.01	.04	.10
	16	Total Semesters of Honors Courses	.11	.24	.25	.19	.21	.20	.24	.31	.20	-.01	.20	.27	.15	-.06	.08	**1.00**	.13	-.03	-.02	-.01	-.01	.08	.09	.01	.06	-.13	-.08
	17	Is ELC? (1=Yes, 0=No)	.08	.45	-.13	-.10	-.10	-.10	.02	-.02	-.04	-.01	.01	.00	-.08	-.06	-.06	.13	**1.00**	-.13	-.05	-.24	-.01	.06	.12	.11	.19	-.45	-.09
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.05	-.04	.15	.13	.10	.15	.00	.06	.03	.04	.01	.02	.03	.03	.02	-.03	-.13	**1.00**	-.01	.34	-.02	-.20	-.07	-.07	-.11	.21	.08
	19	Missing Parent Income? (1=Yes, 0=No)	.04	-.01	.12	.12	.07	.09	.04	.07	.02	.01	-.01	-.01	.05	.00	.02	-.02	-.05	-.01	**1.00**	.11	.49	-.11	-.08	-.02	-.07	.12	.06
	20	Highest Years of Parent Ed (with mean sub)	.11	-.04	.31	.25	.23	.28	.05	.16	.04	.02	.02	.04	.10	.09	.02	-.01	-.24	.34	.11	**1.00**	-.04	-.23	-.15	-.14	-.20	.36	.07
	21	Missing Parent Education? (1=Yes, 0=No)	.04	.02	.08	.07	.06	.06	.03	.05	.01	-.03	-.03	-.02	.02	.00	.00	-.01	-.01	-.02	.49	-.04	**1.00**	-.02	-.05	-.02	-.04	.05	.02
	22	First Language Spoken (1=English, 3=Other)	-.04	.00	-.04	-.13	.07	-.06	.24	.13	-.03	.03	.05	.08	.03	-.06	.01	.08	.06	-.20	-.11	-.23	-.02	**1.00**	.08	.05	.09	-.07	-.09
	23	Number of Acad Prep Programs	-.06	.02	-.15	-.14	-.11	-.13	-.04	-.07	.01	.01	.07	.05	-.01	-.03	.01	.09	.12	-.07	-.08	-.15	-.05	.08	**1.00**	.31	.50	-.23	-.01
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.02	.01	-.11	-.08	-.08	-.09	-.03	-.05	-.02	.01	.02	.02	-.03	-.04	-.02	.01	.11	-.07	-.02	-.14	-.02	.05	.31	**1.00**	.14	-.17	-.01
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.05	.04	-.16	-.13	-.13	-.14	-.03	-.07	-.02	.00	.00	.01	-.06	-.05	-.01	.06	.19	-.11	-.07	-.20	-.04	.09	.50	.14	**1.00**	-.30	-.05
API	**26**	API (2005)-with replacement	.11	-.14	.36	.25	.31	.31	.16	.24	.06	.03	.02	.07	.17	.07	.04	-.13	-.45	.21	.12	.36	.05	-.07	-.23	-.17	-.30	**1.00**	.17
	27	Missing API? (1=Yes, 0=No)	-.03	-.01	-.01	.03	-.09	.03	-.08	-.07	.14	.11	-.06	-.01	.01	.03	.10	-.08	-.09	.08	.06	.07	.02	-.09	-.01	-.01	-.05	.17	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 15.

UC LOS ANGELES: No exclusions

4,667 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.20

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.135	0.141	0.153	0.111	0.045	0.086	0.066	0.207	0.178	0.215	0.165
Adjusted R-Square	0.135	0.141	0.153	0.110	0.043	0.084	0.066	0.206	0.177	0.214	0.163

		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	B	Beta	p
	Intercept	.370		.000	1.464		.000	1.503		.000	2.133		.000	2.903		.000	2.793		.000	2.805		.000	.040		.696	.429		.000	.237		.026	.005		.972
	Weighted, Capped High School GPA	.700	.368	.000																			.487	.256	.000	.543	.285	.000	.474	.249	.000	.764	.402	.000
SAT	SAT Reasoning Composite[1]				.001	.376	.000																											
SAT	SAT Reasoning Critical Reading							.001	.199	.000													.001	.160	.000				.001	.132	.000			
SAT	SAT Reasoning Math							.000	.027	.093													.000	-.021	.191				.000	-.075	.000			
SAT	SAT Reasoning Writing							.001	.207	.000													.001	.165	.000				.001	.150	.000			
SAT	SAT Subject Highest Score 1										-.001	-.080	.000													-.001	-.110	.000	-.001	-.095	.000			
SAT	SAT Subject Highest Score 2										.002	.389	.000													.002	.292	.000	.001	.181	.000			
Total Courses	History/Social Science													.003	.009	.553																.007	.026	.071
Total Courses	English													-.010	-.019	.202																-.002	-.004	.775
Total Courses	Mathematics													-.005	-.019	.197																-.007	-.027	.052
Total Courses	Lab Science													.001	.005	.734																-.002	-.009	.521
Total Courses	Language other than English													.027	.125	.000																.021	.096	.000
Total Courses	Visual and Performing Arts													.014	.116	.000																.014	.115	.000
Total Courses	College Preparatory Elective													-.001	-.009	.558																.002	.012	.391
Total Courses	Total Semesters of Honors Courses													.006	.078	.000																-.003	-.034	.027
	Is ELC? (1=Yes, 0=No)													.096	.093	.000																-.050	-.048	.001
Demograph	Acad Prep	Parent Income (with mean subs)															.000	.041	.008															
Demograph	Acad Prep	Missing Parent Income? (1=Yes, 0=No)															.066	.053	.001															
Demograph	Acad Prep	Highest Years of Parent Ed (with mean sub)															.027	.184	.000															
Demograph	Acad Prep	Missing Parent Education? (1=Yes, 0=No)															.098	.048	.002															
Demograph	Acad Prep	First Language Spoken (1=English, 3=Other)															-.024	-.039	.012															
Demograph	Acad Prep	Number of Acad Prep Programs															.012	.016	.379															
Demograph	Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)															-.126	-.033	.023															
Demograph	Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)															-.194	-.100	.000															
API	API (2005)-with replacement																			.052	.265	.000												
API	Missing API? (1=Yes, 0=No)																			-.050	-.042	.004												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 15.

UC LOS ANGELES: No exclusions

4,667 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.20

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.227	0.207	0.237	0.205	0.238	0.229	0.247	0.223	0.248	0.236	0.254
Adjusted R-Square	0.225	0.205	0.234	0.202	0.234	0.225	0.243	0.219	0.244	0.232	0.250

		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	B	Beta	p
	Intercept	-.232		.070	.142		.281	-.035		.791	.151		.255	-.086		.512	.220		.098	.084		.530	.099		.451	-.087		.505	.181		.173	.060		.653
	Weighted, Capped High School GPA	.545	.287	.000	.593	.312	.000	.524	.275	.000	.672	.353	.000	.544	.286	.000	.553	.291	.000	.517	.272	.000	.646	.340	.000	.553	.291	.000	.561	.295	.000	.530	.279	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.157	.000				.001	.123	.000				.001	.136	.000				.001	.098	.000				.001	.130	.000				.001	.100	.000
SAT	SAT Reasoning Math	.000	.003	.841				.000	-.058	.003				.000	-.021	.223				-.001	-.084	.000				.000	-.054	.002				-.001	-.100	.000
SAT	SAT Reasoning Writing	.001	.150	.000				.001	.134	.000				.001	.125	.000				.001	.109	.000				.001	.107	.000				.001	.097	.000
SAT	SAT Subject Highest Score 1				-.001	-.091	.000	-.001	-.081	.000							.000	-.039	.057	.000	-.049	.017							.000	-.038	.064	.000	-.046	.023
SAT	SAT Subject Highest Score 2				.002	.299	.000	.001	.193	.000							.001	.225	.000	.001	.183	.000							.001	.183	.000	.001	.153	.000
Total Courses	History/Social Science	.006	.021	.136	.010	.036	.010	.007	.024	.083	.003	.012	.384	.004	.013	.351	.007	.025	.070	.005	.018	.200	.005	.019	.177	.004	.016	.247	.007	.026	.059	.005	.019	.171
Total Courses	English	.003	.005	.711	.001	.002	.912	.003	.005	.681	.005	.009	.526	.006	.010	.437	.005	.010	.452	.006	.010	.436	.008	.016	.240	.008	.016	.235	.008	.015	.274	.008	.015	.259
Total Courses	Mathematics	-.005	-.021	.134	-.010	-.041	.003	-.005	-.021	.132	-.005	-.021	.132	-.004	-.015	.270	-.008	-.034	.014	-.004	-.016	.243	-.006	-.024	.083	-.003	-.013	.344	-.008	-.033	.017	-.003	-.014	.314
Total Courses	Lab Science	-.005	-.020	.156	-.013	-.052	.000	-.008	-.032	.024	-.006	-.023	.107	-.005	-.022	.122	-.013	-.050	.000	-.008	-.033	.019	-.008	-.033	.018	-.006	-.025	.073	-.013	-.052	.000	-.009	-.034	.016
Total Courses	Language other than English	.013	.058	.000	.017	.078	.000	.012	.056	.000	.014	.064	.000	.010	.047	.001	.013	.057	.000	.010	.046	.001	.011	.048	.000	.008	.037	.007	.010	.048	.000	.008	.037	.006
Total Courses	Visual and Performing Arts	.012	.101	.000	.013	.114	.000	.012	.102	.000	.010	.088	.000	.010	.088	.000	.011	.094	.000	.011	.090	.000	.010	.084	.000	.010	.084	.000	.011	.090	.000	.010	.086	.000
Total Courses	College Preparatory Elective	-.001	-.005	.676	.001	.007	.611	-.001	-.005	.690	.000	.001	.954	-.001	-.009	.485	.000	.001	.916	-.001	-.007	.577	.000	.001	.935	-.001	-.008	.550	.000	.001	.939	-.001	-.007	.599
Total Courses	Total Semesters of Honors Courses	-.006	-.078	.000	-.005	-.066	.000	-.006	-.080	.000	-.002	-.025	.102	-.005	-.062	.000	-.004	-.053	.001	-.005	-.066	.000	-.002	-.023	.128	-.004	-.053	.000	-.004	-.045	.003	-.005	-.058	.000
	Is ELC? (1=Yes, 0=No)	.000	.000	.996	-.007	-.006	.668	.005	.005	.755	-.014	-.013	.383	.008	.007	.615	.009	.008	.576	.011	.011	.456	.021	.021	.184	.028	.027	.076	.028	.028	.075	.029	.028	.069
Demograph Acad Prep	Parent Income (with mean subs)										.000	.039	.007	.000	.030	.038	.000	.031	.031	.000	.030	.037	.000	.032	.026	.000	.028	.051	.000	.028	.053	.000	.028	.051
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.052	.042	.006	.034	.027	.070	.035	.029	.058	.032	.026	.087	.045	.036	.017	.033	.027	.073	.034	.027	.071	.032	.026	.088
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.017	.116	.000	.007	.051	.003	.010	.065	.000	.006	.042	.012	.011	.077	.000	.005	.036	.034	.007	.049	.003	.004	.030	.072
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.083	.041	.006	.060	.029	.042	.066	.032	.025	.057	.028	.050	.077	.037	.010	.060	.029	.043	.065	.032	.027	.058	.028	.049
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.021	-.033	.026	-.012	-.018	.215	-.041	-.065	.000	-.022	-.035	.022	-.027	-.043	.003	-.015	-.023	.110	-.041	-.064	.000	-.022	-.035	.021
Demograph Acad Prep	Number of Acad Prep Programs										.008	.011	.497	.021	.028	.088	.019	.025	.127	.022	.030	.068	.018	.025	.139	.025	.035	.035	.023	.032	.057	.026	.035	.031
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.060	-.016	.247	-.050	-.013	.331	-.030	-.008	.559	-.033	-.009	.517	-.009	-.002	.858	-.014	-.004	.789	-.001	.000	.989	-.005	-.001	.929
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.160	-.082	.000	-.131	-.067	.000	-.123	-.063	.000	-.121	-.063	.000	-.089	-.046	.007	-.085	-.044	.008	-.081	-.042	.013	-.083	-.043	.010
API	API (2005)-with replacement																						.033	.168	.000	.026	.131	.000	.023	.115	.000	.022	.113	.000
API	Missing API? (1=Yes, 0=No)																						-.062	-.052	.000	-.052	-.044	.002	-.038	-.032	.024	-.042	-.035	.012

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 16. PEARSON CORRELATIONS

UC LOS ANGELES: No exclusions

4,667 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.37	0.38	0.36	0.24	0.36	0.21	0.33	0.04	-0.02	0.00	0.03	0.13	0.10	-0.02	0.11	0.08	0.14	0.14	0.25	0.08	-0.14	-0.11	-0.07	-0.16	0.25	0.03
	2	Weighted, Capped High School GPA	.37	**1.00**	.43	.36	.35	.37	.36	.42	-.01	-.06	.11	.10	.10	-.06	-.04	.35	.40	.06	.07	.17	.02	-.05	-.04	-.06	-.06	.07	-.03
SAT	**3**	SAT Reasoning Composite[1]	.38	.43	**1.00**	.86	.80	.88	.57	.76	.07	-.02	.13	.20	.21	.02	.04	.33	-.01	.24	.22	.49	.10	-.16	-.24	-.13	-.29	.48	.05
	4	SAT Reasoning Critical Reading	.36	.36	.86	**1.00**	.49	.72	.44	.61	.08	-.04	.03	.11	.18	.03	.05	.27	.00	.20	.20	.42	.10	-.22	-.21	-.11	-.23	.37	.07
	5	SAT Reasoning Math	.24	.35	.80	.49	**1.00**	.54	.55	.72	.03	.00	.23	.28	.15	-.02	.00	.29	-.03	.19	.17	.39	.07	-.01	-.20	-.11	-.26	.44	.01
	6	SAT Reasoning Writing	.36	.37	.88	.72	.54	**1.00**	.44	.60	.07	-.02	.06	.12	.22	.04	.04	.28	-.01	.22	.20	.45	.09	-.18	-.20	-.12	-.24	.42	.06
	7	SAT Subject Highest Score 1	.21	.36	.57	.44	.55	.44	**1.00**	.75	.02	.02	.16	.22	.11	-.05	-.02	.29	.04	.06	.09	.15	.04	.21	-.08	-.06	-.11	.28	-.04
	8	SAT Subject Highest Score 2	.33	.42	.76	.61	.72	.60	.75	**1.00**	.03	.00	.17	.28	.17	-.03	.00	.33	.01	.16	.15	.35	.07	.07	-.18	-.12	-.23	.45	-.02
Total Courses	**9**	History/Social Science	.04	-.01	.07	.08	.03	.07	.02	.03	**1.00**	.21	.06	.13	.14	.09	.01	.21	-.11	.05	.03	.11	.01	-.01	-.03	-.04	-.04	.10	.22
	10	English	-.02	-.06	-.02	-.04	.00	-.02	.02	.00	.21	**1.00**	.16	.11	.03	.06	.01	.01	-.09	-.02	-.01	-.01	-.01	.06	.03	.00	.03	.00	.10
	11	Mathematics	.00	.11	.13	.03	.23	.06	.16	.17	.06	.16	**1.00**	.23	.07	-.05	-.02	.20	.07	.00	-.02	.02	-.02	.09	.06	.01	.01	.00	-.07
	12	Lab Science	.03	.10	.20	.11	.28	.12	.22	.28	.13	.11	.23	**1.00**	.09	-.03	-.06	.27	-.03	.05	.02	.12	-.01	.11	-.01	-.01	-.06	.15	.08
	13	Language other than English	.13	.10	.21	.18	.15	.22	.11	.17	.14	.03	.07	.09	**1.00**	.01	-.05	.18	-.07	.10	.09	.17	.03	-.07	-.05	-.06	-.10	.22	.10
	14	Visual and Performing Arts	.10	-.06	.02	.03	-.02	.04	-.05	-.03	.09	.06	-.05	-.03	.01	**1.00**	-.09	-.05	-.14	.07	.04	.13	.04	-.09	-.06	-.01	-.08	.11	.08
	15	College Preparatory Elective	-.02	-.04	.04	.05	.00	.04	-.02	.00	.01	.01	-.02	-.06	-.05	-.09	**1.00**	.09	-.02	.02	.02	.02	.00	.02	.03	-.01	.00	.02	.08
	16	Total Semesters of Honors Courses	.11	.35	.33	.27	.29	.28	.29	.33	.21	.01	.20	.27	.18	-.05	.09	**1.00**	.17	.03	.02	.12	-.01	.07	.05	-.03	.02	.03	-.04
	17	Is ELC? (1=Yes, 0=No)	.08	.40	-.01	.00	-.03	-.01	.04	.01	-.11	-.09	.07	-.03	-.07	-.14	-.02	.17	**1.00**	-.05	-.03	-.09	-.01	.00	.11	.03	.13	-.31	-.23
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.14	.06	.24	.20	.19	.22	.06	.16	.05	-.02	.00	.05	.10	.07	.02	.03	-.05	**1.00**	.01	.40	-.01	-.23	-.11	-.07	-.15	.24	.16
	19	Missing Parent Income? (1=Yes, 0=No)	.14	.07	.22	.20	.17	.20	.09	.15	.03	-.01	-.02	.02	.09	.04	.02	.02	-.03	.01	**1.00**	.22	.44	-.22	-.11	-.06	-.12	.18	.14
	20	Highest Years of Parent Ed (with mean sub)	.25	.17	.49	.42	.39	.45	.15	.35	.11	-.01	.02	.12	.17	.13	.02	.12	-.09	.40	.22	**1.00**	.00	-.36	-.21	-.13	-.26	.41	.15
	21	Missing Parent Education? (1=Yes, 0=No)	.08	.02	.10	.10	.07	.09	.04	.07	.01	-.01	-.02	-.01	.03	.04	.00	-.01	-.01	-.01	.44	.00	**1.00**	-.09	-.06	-.02	-.05	.06	.03
	22	First Language Spoken (1=English, 3=Other)	-.14	-.05	-.16	-.22	-.01	-.18	.21	.07	-.01	.06	.09	.11	-.07	-.09	.02	.07	.00	-.23	-.22	-.36	-.09	**1.00**	.15	.07	.13	-.13	-.14
	23	Number of Acad Prep Programs	-.11	-.04	-.24	-.21	-.20	-.20	-.08	-.18	-.03	.03	.06	-.01	-.05	-.06	.03	.05	.11	-.11	-.11	-.21	-.06	.15	**1.00**	.26	.59	-.34	-.09
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.07	-.06	-.13	-.11	-.11	-.12	-.06	-.12	-.04	.00	.01	-.01	-.06	-.01	-.01	-.03	.03	-.07	-.06	-.13	-.02	.07	.26	**1.00**	.08	-.18	-.05
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.16	-.06	-.29	-.23	-.26	-.24	-.11	-.23	-.04	.03	.01	-.06	-.10	-.08	.00	.02	.13	-.15	-.12	-.26	-.05	.13	.59	.08	**1.00**	-.41	-.11
API	**26**	API (2005)-with replacement	.25	.07	.48	.37	.44	.42	.28	.45	.10	.00	.00	.15	.22	.11	.02	.03	-.31	.24	.18	.41	.06	-.13	-.34	-.18	-.41	**1.00**	.26
	27	Missing API? (1=Yes, 0=No)	.03	-.03	.05	.07	.01	.06	-.04	-.02	.22	.10	-.07	.08	.10	.08	.08	-.04	-.23	.16	.14	.15	.03	-.14	-.09	-.05	-.11	.26	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 17.

UC MERCED: No exclusions

348 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.64

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.074	0.105	0.118	0.078	0.053	0.058	0.026	0.193	0.139	0.196	0.093
Adjusted R-Square	0.072	0.103	0.110	0.073	0.028	0.036	0.021	0.184	0.132	0.182	0.067

		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	B	Beta	p
	Intercept	.833		.016	1.041		.000	.976		.000	1.464		.000	2.325		.000	2.607		.000	2.353		.000	-.869		.033	-.056		.886	-.904		.034	.459		.428
	Weighted, Capped High School GPA	.520	.273	.000																			.525	.275	.000	.473	.248	.000	.507	.266	.000	.474	.249	.000
SAT	SAT Reasoning Composite[1]				.001	.325	.000																										
SAT	SAT Reasoning Critical Reading							.000	-.048	.554													.000	-.021	.790				.000	-.045	.582		
SAT	SAT Reasoning Math							.001	.185	.003													.001	.189	.002				.001	.155	.023		
SAT	SAT Reasoning Writing							.002	.251	.001													.002	.225	.003				.002	.229	.002		
SAT	SAT Subject Highest Score 1										.000	-.032	.616													.000	-.039	.526	.000	.008	.892		
SAT	SAT Subject Highest Score 2										.003	.297	.000													.002	.277	.000	.001	.067	.412		
Total Courses	History/Social Science													-.021	-.052	.356																-.013	-.033	.557
Total Courses	English													.010	.016	.778																.035	.059	.309
Total Courses	Mathematics													-.008	-.021	.718																-.005	-.012	.829
Total Courses	Lab Science													.023	.062	.291																.017	.045	.434
Total Courses	Language other than English													.030	.083	.131																.036	.101	.062
Total Courses	Visual and Performing Arts													.003	.015	.784																.003	.016	.770
Total Courses	College Preparatory Elective													-.003	-.015	.778																.001	.004	.934
Total Courses	Total Semesters of Honors Courses													.007	.062	.288																.001	.006	.925
	Is ELC? (1=Yes, 0=No)													.401	.183	.001																.150	.068	.259
Demograph Acad Prep	Parent Income (with mean subs)																.000	-.010	.864														
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)																.328	.153	.012														
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)																.008	.038	.565														
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)																.094	.028	.639														
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)																-.050	-.055	.354														
Demograph Acad Prep	Number of Acad Prep Programs																-.041	-.038	.621														
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)																-.170	-.045	.478														
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.167	-.064	.358														
API	API (2005)-with replacement																			.043	.165	.006											
API	Missing API? (1=Yes, 0=No)																			-.010	-.006	.922											

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 17.

UC MERCED: No exclusions

348 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.64

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.210	0.160	0.215	0.166	0.234	0.210	0.241	0.197	0.248	0.232	0.255
Adjusted R-Square	0.179	0.130	0.179	0.121	0.185	0.162	0.187	0.148	0.195	0.180	0.197

		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	B	Beta	p
	Intercept	-1.332		.028	-.504		.403	-1.393		.025	.025		.967	-1.347		.040	-.655		.297	-1.326		.044	-.215		.725	-1.363		.036	-.796		.202	-1.349		.039
	Weighted, Capped High School GPA	.533	.280	.000	.462	.242	.000	.512	.268	.000	.532	.279	.000	.555	.291	.000	.507	.266	.000	.527	.276	.000	.583	.306	.000	.589	.309	.000	.554	.290	.000	.561	.294	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.000	-.038	.637				-.001	-.071	.394				.000	-.033	.684				-.001	-.081	.345				.000	-.028	.729				-.001	-.075	.382
SAT	SAT Reasoning Math	.002	.213	.001				.001	.170	.014				.001	.186	.004				.001	.132	.067				.001	.169	.011				.001	.116	.114
SAT	SAT Reasoning Writing	.002	.232	.003				.002	.234	.002				.002	.214	.006				.002	.213	.007				.002	.189	.017				.002	.188	.017
SAT	SAT Subject Highest Score 1				.000	-.039	.535	.000	.008	.901							.000	.003	.967	.000	.006	.925							.000	.011	.862	.000	.013	.845
SAT	SAT Subject Highest Score 2				.003	.297	.000	.001	.095	.259							.002	.236	.001	.001	.121	.153							.002	.206	.003	.001	.114	.178
Total Courses	History/Social Science	.005	.011	.827	.002	.005	.922	.007	.018	.731	-.021	-.051	.348	-.002	-.006	.908	-.008	-.021	.704	-.001	-.001	.980	-.017	-.042	.439	-.003	-.008	.888	-.007	-.018	.743	-.001	-.003	.957
Total Courses	English	.054	.090	.100	.044	.073	.192	.055	.092	.093	.045	.074	.189	.058	.096	.081	.052	.087	.116	.060	.100	.069	.043	.071	.208	.053	.088	.108	.049	.081	.141	.056	.092	.093
Total Courses	Mathematics	-.026	-.070	.204	-.022	-.058	.301	-.029	-.078	.161	.005	.013	.813	-.017	-.045	.423	-.011	-.029	.603	-.020	-.052	.355	-.006	-.016	.782	-.021	-.057	.317	-.018	-.049	.388	-.024	-.064	.259
Total Courses	Lab Science	.006	.016	.768	.001	.004	.949	.004	.011	.837	.006	.017	.765	.003	.009	.876	-.002	-.006	.915	.001	.003	.961	-.003	-.007	.899	-.002	-.006	.912	-.008	-.022	.689	-.004	-.011	.844
Total Courses	Language other than English	.022	.061	.239	.036	.100	.054	.023	.065	.208	.028	.078	.145	.023	.065	.217	.031	.086	.100	.025	.070	.183	.024	.066	.212	.021	.058	.268	.027	.075	.150	.022	.063	.230
Total Courses	Visual and Performing Arts	-.004	-.018	.718	.002	.009	.864	-.003	-.014	.788	.002	.008	.880	.000	.000	.996	.003	.013	.806	.001	.004	.944	-.003	-.016	.769	-.003	-.016	.759	-.002	-.008	.885	-.002	-.012	.821
Total Courses	College Preparatory Elective	.000	.001	.989	.003	.014	.788	.001	.005	.913	-.001	-.005	.931	.001	.005	.925	.002	.008	.880	.002	.009	.862	-.001	-.005	.930	.000	.002	.964	.001	.006	.911	.001	.006	.900
Total Courses	Total Semesters of Honors Courses	-.004	-.036	.525	-.006	-.047	.418	-.005	-.045	.427	-.002	-.014	.811	-.006	-.047	.407	-.008	-.065	.268	-.007	-.061	.292	.003	.025	.674	-.002	-.018	.753	-.003	-.027	.643	-.004	-.032	.589
	Is ELC? (1=Yes, 0=No)	.125	.057	.318	.175	.080	.172	.140	.064	.266	.193	.088	.139	.123	.056	.334	.188	.086	.141	.144	.066	.258	.281	.128	.032	.187	.085	.149	.261	.119	.043	.208	.095	.111
Demograph Acad Prep	Parent Income (with mean subs)										.000	-.005	.935	.000	-.048	.415	.000	-.023	.702	.000	-.044	.461	.000	-.048	.433	.000	-.071	.235	.000	-.056	.354	.000	-.066	.269
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.380	.178	.003	.320	.149	.009	.378	.177	.002	.338	.158	.006	.340	.159	.007	.299	.139	.015	.344	.161	.005	.316	.147	.010
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.021	.104	.109	.004	.018	.781	.010	.050	.443	.003	.013	.836	.009	.047	.482	-.002	-.010	.874	.002	.008	.907	-.003	-.015	.823
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.037	.011	.847	-.051	-.015	.784	-.013	-.004	.945	-.071	-.021	.704	.024	.007	.898	-.050	-.015	.789	-.018	-.005	.925	-.069	-.020	.713
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.030	-.033	.572	.009	.010	.861	-.053	-.058	.332	-.014	-.016	.797	-.036	-.039	.493	.003	.004	.950	-.057	-.062	.299	-.021	-.023	.705
Demograph Acad Prep	Number of Acad Prep Programs										-.055	-.052	.490	-.032	-.030	.677	-.018	-.017	.816	-.018	-.017	.815	-.029	-.028	.712	-.016	-.015	.832	.001	.001	.992	-.002	-.002	.976
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.122	-.033	.601	-.119	-.032	.596	-.191	-.051	.402	-.157	-.042	.487	-.030	-.008	.896	-.058	-.016	.795	-.107	-.029	.637	-.096	-.026	.672
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.133	-.051	.451	-.036	-.014	.833	-.118	-.046	.495	-.056	-.022	.743	-.039	-.015	.823	.016	.006	.924	-.043	-.017	.803	-.005	-.002	.976
API	API (2005)-with replacement																						.063	.244	.001	.041	.157	.035	.052	.201	.006	.040	.156	.035
API	Missing API? (1=Yes, 0=No)																						-.028	-.016	.778	.017	.010	.862	-.005	-.003	.961	.015	.009	.880

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 18. PEARSON CORRELATIONS

UC MERCED: No exclusions

348 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.27	0.32	0.24	0.28	0.31	0.14	0.28	-0.01	0.01	0.03	0.08	0.08	0.02	-0.04	0.10	0.19	0.06	0.19	0.12	0.11	-0.11	-0.12	-0.08	-0.12	0.16	0.07
	2	Weighted, Capped High School GPA	.27	**1.00**	-.02	-.04	-.03	.01	.08	.10	-.08	-.19	.01	.09	-.06	.07	-.13	.27	.49	-.13	-.08	-.19	-.01	.00	.00	-.02	.01	-.30	-.15
SAT	3	SAT Reasoning Composite[1]	.32	-.02	**1.00**	.90	.81	.87	.27	.66	-.02	-.02	.16	.13	.15	.11	.02	.20	.03	.37	.21	.45	.12	-.36	-.20	-.09	-.26	.39	.10
	4	SAT Reasoning Critical Reading	.24	-.04	.90	**1.00**	.56	.75	.23	.58	.03	.02	.11	.14	.16	.11	.04	.22	.05	.34	.17	.40	.05	-.35	-.16	-.11	-.20	.31	.13
	5	SAT Reasoning Math	.28	-.03	.81	.56	**1.00**	.51	.31	.65	-.04	.00	.22	.13	.05	.03	-.02	.14	.00	.28	.21	.38	.13	-.21	-.16	-.01	-.24	.35	-.02
	6	SAT Reasoning Writing	.31	.01	.87	.75	.51	**1.00**	.16	.46	-.03	-.07	.07	.06	.19	.13	.02	.16	.04	.33	.17	.39	.14	-.36	-.20	-.11	-.22	.35	.15
	7	SAT Subject Highest Score 1	.14	.08	.27	.23	.31	.16	**1.00**	.58	-.04	.00	.20	.03	.02	-.07	-.04	.13	.06	-.05	.02	-.03	.03	.27	-.05	.02	.00	.01	-.08
	8	SAT Subject Highest Score 2	.28	.10	.66	.58	.65	.46	.58	**1.00**	-.06	-.02	.21	.20	.04	.02	-.06	.26	.02	.16	.08	.24	.09	-.04	-.14	.01	-.15	.21	-.02
Total Courses	9	History/Social Science	-.01	-.08	-.02	.03	-.04	-.03	-.04	-.06	**1.00**	.22	.16	.22	.18	.02	.05	.16	.02	.08	.10	.07	-.03	-.02	.04	-.06	-.06	.06	.16
	10	English	.01	-.19	-.02	.02	.00	-.07	.00	-.02	.22	**1.00**	.29	.21	.00	-.14	.06	-.02	.01	.05	.02	.05	.01	.10	.13	.06	.08	.07	.13
	11	Mathematics	.03	.01	.16	.11	.22	.07	.20	.21	.16	.29	**1.00**	.23	.12	-.09	.05	.23	.12	.10	.00	.00	-.04	.08	.14	.12	.03	.06	-.05
	12	Lab Science	.08	.09	.13	.14	.13	.06	.03	.20	.22	.21	.23	**1.00**	.11	-.07	-.11	.30	.02	.05	.08	.10	.02	.01	.02	-.03	-.03	.11	.01
	13	Language other than English	.08	-.06	.15	.16	.05	.19	.02	.04	.18	.00	.12	.11	**1.00**	-.03	-.02	.15	-.03	.18	.06	.08	.09	-.06	-.04	-.04	-.12	.14	.07
	14	Visual and Performing Arts	.02	.07	.11	.11	.03	.13	-.07	.02	.02	-.14	-.09	-.07	-.03	**1.00**	-.06	.14	.02	.11	-.09	.10	-.06	-.15	-.10	-.08	-.09	.11	.07
	15	College Preparatory Elective	-.04	-.13	.02	.04	-.02	.02	-.04	-.06	.05	.06	.05	-.11	-.02	-.06	**1.00**	.00	-.07	.15	.02	.06	-.01	-.03	.04	-.02	.00	.06	.10
	16	Total Semesters of Honors Courses	.10	.27	.20	.22	.14	.16	.13	.26	.16	-.02	.23	.30	.15	.14	.00	**1.00**	.11	.02	.10	.01	.05	-.11	.06	-.01	.02	-.13	-.04
	17	Is ELC? (1=Yes, 0=No)	.19	.49	.03	.05	.00	.04	.06	.02	.02	.01	.12	.02	-.03	.02	-.07	.11	**1.00**	-.13	-.04	-.18	-.03	.04	.08	-.02	.11	-.31	-.09
Demograph	18	Parent Income (with mean subs)	.06	-.13	.37	.34	.28	.33	-.05	.16	.08	.05	.10	.05	.18	.11	.15	.02	-.13	**1.00**	.10	.49	.06	-.30	-.08	-.07	-.16	.40	.10
	19	Missing Parent Income? (1=Yes, 0=No)	.19	-.08	.21	.17	.21	.17	.02	.08	.10	.02	.00	.08	.06	-.09	.02	.10	-.04	.10	**1.00**	.19	.46	-.14	-.05	-.07	-.10	.17	.09
	20	Highest Years of Parent Ed (with mean sub)	.12	-.19	.45	.40	.38	.39	-.03	.24	.07	.05	.00	.10	.08	.10	.06	.01	-.18	.49	.19	**1.00**	.05	-.42	-.21	-.09	-.27	.48	.14
	21	Missing Parent Education? (1=Yes, 0=No)	.11	-.01	.12	.05	.13	.14	.03	.09	-.03	.01	-.04	.02	.09	-.06	-.01	.05	-.03	.06	.46	.05	**1.00**	-.03	-.07	-.04	-.06	.09	.03
	22	First Language Spoken (1=English, 3=Other)	-.11	.00	-.36	-.35	-.21	-.36	.27	-.04	-.02	.10	.08	.01	-.06	-.15	-.03	-.11	.04	-.30	-.14	-.42	-.03	**1.00**	.14	.09	.15	-.19	-.16
	23	Number of Acad Prep Programs	-.12	.00	-.20	-.16	-.16	-.20	-.05	-.14	.04	.13	.14	.02	-.04	-.10	.04	.06	.08	-.08	-.05	-.21	-.07	.14	**1.00**	.46	.56	-.32	-.13
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.08	-.02	-.09	-.11	-.01	-.11	.02	.01	-.06	.06	.12	-.03	-.04	-.08	-.02	-.01	-.02	-.07	-.07	-.09	-.04	.09	.46	**1.00**	.01	-.18	-.10
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.12	.01	-.26	-.20	-.24	-.22	.00	-.15	-.06	.08	.03	-.03	-.12	-.09	.00	.02	.11	-.16	-.10	-.27	-.06	.15	.56	.01	**1.00**	-.34	-.12
API	26	API (2005)-with replacement	.16	-.30	.39	.31	.35	.35	.01	.21	.06	.07	.06	.11	.14	.11	.06	-.13	-.31	.40	.17	.48	.09	-.19	-.32	-.18	-.34	**1.00**	.44
	27	Missing API? (1=Yes, 0=No)	.07	-.15	.10	.13	-.02	.15	-.08	-.02	.16	.13	-.05	.01	.07	.07	.10	-.04	-.09	.10	.09	.14	.03	-.16	-.13	-.10	-.12	.44	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 19.

UC RIVERSIDE: No exclusions

3,191 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.62

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.123	0.082	0.091	0.060	0.061	0.033	0.014	0.205	0.169	0.209	0.137
Adjusted R-Square	0.122	0.081	0.090	0.060	0.058	0.031	0.014	0.204	0.169	0.207	0.135

		Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7			Model 8			Model 9			Model 10			Model 11		
		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	B	Beta	p	B	Beta	p
	Intercept	.356		.001	1.276		.000	1.279		.000	1.855		.000	2.506		.000	2.432		.000	2.405		.000	-.843		.000	-.200		.108	-.746		.000	.407		.016
	Weighted, Capped High School GPA	.661	.350	.000																			.637	.338	.000	.625	.331	.000	.627	.332	.000	.603	.320	.000
SAT	SAT Reasoning Composite[1]				.001	.286	.000																											
SAT	SAT Reasoning Critical Reading							.001	.085	.001													.001	.094	.000				.001	.072	.005			
SAT	SAT Reasoning Math							.000	.029	.153													.000	.029	.119				.000	.001	.946			
SAT	SAT Reasoning Writing							.002	.215	.000													.002	.192	.000				.001	.184	.000			
SAT	SAT Subject Highest Score 1										-.001	-.117	.000													-.001	-.102	.000	.000	-.064	.001			
SAT	SAT Subject Highest Score 2										.002	.299	.000													.002	.263	.000	.001	.102	.000			
Total Courses	History/Social Science													-.007	-.016	.385																-.006	-.014	.412
Total Courses	English													-.016	-.024	.188																-.009	-.013	.453
Total Courses	Mathematics													-.008	-.020	.267																-.005	-.013	.457
Total Courses	Lab Science													-.002	-.006	.753																.002	.004	.816
Total Courses	Language other than English													.036	.094	.000																.039	.104	.000
Total Courses	Visual and Performing Arts													.002	.011	.536																.002	.008	.648
Total Courses	College Preparatory Elective													.000	.002	.912																.000	.002	.902
Total Courses	Total Semesters of Honors Courses													.011	.106	.000																.003	.031	.095
	Is ELC? (1=Yes, 0=No)													.465	.178	.000																.127	.049	.009
Demograph Acad Prep	Parent Income (with mean subs)																.000	.039	.041															
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)																.067	.033	.103															
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)																.020	.095	.000															
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)																-.013	-.004	.825															
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)																-.073	-.081	.000															
Demograph Acad Prep	Number of Acad Prep Programs																-.018	-.016	.466															
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)																-.285	-.043	.018															
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																.032	.011	.598															
API	API (2005)-with replacement																			.032	.127	.000												
API	Missing API? (1=Yes, 0=No)																			-.075	-.041	.028												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

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A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 19.

UC RIVERSIDE: No exclusions

3,191 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.62

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.211	0.181	0.216	0.168	0.216	0.196	0.220	0.184	0.223	0.204	0.226
Adjusted R-Square	0.208	0.178	0.213	0.163	0.211	0.191	0.215	0.179	0.217	0.198	0.220

		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	B	Beta	p
	Intercept	-.820		.000	-.090		.612	-.722		.000	.262		.136	-.749		.000	-.161		.375	-.694		.000	.144		.410	-.746		.000	-.181		.319	-.692		.000
	Weighted, Capped High School GPA	.640	.339	.000	.603	.320	.000	.630	.334	.000	.597	.317	.000	.635	.337	.000	.602	.319	.000	.628	.333	.000	.616	.326	.000	.646	.343	.000	.614	.326	.000	.639	.339	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.093	.000				.001	.067	.009				.001	.079	.002				.000	.053	.044				.001	.082	.001				.000	.059	.024
SAT	SAT Reasoning Math	.000	.040	.040				.000	.007	.745				.000	.030	.141				.000	-.005	.836				.000	.001	.953				.000	-.027	.229
SAT	SAT Reasoning Writing	.002	.189	.000				.001	.180	.000				.001	.178	.000				.001	.170	.000				.001	.168	.000				.001	.162	.000
SAT	SAT Subject Highest Score 1				-.001	-.096	.000	.000	-.063	.002							.000	-.038	.081	.000	-.042	.052							.000	-.037	.090	.000	-.041	.058
SAT	SAT Subject Highest Score 2				.002	.267	.000	.001	.117	.000							.002	.212	.000	.001	.112	.000							.001	.185	.000	.001	.101	.000
Total Courses	History/Social Science	-.009	-.020	.222	-.003	-.008	.658	-.008	-.019	.248	-.011	-.025	.138	-.011	-.025	.132	-.007	-.016	.341	-.010	-.023	.168	-.008	-.019	.265	-.009	-.021	.211	-.005	-.013	.453	-.008	-.019	.249
Total Courses	English	.000	.000	.998	-.011	-.016	.328	-.001	-.001	.952	-.005	-.008	.654	.001	.001	.929	-.008	-.012	.470	.000	-.001	.969	-.004	-.006	.704	.001	.002	.901	-.007	-.010	.529	.000	.000	.986
Total Courses	Mathematics	-.006	-.016	.352	-.010	-.028	.099	-.007	-.017	.301	-.005	-.013	.440	-.006	-.015	.368	-.009	-.025	.134	-.006	-.017	.313	-.008	-.020	.235	-.006	-.016	.339	-.011	-.029	.089	-.007	-.018	.293
Total Courses	Lab Science	-.007	-.017	.303	-.012	-.030	.083	-.010	-.024	.146	-.004	-.011	.518	-.008	-.020	.224	-.013	-.033	.052	-.011	-.027	.111	-.009	-.024	.166	-.010	-.025	.130	-.015	-.039	.022	-.012	-.031	.067
Total Courses	Language other than English	.024	.064	.000	.036	.094	.000	.024	.064	.000	.033	.086	.000	.023	.061	.000	.032	.086	.000	.024	.063	.000	.026	.070	.000	.019	.051	.002	.028	.074	.000	.020	.053	.001
Total Courses	Visual and Performing Arts	-.003	-.014	.381	-.001	-.004	.819	-.004	-.015	.339	-.001	-.006	.699	-.004	-.017	.291	-.003	-.011	.497	-.004	-.017	.279	-.003	-.012	.447	-.005	-.020	.210	-.003	-.015	.362	-.005	-.020	.204
Total Courses	College Preparatory Elective	-.001	-.005	.735	.001	.004	.806	-.001	-.005	.764	-.001	-.006	.703	-.002	-.008	.621	.000	-.001	.973	-.001	-.006	.691	-.002	-.008	.610	-.002	-.009	.584	-.001	-.003	.868	-.001	-.007	.645
Total Courses	Total Semesters of Honors Courses	-.004	-.036	.051	-.002	-.017	.355	-.004	-.041	.025	.004	.041	.028	-.003	-.027	.152	-.001	-.010	.605	-.004	-.036	.059	.006	.055	.003	-.001	-.013	.501	.001	.007	.715	-.002	-.021	.265
	Is ELC? (1=Yes, 0=No)	.063	.024	.172	.102	.039	.030	.067	.026	.146	.140	.054	.003	.073	.028	.117	.105	.040	.026	.073	.028	.114	.182	.070	.000	.106	.040	.025	.139	.053	.003	.104	.040	.027
Demograph Acad Prep	Parent Income (with mean subs)										.000	.054	.003	.000	.031	.076	.000	.039	.030	.000	.031	.081	.000	.043	.017	.000	.028	.111	.000	.033	.062	.000	.028	.114
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.071	.034	.066	.031	.015	.414	.042	.020	.266	.029	.014	.430	.050	.024	.194	.023	.011	.530	.031	.015	.405	.023	.011	.536
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.021	.099	.000	.007	.032	.090	.012	.056	.003	.006	.027	.155	.013	.061	.002	.004	.017	.385	.007	.035	.070	.003	.013	.505
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.028	.010	.603	.030	.010	.570	.039	.013	.465	.034	.011	.519	.048	.016	.373	.044	.015	.404	.052	.017	.335	.047	.016	.376
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.045	-.050	.004	-.015	-.017	.345	-.061	-.068	.000	-.019	-.020	.279	-.053	-.059	.001	-.019	-.021	.240	-.064	-.070	.000	-.021	-.023	.226
Demograph Acad Prep	Number of Acad Prep Programs										-.024	-.021	.309	-.012	-.011	.603	-.011	-.010	.635	-.009	-.008	.686	-.010	-.008	.683	-.005	-.004	.840	-.002	-.002	.918	-.002	-.002	.913
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.224	-.034	.045	-.183	-.028	.092	-.191	-.029	.083	-.176	-.026	.105	-.186	-.028	.095	-.166	-.025	.125	-.168	-.025	.126	-.161	-.024	.138
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										.015	.005	.791	.056	.020	.307	.042	.015	.447	.057	.021	.296	.056	.020	.318	.076	.027	.165	.067	.024	.226	.075	.027	.166
API	API (2005)-with replacement																						.038	.151	.000	.025	.100	.000	.027	.106	.000	.024	.093	.000
API	Missing API? (1=Yes, 0=No)																						-.134	-.073	.000	-.106	-.057	.001	-.097	-.053	.003	-.100	-.054	.002

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 20. PEARSON CORRELATIONS

UC RIVERSIDE: No exclusions

3,191 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.35	0.29	0.26	0.18	0.29	0.06	0.23	0.00	-0.04	0.02	0.02	0.11	0.00	0.01	0.14	0.20	0.10	0.06	0.15	0.02	-0.13	-0.05	-0.06	-0.03	0.11	0.00
	2	Weighted, Capped High School GPA	.35	**1.00**	.04	.03	.02	.05	.02	.08	.02	-.06	.04	.03	.00	.00	.02	.29	.45	-.03	-.03	-.01	-.04	-.06	.02	-.02	.02	-.13	.04
SAT	**3**	SAT Reasoning Composite[1]	.29	.04	**1.00**	.88	.80	.87	.33	.68	.06	-.02	.13	.18	.16	.08	.02	.27	.09	.26	.16	.40	.07	-.21	-.15	-.08	-.14	.34	-.01
	4	SAT Reasoning Critical Reading	.26	.03	.88	**1.00**	.50	.76	.25	.57	.06	-.04	.04	.11	.14	.06	.03	.24	.09	.23	.13	.35	.05	-.28	-.12	-.06	-.11	.24	.03
	5	SAT Reasoning Math	.18	.02	.80	.50	**1.00**	.50	.35	.64	.02	.02	.21	.21	.08	.06	-.01	.19	.05	.21	.14	.33	.08	-.02	-.16	-.08	-.14	.35	-.06
	6	SAT Reasoning Writing	.29	.05	.87	.76	.50	**1.00**	.23	.52	.09	-.04	.08	.13	.19	.07	.03	.26	.09	.22	.14	.35	.06	-.25	-.10	-.07	-.10	.26	.02
	7	SAT Subject Highest Score 1	.06	.02	.33	.25	.35	.23	**1.00**	.61	.00	.07	.10	.09	-.01	-.01	-.03	.19	.06	-.02	.01	-.06	.00	.32	.04	.00	.01	.05	-.09
	8	SAT Subject Highest Score 2	.23	.08	.68	.57	.64	.52	.61	**1.00**	.03	.04	.17	.22	.07	.04	-.01	.30	.09	.14	.09	.23	.03	.05	-.09	-.06	-.08	.25	-.06
Total Courses	**9**	History/Social Science	.00	.02	.06	.06	.02	.09	.00	.03	**1.00**	.23	.07	.13	.06	.06	.09	.18	.00	.03	.01	.08	.00	-.04	.01	-.04	.01	.04	.12
	10	English	-.04	-.06	-.02	-.04	.02	-.04	.07	.04	.23	**1.00**	.11	.05	-.03	.05	.09	-.02	-.05	.00	.00	.03	.00	.07	.00	.00	-.01	.03	.04
	11	Mathematics	.02	.04	.13	.04	.21	.08	.10	.17	.07	.11	**1.00**	.19	.11	.01	-.01	.24	.04	.01	.00	.05	.02	.05	.01	.00	.03	.02	-.06
	12	Lab Science	.02	.03	.18	.11	.21	.13	.09	.22	.13	.05	.19	**1.00**	.08	.02	-.05	.26	.01	.05	.01	.12	.02	.01	.01	-.03	.01	.10	-.01
	13	Language other than English	.11	.00	.16	.14	.08	.19	-.01	.07	.06	-.03	.11	.08	**1.00**	-.01	-.04	.14	.00	.07	.04	.09	.02	-.05	-.06	-.02	-.05	.15	.01
	14	Visual and Performing Arts	.00	.00	.08	.06	.06	.07	-.01	.04	.06	.05	.01	.02	-.01	**1.00**	-.02	.02	-.03	.05	.01	.09	.00	-.05	-.01	.00	-.01	.06	-.01
	15	College Preparatory Elective	.01	.02	.02	.03	-.01	.03	-.03	-.01	.09	.09	-.01	-.05	-.04	-.02	**1.00**	.08	.01	.04	.01	.04	.01	-.01	.04	.01	.00	.06	.13
	16	Total Semesters of Honors Courses	.14	.29	.27	.24	.19	.26	.19	.30	.18	-.02	.24	.26	.14	.02	.08	**1.00**	.18	-.04	-.01	.03	-.02	-.01	.11	-.03	.12	-.15	-.09
	17	Is ELC? (1=Yes, 0=No)	.20	.45	.09	.09	.05	.09	.06	.09	.00	-.05	.04	.01	.00	-.03	.01	.18	**1.00**	-.03	-.03	-.05	-.04	-.05	.05	-.03	.04	-.20	-.05
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.10	-.03	.26	.23	.21	.22	-.02	.14	.03	.00	.01	.05	.07	.05	.04	-.04	-.03	**1.00**	.12	.41	.04	-.24	-.14	-.06	-.12	.28	.13
	19	Missing Parent Income? (1=Yes, 0=No)	.06	-.03	.16	.13	.14	.14	.01	.09	.01	.00	.00	.01	.04	.01	.01	-.01	-.03	.12	**1.00**	.15	.46	-.13	-.08	-.02	-.08	.14	.05
	20	Highest Years of Parent Ed (with mean sub)	.15	-.01	.40	.35	.33	.35	-.06	.23	.08	.03	.05	.12	.09	.09	.04	.03	-.05	.41	.15	**1.00**	.08	-.32	-.17	-.07	-.15	.38	.12
	21	Missing Parent Education? (1=Yes, 0=No)	.02	-.04	.07	.05	.08	.06	.00	.03	.00	.00	.02	.02	.02	.00	.01	-.02	-.04	.04	.46	.08	**1.00**	-.03	-.04	-.01	-.05	.05	.04
	22	First Language Spoken (1=English, 3=Other)	-.13	-.06	-.21	-.28	-.02	-.25	.32	.05	-.04	.07	.05	.01	-.05	-.05	-.01	-.01	-.05	-.24	-.13	-.32	-.03	**1.00**	.07	.03	.07	-.10	-.09
	23	Number of Acad Prep Programs	-.05	.02	-.15	-.12	-.16	-.10	.04	-.09	.01	.00	.01	.01	-.06	-.01	.04	.11	.05	-.14	-.08	-.17	-.04	.07	**1.00**	.21	.58	-.23	-.02
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.06	-.02	-.08	-.06	-.08	-.07	.00	-.06	-.04	.00	.00	-.03	-.02	.00	.01	-.03	-.03	-.06	-.02	-.07	-.01	.03	.21	**1.00**	.01	-.09	-.02
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.03	.02	-.14	-.11	-.14	-.10	.01	-.08	.01	-.01	.03	.01	-.05	-.01	.00	.12	.04	-.12	-.08	-.15	-.05	.07	.58	.01	**1.00**	-.23	-.04
API	**26**	API (2005)-with replacement	.11	-.13	.34	.24	.35	.26	.05	.25	.04	.03	.02	.10	.15	.06	.06	-.15	-.20	.28	.14	.38	.05	-.10	-.23	-.09	-.23	**1.00**	.33
	27	Missing API? (1=Yes, 0=No)	.00	.04	-.01	.03	-.06	.02	-.09	-.06	.12	.04	-.06	-.01	.01	-.01	.13	-.09	-.05	.13	.05	.12	.04	-.09	-.02	-.02	-.04	.33	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 21.

UC SAN DIEGO: No exclusions

4,432 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.01

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.097	0.116	0.117	0.087	0.021	0.089	0.054	0.202	0.176	0.210	0.120
Adjusted R-Square	0.097	0.116	0.116	0.086	0.019	0.087	0.053	0.201	0.175	0.209	0.118

		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	B	Beta	p
	Intercept	.422		.000	1.459		.000	1.470		.000	1.935		.000	2.678		.000	2.561		.000	2.616		.000	-.868		.000	-.577		.000	-1.035		.000	-.225		.143
	Weighted, Capped High School GPA	.660	.312	.000																			.616	.292	.000	.634	.300	.000	.621	.294	.000	.751	.356	.000
SAT	SAT Reasoning Composite[1]				.001	.341	.000																											
SAT	SAT Reasoning Critical Reading							.001	.133	.000													.001	.128	.000				.001	.104	.000			
SAT	SAT Reasoning Math							.001	.116	.000													.001	.113	.000				.000	.043	.022			
SAT	SAT Reasoning Writing							.001	.154	.000													.001	.141	.000				.001	.130	.000			
SAT	SAT Subject Highest Score 1										.000	-.028	.188													.000	.016	.425	.000	.050	.014			
SAT	SAT Subject Highest Score 2										.002	.315	.000													.002	.267	.000	.001	.087	.001			
Total Courses	History/Social Science													-.002	-.006	.678																.000	.001	.935
Total Courses	English													.002	.004	.808																.008	.014	.315
Total Courses	Mathematics													.002	.007	.623																.001	.005	.714
Total Courses	Lab Science													.007	.025	.111																.006	.022	.145
Total Courses	Language other than English													.021	.089	.000																.020	.085	.000
Total Courses	Visual and Performing Arts													.008	.053	.000																.008	.052	.000
Total Courses	College Preparatory Elective													-.005	-.037	.016																-.003	-.023	.117
Total Courses	Total Semesters of Honors Courses													.005	.059	.000																.002	.024	.119
	Is ELC? (1=Yes, 0=No)													.072	.060	.000																-.117	-.097	.000
Demograph	Acad Prep	Parent Income (with mean subs)															.000	.085	.000															
Demograph	Acad Prep	Missing Parent Income? (1=Yes, 0=No)															.100	.071	.000															
Demograph	Acad Prep	Highest Years of Parent Ed (with mean sub)															.029	.171	.000															
Demograph	Acad Prep	Missing Parent Education? (1=Yes, 0=No)															.090	.037	.019															
Demograph	Acad Prep	First Language Spoken (1=English, 3=Other)															-.028	-.042	.007															
Demograph	Acad Prep	Number of Acad Prep Programs															-.004	-.005	.769															
Demograph	Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)															-.228	-.048	.001															
Demograph	Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)															-.164	-.074	.000															
API	API (2005)-with replacement																			.052	.237	.000												
API	Missing API? (1=Yes, 0=No)																			-.045	-.034	.025												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 21.

UC SAN DIEGO: No exclusions

4,432 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.01

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.207	0.185	0.216	0.163	0.212	0.207	0.222	0.182	0.218	0.213	0.226
Adjusted R-Square	0.205	0.183	0.213	0.160	0.209	0.203	0.218	0.178	0.214	0.209	0.222

		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	B	Beta	p
	Intercept	-1.133		.000	-.857		.000	-1.265		.000	.037		.812	-.927		.000	-.569		.000	-1.008		.000	-.089		.570	-.934		.000	-.594		.000	-1.021		.000
	Weighted, Capped High School GPA	.662	.313	.000	.689	.326	.000	.662	.314	.000	.618	.292	.000	.627	.297	.000	.607	.287	.000	.621	.294	.000	.608	.288	.000	.627	.297	.000	.605	.286	.000	.623	.295	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.129	.000				.001	.104	.000				.001	.118	.000				.000	.083	.000				.001	.116	.000				.001	.085	.000
SAT	SAT Reasoning Math	.001	.115	.000				.000	.047	.016				.001	.100	.000				.000	.033	.094				.001	.080	.000				.000	.022	.256
SAT	SAT Reasoning Writing	.001	.135	.000				.001	.123	.000				.001	.115	.000				.001	.101	.000				.001	.102	.000				.001	.092	.000
SAT	SAT Subject Highest Score 1				.000	.016	.432	.000	.046	.023							.000	.064	.002	.000	.066	.002							.000	.063	.003	.000	.066	.002
SAT	SAT Subject Highest Score 2				.002	.265	.000	.001	.096	.000							.001	.192	.000	.001	.091	.000							.001	.164	.000	.000	.077	.003
Total Courses	History/Social Science	.001	.003	.811	.006	.020	.148	.003	.010	.490	-.002	-.006	.685	.000	.000	.973	.003	.012	.403	.002	.006	.647	.002	.006	.702	.003	.009	.532	.005	.018	.207	.004	.013	.343
Total Courses	English	.018	.034	.012	.009	.016	.248	.016	.029	.032	.010	.019	.167	.018	.033	.016	.010	.019	.164	.015	.028	.040	.014	.027	.057	.020	.037	.006	.013	.024	.083	.017	.032	.019
Total Courses	Mathematics	-.004	-.016	.261	-.005	-.019	.169	-.004	-.016	.260	.001	.002	.892	-.004	-.014	.306	-.004	-.016	.249	-.004	-.014	.315	.000	-.001	.955	-.003	-.013	.369	-.004	-.015	.261	-.003	-.013	.367
Total Courses	Lab Science	-.001	-.005	.730	-.007	-.026	.075	-.004	-.013	.360	.003	.010	.516	-.002	-.008	.589	-.005	-.020	.165	-.004	-.013	.355	-.001	-.003	.823	-.002	-.009	.526	-.006	-.023	.119	-.004	-.013	.360
Total Courses	Language other than English	.007	.030	.033	.015	.064	.000	.008	.032	.021	.011	.048	.001	.005	.023	.101	.009	.040	.004	.006	.024	.081	.007	.030	.035	.004	.017	.234	.007	.031	.025	.004	.019	.173
Total Courses	Visual and Performing Arts	.003	.020	.143	.005	.033	.018	.003	.018	.176	.004	.030	.034	.002	.016	.233	.003	.021	.122	.002	.015	.282	.004	.027	.055	.002	.016	.251	.003	.020	.136	.002	.014	.296
Total Courses	College Preparatory Elective	-.004	-.024	.084	-.002	-.011	.423	-.003	-.018	.179	-.005	-.031	.028	-.004	-.027	.048	-.002	-.016	.243	-.003	-.020	.135	-.004	-.029	.041	-.004	-.024	.080	-.002	-.015	.269	-.003	-.018	.189
Total Courses	Total Semesters of Honors Courses	-.003	-.033	.028	-.003	-.028	.060	-.004	-.044	.003	.002	.021	.167	-.002	-.026	.078	-.002	-.020	.187	-.003	-.036	.016	.002	.027	.075	-.002	-.021	.157	-.001	-.012	.414	-.003	-.031	.040
	Is ELC? (1=Yes, 0=No)	-.039	-.032	.038	-.046	-.038	.015	-.029	-.024	.122	-.070	-.058	.000	-.032	-.026	.093	-.030	-.025	.110	-.023	-.019	.218	-.021	-.018	.287	-.015	-.012	.461	-.008	-.007	.669	-.010	-.008	.609
Demograph Acad Prep	Parent Income (with mean subs)										.000	.067	.000	.000	.042	.004	.000	.054	.000	.000	.043	.003	.000	.060	.000	.000	.043	.004	.000	.052	.000	.000	.043	.003
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.077	.054	.000	.042	.030	.050	.049	.035	.022	.036	.026	.090	.069	.049	.001	.043	.030	.046	.049	.034	.024	.037	.026	.080
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.022	.129	.000	.006	.033	.046	.010	.059	.000	.005	.027	.101	.015	.091	.000	.004	.024	.150	.008	.046	.005	.003	.020	.221
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										.066	.027	.073	.018	.008	.610	.036	.015	.321	.019	.008	.602	.052	.021	.156	.017	.007	.638	.031	.013	.378	.018	.007	.621
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.011	-.016	.278	.002	.004	.810	-.047	-.069	.000	-.022	-.032	.041	-.018	-.027	.075	-.003	-.004	.802	-.048	-.071	.000	-.025	-.036	.022
Demograph Acad Prep	Number of Acad Prep Programs										.002	.003	.872	.019	.024	.146	.012	.015	.348	.018	.022	.175	.015	.019	.250	.025	.031	.062	.019	.024	.149	.023	.028	.087
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.182	-.038	.007	-.122	-.026	.064	-.140	-.029	.035	-.118	-.025	.073	-.117	-.025	.083	-.093	-.020	.159	-.107	-.023	.106	-.094	-.020	.153
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.140	-.063	.000	-.073	-.033	.043	-.095	-.043	.009	-.072	-.033	.044	-.087	-.039	.019	-.052	-.024	.149	-.071	-.032	.052	-.056	-.025	.124
API	API (2005)-with replacement																						.035	.163	.000	.019	.086	.000	.021	.095	.000	.016	.072	.000
API	Missing API? (1=Yes, 0=No)																						-.088	-.066	.000	-.075	-.056	.000	-.064	-.048	.001	-.067	-.050	.000

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 22. PEARSON CORRELATIONS

UC SAN DIEGO: No exclusions

4,432 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.31	0.34	0.30	0.25	0.31	0.21	0.29	0.01	0.00	0.02	0.04	0.09	0.05	-0.05	0.08	0.05	0.17	0.14	0.25	0.07	-0.14	-0.10	-0.08	-0.13	0.23	0.02
	2	Weighted, Capped High School GPA	.31	**1.00**	.06	.05	.04	.06	-.03	.05	-.03	-.05	.03	.02	-.02	-.05	-.07	.13	.45	.11	.10	.16	.06	-.17	-.08	-.06	-.07	.00	.06
SAT	**3**	SAT Reasoning Composite[1]	.34	.06	**1.00**	.87	.77	.88	.47	.70	.05	-.04	.11	.15	.21	.10	.00	.23	-.16	.27	.22	.50	.11	-.21	-.23	-.13	-.26	.50	.09
	4	SAT Reasoning Critical Reading	.30	.05	.87	**1.00**	.46	.73	.33	.55	.06	-.06	.02	.06	.19	.11	.01	.20	-.11	.23	.21	.42	.10	-.28	-.20	-.11	-.22	.38	.10
	5	SAT Reasoning Math	.25	.04	.77	.46	**1.00**	.49	.52	.69	-.01	-.01	.22	.23	.11	.06	-.03	.16	-.16	.19	.15	.38	.09	.00	-.21	-.10	-.23	.45	.03
	6	SAT Reasoning Writing	.31	.06	.88	.73	.49	**1.00**	.34	.53	.08	-.04	.04	.08	.23	.10	.02	.20	-.12	.26	.20	.45	.09	-.23	-.18	-.12	-.22	.43	.10
	7	SAT Subject Highest Score 1	.21	-.03	.47	.33	.52	.34	**1.00**	.74	-.02	.04	.12	.15	.07	.07	-.05	.16	-.16	.06	.09	.18	.06	.23	-.09	-.04	-.09	.30	-.03
	8	SAT Subject Highest Score 2	.29	.05	.70	.55	.69	.53	.74	**1.00**	.01	.01	.14	.24	.12	.08	-.04	.24	-.16	.16	.15	.36	.08	.07	-.17	-.09	-.20	.44	.00
Total Courses	**9**	History/Social Science	.01	-.03	.05	.06	-.01	.08	-.02	.01	**1.00**	.13	.01	.13	.05	.03	-.01	.20	-.06	.04	.00	.05	-.02	-.03	.00	-.01	-.03	.04	.18
	10	English	.00	-.05	-.04	-.06	-.01	-.04	.04	.01	.13	**1.00**	.05	.09	-.02	.06	.03	.02	-.05	.00	.01	-.01	.00	.05	.03	.02	.02	-.01	.09
	11	Mathematics	.02	.03	.11	.02	.22	.04	.12	.14	.01	.05	**1.00**	.13	.02	-.04	-.03	.17	.00	.02	-.01	.05	-.01	.05	.00	.00	-.01	.03	-.01
	12	Lab Science	.04	.02	.15	.06	.23	.08	.15	.24	.13	.09	.13	**1.00**	.02	-.02	-.10	.26	-.03	.03	.03	.08	.01	.09	.01	-.01	-.05	.14	.09
	13	Language other than English	.09	-.02	.21	.19	.11	.23	.07	.12	.05	-.02	.02	.02	**1.00**	-.01	-.01	.12	-.09	.12	.10	.16	.01	-.09	-.05	-.05	-.05	.21	.08
	14	Visual and Performing Arts	.05	-.05	.10	.11	.06	.10	.07	.08	.03	.06	-.04	-.02	-.01	**1.00**	-.11	-.02	-.13	.05	.02	.10	-.01	-.03	-.03	-.04	-.04	.09	.01
	15	College Preparatory Elective	-.05	-.07	.00	.01	-.03	.02	-.05	-.04	-.01	.03	-.03	-.10	-.01	-.11	**1.00**	.07	-.07	-.01	.00	.01	.01	.02	.00	-.03	-.03	.04	.10
	16	Total Semesters of Honors Courses	.08	.13	.23	.20	.16	.20	.16	.24	.20	.02	.17	.26	.12	-.02	.07	**1.00**	.09	.03	.04	.11	.04	.03	.00	-.01	.00	-.01	-.01
	17	Is ELC? (1=Yes, 0=No)	.05	.45	-.16	-.11	-.16	-.12	-.16	-.16	-.06	-.05	.00	-.03	-.09	-.13	-.07	.09	**1.00**	-.03	.00	-.08	.02	-.08	.04	.02	.09	-.34	-.12
Demograph Acad Prep	**18**	Parent Income (with mean subs)	.17	.11	.27	.23	.19	.26	.06	.16	.04	.00	.02	.03	.12	.05	-.01	.03	-.03	**1.00**	.02	.36	-.01	-.24	-.09	-.06	-.11	.21	.12
	19	Missing Parent Income? (1=Yes, 0=No)	.14	.10	.22	.21	.15	.20	.09	.15	.00	.01	-.01	.03	.10	.02	.00	.04	.00	.02	**1.00**	.19	.40	-.19	-.06	-.04	-.08	.15	.09
	20	Highest Years of Parent Ed (with mean sub)	.25	.16	.50	.42	.38	.45	.18	.36	.05	-.01	.05	.08	.16	.10	.01	.11	-.08	.36	.19	**1.00**	-.01	-.29	-.17	-.11	-.21	.38	.11
	21	Missing Parent Education? (1=Yes, 0=No)	.07	.06	.11	.10	.09	.09	.06	.08	-.02	.00	-.01	.01	.01	-.01	.01	.04	.02	-.01	.40	-.01	**1.00**	-.04	-.03	-.03	-.03	.07	.04
	22	First Language Spoken (1=English, 3=Other)	-.14	-.17	-.21	-.28	.00	-.23	.23	.07	-.03	.05	.05	.09	-.09	-.03	.02	.03	-.08	-.24	-.19	-.29	-.04	**1.00**	.08	.06	.07	-.09	-.15
	23	Number of Acad Prep Programs	-.10	-.08	-.23	-.20	-.21	-.18	-.09	-.17	.00	.03	.00	.01	-.05	-.03	.00	.00	.04	-.09	-.06	-.17	-.03	.08	**1.00**	.23	.53	-.26	-.01
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.08	-.06	-.13	-.11	-.10	-.12	-.04	-.09	-.01	.02	.00	-.01	-.05	-.04	-.03	-.01	.02	-.06	-.04	-.11	-.03	.06	.23	**1.00**	.03	-.16	-.01
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.13	-.07	-.26	-.22	-.23	-.22	-.09	-.20	-.03	.02	-.01	-.05	-.05	-.04	-.03	.00	.09	-.11	-.08	-.21	-.03	.07	.53	.03	**1.00**	-.30	-.04
API	**26**	API (2005)-with replacement	.23	.00	.50	.38	.45	.43	.30	.44	.04	-.01	.03	.14	.21	.09	.04	-.01	-.34	.21	.15	.38	.07	-.09	-.26	-.16	-.30	**1.00**	.24
	27	Missing API? (1=Yes, 0=No)	.02	.06	.09	.10	.03	.10	-.03	.00	.18	.09	-.01	.09	.08	.01	.10	-.01	-.12	.12	.09	.11	.04	-.15	-.01	-.01	-.04	.24	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 23.

UC SANTA BARBARA: No exclusions

3,827 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.05

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.182	0.188	0.195	0.121	0.057	0.123	0.126	0.303	0.250	0.304	0.214
Adjusted R-Square	0.182	0.188	0.195	0.121	0.055	0.121	0.126	0.302	0.249	0.303	0.212

		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	B	Beta	p
	Intercept	.288		.002	1.278		.000	1.277		.000	1.892		.000	2.758		.000	2.574		.000	2.513		.000	-.585		.000	-.231		.023	-.615		.000	.070		.574
	Weighted, Capped High School GPA	.736	.426	.000																			.585	.339	.000	.634	.367	.000	.580	.336	.000	.754	.437	.000
SAT	SAT Reasoning Composite[1]				.001	.434	.000																											
SAT	SAT Reasoning Critical Reading							.001	.089	.000													.001	.093	.000				.000	.076	.001			
SAT	SAT Reasoning Math							.001	.117	.000													.001	.088	.000				.000	.068	.000			
SAT	SAT Reasoning Writing							.002	.291	.000													.001	.223	.000				.001	.219	.000			
SAT	SAT Subject Highest Score 1										.000	-.050	.015													.000	-.031	.102	.000	.008	.658			
SAT	SAT Subject Highest Score 2										.002	.380	.000													.002	.287	.000	.000	.045	.066			
Total Courses	History/Social Science													-.001	-.003	.879																.001	.002	.898
Total Courses	English													-.036	-.071	.000																-.023	-.045	.002
Total Courses	Mathematics													.003	.010	.542																.002	.008	.598
Total Courses	Lab Science													.024	.077	.000																.013	.043	.005
Total Courses	Language other than English													.045	.176	.000																.036	.141	.000
Total Courses	Visual and Performing Arts													.011	.073	.000																.007	.049	.001
Total Courses	College Preparatory Elective													-.001	-.006	.705																-.001	-.009	.543
Total Courses	Total Semesters of Honors Courses													.004	.044	.010																-.002	-.025	.108
	Is ELC? (1=Yes, 0=No)													.129	.085	.000																-.105	-.069	.000
Demograph	Parent Income (with mean subs)																.000	.043	.010															
Demograph	Missing Parent Income? (1=Yes, 0=No)																.072	.056	.001															
Demograph	Highest Years of Parent Ed (with mean sub)																.035	.214	.000															
Demograph	Missing Parent Education? (1=Yes, 0=No)																.093	.039	.017															
Demograph	First Language Spoken (1=English, 3=Other)																-.068	-.086	.000															
Demograph	Number of Acad Prep Programs																-.051	-.060	.003															
Demograph	In Federal TRIO Program? (1=Yes, 0=No)																.012	.004	.834															
Demograph	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																-.121	-.051	.007															
API	API (2005)-with replacement																			.074	.361	.000												
API	Missing API? (1=Yes, 0=No)																			-.026	-.020	.213												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 23.

UC SANTA BARBARA: No exclusic

3,827 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 3.05

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.314	0.271	0.316	0.261	0.319	0.297	0.323	0.286	0.328	0.311	0.331
Adjusted R-Square	0.311	0.269	0.313	0.257	0.316	0.293	0.319	0.283	0.324	0.307	0.327

		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	B	Beta	p
	Intercept	-.552		.000	-.257		.043	-.591		.000	.214		.098	-.481		.000	-.139		.284	-.499		.000	.285		.026	-.353		.007	-.042		.745	-.381		.004
	Weighted, Capped High School GPA	.605	.351	.000	.664	.384	.000	.601	.348	.000	.644	.373	.000	.587	.340	.000	.593	.344	.000	.576	.333	.000	.593	.343	.000	.563	.326	.000	.561	.325	.000	.552	.320	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.094	.000				.000	.070	.002				.000	.081	.000				.000	.047	.042				.000	.073	.001				.000	.040	.081
SAT	SAT Reasoning Math	.001	.092	.000				.000	.067	.000				.000	.065	.000				.000	.034	.083				.000	.038	.044				.000	.009	.650
SAT	SAT Reasoning Writing	.001	.213	.000				.001	.207	.000				.001	.201	.000				.001	.191	.000				.001	.187	.000				.001	.178	.000
SAT	SAT Subject Highest Score 1				.000	-.017	.372	.000	.015	.398							.000	.058	.004	.000	.045	.023							.000	.065	.001	.000	.052	.008
SAT	SAT Subject Highest Score 2				.002	.274	.000	.000	.061	.014							.001	.173	.000	.000	.052	.037							.001	.133	.000	.000	.040	.102
Total Courses	History/Social Science	-.002	-.005	.715	.002	.007	.638	-.001	-.003	.834	-.003	-.009	.537	-.003	-.009	.539	-.001	-.002	.864	-.002	-.007	.636	-.004	-.012	.430	-.003	-.010	.473	-.002	-.006	.654	-.003	-.009	.544
Total Courses	English	-.012	-.023	.105	-.022	-.043	.003	-.013	-.025	.070	-.015	-.029	.045	-.011	-.022	.123	-.015	-.029	.041	-.012	-.023	.104	-.012	-.023	.106	-.010	-.019	.179	-.012	-.024	.084	-.010	-.020	.158
Total Courses	Mathematics	-.005	-.016	.250	-.006	-.019	.186	-.006	-.018	.201	.000	.001	.943	-.004	-.014	.330	-.005	-.018	.208	-.005	-.015	.283	-.001	-.005	.743	-.004	-.012	.388	-.006	-.019	.183	-.004	-.013	.345
Total Courses	Lab Science	.004	.013	.381	.001	.002	.891	.002	.007	.623	.007	.024	.115	.003	.009	.514	-.001	-.003	.855	.001	.004	.791	.001	.003	.830	.000	.001	.937	-.005	-.014	.324	-.001	-.004	.775
Total Courses	Language other than English	.017	.066	.000	.028	.110	.000	.017	.067	.000	.025	.097	.000	.015	.060	.000	.020	.081	.000	.015	.059	.000	.017	.069	.000	.012	.047	.001	.015	.061	.000	.012	.046	.001
Total Courses	Visual and Performing Arts	.004	.025	.069	.006	.041	.004	.004	.026	.055	.004	.025	.084	.003	.018	.180	.004	.025	.067	.003	.019	.154	.003	.022	.113	.003	.017	.215	.004	.024	.087	.003	.018	.184
Total Courses	College Preparatory Elective	-.004	-.027	.046	-.002	-.014	.316	-.004	-.026	.054	-.003	-.019	.182	-.005	-.029	.031	-.003	-.019	.161	-.004	-.028	.041	-.004	-.027	.050	-.005	-.033	.015	-.004	-.026	.055	-.005	-.032	.020
Total Courses	Total Semesters of Honors Courses	-.006	-.071	.000	-.006	-.072	.000	-.007	-.079	.000	-.001	-.010	.514	-.005	-.061	.000	-.005	-.053	.001	-.006	-.068	.000	.001	.016	.289	-.003	-.039	.010	-.002	-.025	.101	-.004	-.045	.003
	Is ELC? (1=Yes, 0=No)	-.012	-.008	.583	-.052	-.034	.024	-.012	-.008	.592	-.035	-.023	.140	.003	.002	.885	-.011	-.007	.641	.005	.003	.840	.029	.019	.229	.036	.024	.117	.034	.023	.140	.037	.025	.104
Demograph	Acad Prep Parent Income (with mean subs)										.000	.036	.020	.000	.015	.322	.000	.027	.074	.000	.015	.302	.000	.013	.393	.000	.005	.762	.000	.010	.491	.000	.005	.740
Demograph	Acad Prep Missing Parent Income? (1=Yes, 0=No)										.056	.044	.005	.017	.013	.381	.031	.024	.116	.015	.012	.445	.033	.026	.100	.009	.007	.624	.016	.013	.409	.007	.005	.720
Demograph	Acad Prep Highest Years of Parent Ed (with mean sub)										.023	.143	.000	.011	.065	.000	.017	.104	.000	.011	.069	.000	.015	.091	.000	.007	.045	.012	.012	.071	.000	.008	.051	.005
Demograph	Acad Prep Missing Parent Education? (1=Yes, 0=No)										.058	.024	.108	.028	.012	.413	.034	.015	.326	.027	.012	.426	.045	.019	.201	.025	.011	.468	.030	.013	.393	.025	.010	.470
Demograph	Acad Prep First Language Spoken (1=English, 3=Other)										-.022	-.028	.080	.011	.014	.381	-.045	-.057	.001	-.008	-.010	.557	-.016	-.020	.215	.012	.016	.324	-.039	-.049	.003	-.007	-.009	.586
Demograph	Acad Prep Number of Acad Prep Programs										-.036	-.042	.024	-.008	-.010	.584	-.027	-.031	.085	-.011	-.013	.457	-.021	-.024	.187	-.003	-.004	.841	-.017	-.020	.268	-.006	-.007	.684
Demograph	Acad Prep In Federal TRIO Program? (1=Yes, 0=No)										.023	.007	.654	.033	.010	.511	.007	.002	.896	.020	.006	.687	.048	.014	.350	.047	.014	.350	.025	.007	.622	.033	.010	.514
Demograph	Acad Prep In UC Sponsored Acad Prep.? (1=Yes, 0=No)										-.141	-.060	.001	-.090	-.038	.025	-.104	-.044	.010	-.088	-.037	.028	-.077	-.032	.062	-.059	-.025	.142	-.061	-.026	.129	-.057	-.024	.152
API	API (2005)-with replacement																						.043	.211	.000	.026	.129	.000	.033	.161	.000	.026	.129	.000
API	Missing API? (1=Yes, 0=No)																						-.017	-.013	.394	-.017	-.013	.372	-.005	-.004	.802	-.015	-.011	.446

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

TABLE 24. PEARSON CORRELATIONS

UC SANTA BARBARA: No exclusions

3,827 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.43	0.43	0.37	0.33	0.42	0.20	0.35	0.02	-0.05	0.04	0.08	0.18	0.07	-0.02	0.09	0.07	0.16	0.14	0.31	0.06	-0.23	-0.18	-0.11	-0.18	0.35	0.10
	2	Weighted, Capped High School GPA	.43	**1.00**	.24	.19	.19	.24	.12	.22	.01	-.05	.06	.10	.08	.04	-.02	.21	.36	.09	.09	.21	.04	-.21	-.10	-.07	-.07	.17	.05
SAT	**3**	SAT Reasoning Composite[1]	.43	.24	**1.00**	.89	.81	.89	.42	.73	.10	-.03	.15	.18	.27	.07	.04	.24	-.10	.27	.24	.51	.11	-.36	-.30	-.19	-.29	.55	.15
	4	SAT Reasoning Critical Reading	.37	.19	.89	**1.00**	.55	.76	.37	.64	.10	-.04	.05	.11	.22	.09	.05	.21	-.10	.22	.20	.44	.09	-.37	-.26	-.16	-.25	.45	.16
	5	SAT Reasoning Math	.33	.19	.81	.55	**1.00**	.56	.39	.65	.05	-.01	.25	.23	.20	.02	.00	.20	-.09	.24	.22	.44	.10	-.23	-.25	-.16	-.25	.49	.08
	6	SAT Reasoning Writing	.42	.24	.89	.76	.56	**1.00**	.33	.59	.09	-.03	.08	.12	.27	.09	.05	.22	-.08	.24	.21	.44	.09	-.34	-.26	-.17	-.25	.47	.16
	7	SAT Subject Highest Score 1	.20	.12	.42	.37	.39	.33	**1.00**	.67	.04	.02	.12	.17	.10	-.02	-.01	.22	-.02	.02	.08	.04	.07	.19	.01	.06	-.02	.14	.02
	8	SAT Subject Highest Score 2	.35	.22	.73	.64	.65	.59	.67	**1.00**	.07	.03	.18	.24	.19	.03	.00	.29	-.06	.16	.17	.33	.10	-.11	-.17	-.10	-.18	.39	.08
Total Courses	**9**	History/Social Science	.02	.01	.10	.10	.05	.09	.04	.07	**1.00**	.19	.05	.16	.11	.07	.04	.20	-.08	.06	.03	.10	-.01	-.02	-.01	-.01	-.02	.08	.20
	10	English	-.05	-.05	-.03	-.04	-.01	-.03	.02	.03	.19	**1.00**	.07	.15	.04	.06	.01	.02	-.04	.00	-.04	-.01	-.01	.11	.02	.02	.02	-.02	.08
	11	Mathematics	.04	.06	.15	.05	.25	.08	.12	.18	.05	.07	**1.00**	.16	.09	-.03	-.06	.22	.03	.05	.03	.08	-.01	.00	.04	.03	.02	.04	-.01
	12	Lab Science	.08	.10	.18	.11	.23	.12	.17	.24	.16	.15	.16	**1.00**	.07	-.05	-.08	.25	-.04	.08	.06	.12	.04	.02	-.01	-.03	-.02	.15	.11
	13	Language other than English	.18	.08	.27	.22	.20	.27	.10	.19	.11	.04	.09	.07	**1.00**	.04	.01	.13	-.08	.15	.09	.22	.04	-.15	-.08	-.07	-.09	.27	.12
	14	Visual and Performing Arts	.07	.04	.07	.09	.02	.09	-.02	.03	.07	.06	-.03	-.05	.04	**1.00**	-.04	.00	-.03	.04	.01	.12	.02	-.07	-.07	-.06	-.05	.08	.05
	15	College Preparatory Elective	-.02	-.02	.04	.05	.00	.05	-.01	.00	.04	.01	-.06	-.08	.01	-.04	**1.00**	.01	-.04	.04	.03	.03	-.01	.00	-.02	-.04	-.02	.07	.13
	16	Total Semesters of Honors Courses	.09	.21	.24	.21	.20	.22	.22	.29	.20	.02	.22	.25	.13	.00	.01	**1.00**	.07	.03	.02	.08	.06	.01	.06	.02	.05	-.05	-.02
	17	Is ELC? (1=Yes, 0=No)	.07	.36	-.10	-.10	-.09	-.08	-.02	-.06	-.08	-.04	.03	-.04	-.08	-.03	-.04	.07	**1.00**	-.07	-.04	-.11	.01	.01	.08	.05	.11	-.24	-.11
Demograph	**18**	Parent Income (with mean subs)	.16	.09	.27	.22	.24	.24	.02	.16	.06	.00	.05	.08	.15	.04	.04	.03	-.07	**1.00**	-.04	.38	-.02	-.26	-.14	-.12	-.15	.31	.13
	19	Missing Parent Income? (1=Yes, 0=No)	.14	.09	.24	.20	.22	.21	.08	.17	.03	-.04	.03	.06	.09	.01	.03	.02	-.04	-.04	**1.00**	.19	.37	-.18	-.11	-.09	-.11	.22	.10
	20	Highest Years of Parent Ed (with mean sub)	.31	.21	.51	.44	.44	.44	.04	.33	.10	-.01	.08	.12	.22	.12	.03	.08	-.11	.38	.19	**1.00**	-.02	-.44	-.28	-.23	-.28	.49	.15
	21	Missing Parent Education? (1=Yes, 0=No)	.06	.04	.11	.09	.10	.09	.07	.10	-.01	-.01	-.01	.04	.04	.02	-.01	.06	.01	-.02	.37	-.02	**1.00**	-.01	-.04	-.04	-.04	.07	.00
	22	First Language Spoken (1=English, 3=Other)	-.23	-.21	-.36	-.37	-.23	-.34	.19	-.11	-.02	.11	.00	.02	-.15	-.07	.00	.01	.01	-.26	-.18	-.44	-.01	**1.00**	.23	.16	.22	-.31	-.09
	23	Number of Acad Prep Programs	-.18	-.10	-.30	-.26	-.25	-.26	.01	-.17	-.01	.02	.04	-.01	-.08	-.07	-.02	.06	.08	-.14	-.11	-.28	-.04	.23	**1.00**	.41	.59	-.33	-.08
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.11	-.07	-.19	-.16	-.16	-.17	.06	-.10	-.01	.02	.03	-.03	-.07	-.06	-.04	.02	.05	-.12	-.09	-.23	-.04	.16	.41	**1.00**	.22	-.22	-.05
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.18	-.07	-.29	-.25	-.25	-.25	-.02	-.18	-.02	.02	.02	-.02	-.09	-.05	-.02	.05	.11	-.15	-.11	-.28	-.04	.22	.59	.22	**1.00**	-.35	-.09
API	**26**	API (2005)-with replacement	.35	.17	.55	.45	.49	.47	.14	.39	.08	-.02	.04	.15	.27	.08	.07	-.05	-.24	.31	.22	.49	.07	-.31	-.33	-.22	-.35	**1.00**	.32
	27	Missing API? (1=Yes, 0=No)	.02	.06	.09	.10	.03	.10	-.03	.00	.18	.09	-.01	.09	.08	.01	.10	-.01	-.12	.12	.09	.11	.04	-.15	-.01	-.01	-.04	.24	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 25.

UC SANTA CRUZ: No exclusions

3,115 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.96

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
R-Square	0.137	0.122	0.128	0.089	0.048	0.059	0.021	0.221	0.191	0.225	0.149
Adjusted R-Square	0.136	0.122	0.127	0.088	0.045	0.057	0.020	0.220	0.191	0.224	0.146

		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	B	Beta	p
	Intercept	.716		.000	1.517		.000	1.541		.000	1.878		.000	2.735		.000	2.662		.000	2.677		.000	-.088		.415	.123		.273	-.141		.215	.606		.000
	Weighted, Capped High School GPA	.639	.369	.000																			.538	.311	.000	.563	.326	.000	.530	.306	.000	.616	.356	.000
SAT	SAT Reasoning Composite[1]				.001	.350	.000																										
SAT	SAT Reasoning Critical Reading							.001	.092	.001													.000	.080	.002				.000	.042	.125			
SAT	SAT Reasoning Math							.000	.069	.001													.000	.047	.013				.000	.014	.497			
SAT	SAT Reasoning Writing							.002	.238	.000													.001	.201	.000				.001	.194	.000			
SAT	SAT Subject Highest Score 1										.000	-.039	.090													.000	-.032	.135	.000	-.004	.835			
SAT	SAT Subject Highest Score 2										.002	.322	.000													.002	.258	.000	.001	.098	.000			
Total Courses	History/Social Science													-.004	-.011	.564																.003	.008	.656
Total Courses	English													.000	.000	.999																-.001	-.003	.871
Total Courses	Mathematics													-.004	-.011	.555																.000	.001	.968
Total Courses	Lab Science													-.009	-.026	.148																-.005	-.014	.405
Total Courses	Language other than English													.030	.107	.000																.028	.098	.000
Total Courses	Visual and Performing Arts													.010	.072	.000																.005	.034	.044
Total Courses	College Preparatory Elective													-.004	-.026	.139																-.004	-.026	.124
Total Courses	Total Semesters of Honors Courses													.009	.098	.000																.002	.021	.239
	Is ELC? (1=Yes, 0=No)													.330	.129	.000																.006	.002	.905
Demograph Acad Prep	Parent Income (with mean subs)																.000	-.021	.271														
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)																.107	.077	.000														
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)																.026	.146	.000														
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)																-.063	-.026	.169														
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)																-.082	-.098	.000														
Demograph Acad Prep	Number of Acad Prep Programs																.001	.001	.973														
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)																-.282	-.060	.001														
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)																.005	.002	.939														
API	API (2005)-with replacement																			.037	.151	.000												
API	Missing API? (1=Yes, 0=No)																			-.039	-.030	.109												

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

University of California, Office of the President

A Comparison of Measures from the UC Application in Predicting UC GPA after One Year of Matriculation

TABLE 25.

UC SANTA CRUZ: No exclusions

3,115 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year Mean= 2.96

	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21	Model 22
R-Square	0.225	0.199	0.230	0.180	0.230	0.214	0.235	0.188	0.233	0.217	0.238
Adjusted R-Square	0.222	0.196	0.226	0.175	0.225	0.208	0.230	0.183	0.227	0.212	0.231

		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	B	Beta	p
	Intercept	-.096		.478	.048		.738	-.181		.199	.606		.000	-.128		.395	.129		.387	-.163		.280	.501		.001	-.160		.288	.081		.589	-.196		.195
	Weighted, Capped High School GPA	.549	.317	.000	.574	.332	.000	.547	.316	.000	.563	.325	.000	.544	.314	.000	.542	.313	.000	.539	.311	.000	.561	.324	.000	.545	.315	.000	.542	.313	.000	.540	.312	.000
SAT	SAT Reasoning Composite[1]																																	
SAT	SAT Reasoning Critical Reading	.001	.087	.001				.000	.045	.102				.000	.081	.003				.000	.035	.219				.000	.080	.003				.000	.035	.221
SAT	SAT Reasoning Math	.000	.047	.018				.000	.012	.574				.000	.041	.043				.000	.007	.760				.000	.030	.152				.000	-.003	.877
SAT	SAT Reasoning Writing	.001	.198	.000				.001	.190	.000				.001	.198	.000				.001	.187	.000				.001	.194	.000				.001	.184	.000
SAT	SAT Subject Highest Score 1				.000	-.025	.251	.000	-.003	.894							.000	.014	.539	.000	-.001	.949							.000	.017	.456	.000	.002	.932
SAT	SAT Subject Highest Score 2				.002	.258	.000	.001	.109	.000							.001	.199	.000	.001	.108	.000							.001	.185	.000	.001	.103	.000
Total Courses	History/Social Science	.000	-.001	.954	.003	.010	.557	.000	.001	.942	-.001	-.003	.869	.000	-.001	.943	.001	.003	.840	.000	.001	.961	.000	.001	.934	.001	.003	.866	.002	.007	.689	.002	.005	.779
Total Courses	English	.000	.000	.992	.000	.001	.942	.000	.001	.967	.001	.004	.808	.000	.001	.957	.001	.004	.784	.000	.002	.922	.002	.006	.708	.001	.003	.844	.002	.006	.701	.001	.004	.814
Total Courses	Mathematics	-.002	-.005	.748	-.006	-.017	.303	-.003	-.008	.623	.001	.002	.902	-.002	-.006	.731	-.004	-.013	.420	-.003	-.008	.630	.000	.000	.981	-.002	-.005	.751	-.005	-.014	.402	-.003	-.008	.647
Total Courses	Lab Science	-.005	-.016	.338	-.010	-.031	.064	-.006	-.019	.242	-.006	-.018	.293	-.005	-.015	.370	-.009	-.028	.092	-.006	-.018	.279	-.008	-.026	.129	-.006	-.018	.294	-.011	-.032	.053	-.007	-.020	.225
Total Courses	Language other than English	.011	.038	.020	.021	.074	.000	.011	.040	.015	.019	.068	.000	.010	.036	.031	.017	.059	.000	.010	.037	.024	.015	.055	.001	.009	.031	.060	.015	.052	.002	.009	.033	.045
Total Courses	Visual and Performing Arts	-.001	-.008	.614	.003	.020	.218	-.001	-.005	.771	.001	.004	.813	-.001	-.010	.548	.000	.003	.841	-.001	-.007	.655	.000	.000	.977	-.002	-.011	.509	.000	.001	.938	-.001	-.008	.616
Total Courses	College Preparatory Elective	-.006	-.039	.015	-.003	-.021	.189	-.006	-.036	.026	-.006	-.037	.025	-.007	-.042	.009	-.004	-.029	.077	-.006	-.039	.015	-.005	-.035	.036	-.006	-.039	.018	-.004	-.026	.106	-.006	-.036	.029
Total Courses	Total Semesters of Honors Courses	-.003	-.035	.048	-.003	-.038	.037	-.004	-.048	.007	.002	.023	.204	-.003	-.034	.059	-.003	-.031	.085	-.004	-.046	.011	.004	.040	.028	-.002	-.023	.197	-.002	-.017	.353	-.003	-.036	.049
	Is ELC? (1=Yes, 0=No)	.006	.002	.900	-.011	-.004	.810	-.004	-.002	.926	.061	.024	.188	.014	.005	.762	.019	.007	.672	.005	.002	.906	.099	.039	.032	.034	.013	.459	.046	.018	.318	.024	.009	.601
Demograph Acad Prep	Parent Income (with mean subs)										.000	-.003	.880	.000	-.022	.200	.000	-.014	.413	.000	-.022	.198	.000	-.010	.583	.000	-.023	.190	.000	-.018	.318	.000	-.023	.193
Demograph Acad Prep	Missing Parent Income? (1=Yes, 0=No)										.114	.082	.000	.085	.061	.001	.089	.064	.000	.083	.060	.001	.107	.076	.000	.085	.061	.001	.086	.062	.001	.083	.060	.001
Demograph Acad Prep	Highest Years of Parent Ed (with mean sub)										.020	.114	.000	.005	.027	.196	.012	.066	.001	.005	.026	.210	.016	.087	.000	.003	.018	.391	.009	.051	.013	.003	.018	.393
Demograph Acad Prep	Missing Parent Education? (1=Yes, 0=No)										-.056	-.024	.187	-.092	-.039	.027	-.078	-.033	.064	-.091	-.038	.028	-.068	-.029	.108	-.096	-.041	.020	-.084	-.036	.044	-.095	-.040	.021
Demograph Acad Prep	First Language Spoken (1=English, 3=Other)										-.038	-.045	.016	.014	.017	.361	-.044	-.053	.007	.001	.002	.939	-.035	-.042	.023	.014	.017	.373	-.043	-.052	.008	.000	.001	.979
Demograph Acad Prep	Number of Acad Prep Programs										-.012	-.011	.589	.011	.010	.589	.004	.003	.866	.012	.011	.560	-.004	-.004	.843	.013	.012	.521	.007	.007	.730	.014	.013	.503
Demograph Acad Prep	In Federal TRIO Program? (1=Yes, 0=No)										-.187	-.040	.021	-.138	-.029	.079	-.168	-.035	.035	-.144	-.030	.067	-.142	-.030	.080	-.117	-.025	.139	-.139	-.029	.081	-.123	-.026	.117
Demograph Acad Prep	In UC Sponsored Acad Prep.? (1=Yes, 0=No)										.005	.002	.932	.027	.008	.654	.009	.003	.878	.021	.007	.719	.050	.016	.410	.047	.014	.433	.038	.012	.532	.040	.012	.504
API	API (2005)-with replacement																						.028	.114	.000	.014	.058	.004	.018	.074	.000	.013	.054	.007
API	Missing API? (1=Yes, 0=No)																						-.053	-.041	.020	-.049	-.038	.028	-.044	-.034	.052	-.048	-.037	.032

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

TABLE 26. PEARSON CORRELATIONS

UC SANTA CRUZ: No exclusions

3,115 matriculants

2006 Fall Freshman Entrants

Outcome: UC GPA After 1 Year

		Variables	UC GPA	HS GPA	SAT						Total Courses								ELC	Demographics - Academic Prep.								API	
					Comp.	CR	M	W	S1	S2	A	B	C	D	E	F	G	Honors		Income	M Inc.	Educ	M Educ	F lang	#Ac P.	Trio	UC Prep	API	M API
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1	UC GPA After 1-Year (Spring 2007)	**1.00**	0.37	0.35	0.31	0.24	0.35	0.17	0.30	0.02	-0.01	0.03	-0.01	0.11	0.07	-0.03	0.13	0.14	0.06	0.11	0.20	0.01	-0.17	-0.06	-0.09	-0.05	0.14	0.02
	2	Weighted, Capped High School GPA	.37	**1.00**	.20	.17	.15	.19	.11	.18	-.01	-.01	.03	-.03	.03	.10	-.02	.26	.39	.01	.02	.12	-.01	-.16	-.01	-.06	-.03	-.02	.02
SAT	**3**	SAT Reasoning Composite[1]	.35	.20	**1.00**	.90	.78	.89	.41	.70	.10	.00	.13	.09	.22	.16	.02	.26	.07	.27	.21	.51	.10	-.41	-.19	-.15	-.17	.38	.11
	4	SAT Reasoning Critical Reading	.31	.17	.90	**1.00**	.52	.78	.36	.64	.11	-.01	.04	.04	.19	.15	.04	.26	.06	.23	.20	.45	.08	-.43	-.16	-.13	-.14	.30	.11
	5	SAT Reasoning Math	.24	.15	.78	.52	**1.00**	.52	.38	.60	.05	.00	.23	.16	.15	.09	-.06	.18	.04	.23	.19	.39	.11	-.21	-.17	-.12	-.16	.34	.04
	6	SAT Reasoning Writing	.35	.19	.89	.78	.52	**1.00**	.31	.57	.10	.01	.06	.03	.23	.16	.05	.24	.07	.25	.17	.47	.06	-.41	-.17	-.13	-.14	.33	.14
	7	SAT Subject Highest Score 1	.17	.11	.41	.36	.38	.31	**1.00**	.66	.04	-.01	.13	.07	.05	.01	-.07	.23	.12	.02	.05	.07	.03	.18	.01	-.04	.03	.05	.00
	8	SAT Subject Highest Score 2	.30	.18	.70	.64	.60	.57	.66	**1.00**	.07	-.02	.15	.12	.14	.07	-.04	.32	.11	.15	.14	.31	.07	-.15	-.11	-.09	-.08	.23	.04
Total Courses	**9**	History/Social Science	.02	-.01	.10	.11	.05	.10	.04	.07	**1.00**	.15	.10	.18	.10	.14	.03	.18	-.03	.09	.01	.13	-.01	-.05	.00	.00	-.02	.07	.18
	10	English	-.01	-.01	.00	-.01	.00	.01	-.01	-.02	.15	**1.00**	.04	.06	.00	.09	.09	-.03	-.03	.01	-.02	.01	-.02	.01	.02	.00	.00	.03	.10
	11	Mathematics	.03	.03	.13	.04	.23	.06	.13	.15	.10	.04	**1.00**	.18	.11	.03	-.02	.20	.06	.02	.01	.03	.03	.04	.02	-.02	.02	.00	-.03
	12	Lab Science	-.01	-.03	.09	.04	.16	.03	.07	.12	.18	.06	.18	**1.00**	.10	.00	-.07	.14	-.03	.08	.00	.08	.03	.03	.02	-.01	.00	.10	.05
	13	Language other than English	.11	.03	.22	.19	.15	.23	.05	.14	.10	.00	.11	.10	**1.00**	-.01	.01	.13	-.03	.14	.08	.17	.02	-.11	-.06	-.06	-.02	.21	.11
	14	Visual and Performing Arts	.07	.10	.16	.15	.09	.16	.01	.07	.14	.09	.03	.00	-.01	**1.00**	-.01	.04	-.02	.08	.03	.20	.00	-.15	-.04	-.03	-.04	.12	.07
	15	College Preparatory Elective	-.03	-.02	.02	.04	-.06	.05	-.07	-.04	.03	.09	-.02	-.07	.01	-.01	**1.00**	-.03	-.03	.03	.03	.05	-.02	-.04	.00	-.03	-.03	.07	.19
	16	Total Semesters of Honors Courses	.13	.26	.26	.26	.18	.24	.23	.32	.18	-.03	.20	.14	.13	.04	-.03	**1.00**	.15	.00	-.02	.08	-.02	-.06	.07	-.01	.05	-.14	-.02
	17	Is ELC? (1=Yes, 0=No)	.14	.39	.07	.06	.04	.07	.12	.11	-.03	-.03	.06	-.03	-.03	-.02	-.03	.15	**1.00**	-.07	-.04	-.08	-.02	-.01	.06	.02	.06	-.22	-.06
Demograph	**18**	Parent Income (with mean subs)	.06	.01	.27	.23	.23	.25	.02	.15	.09	.01	.02	.08	.14	.08	.03	.00	-.07	**1.00**	-.01	.38	-.01	-.24	-.11	-.10	-.11	.27	.16
	19	Missing Parent Income? (1=Yes, 0=No)	.11	.02	.21	.20	.19	.17	.05	.14	.01	-.02	.01	.00	.08	.03	.03	-.02	-.04	-.01	**1.00**	.18	.41	-.17	-.05	-.06	-.08	.18	.07
	20	Highest Years of Parent Ed (with mean sub)	.20	.12	.51	.45	.39	.47	.07	.31	.13	.01	.03	.08	.17	.20	.05	.08	-.08	.38	.18	**1.00**	-.02	-.44	-.17	-.14	-.20	.40	.15
	21	Missing Parent Education? (1=Yes, 0=No)	.01	-.01	.10	.08	.11	.06	.03	.07	-.01	-.02	.03	.03	.02	.00	-.02	-.02	-.02	-.01	.41	-.02	**1.00**	-.02	-.03	-.01	-.05	.08	.00
	22	First Language Spoken (1=English, 3=Other)	-.17	-.16	-.41	-.43	-.21	-.41	.18	-.15	-.05	.01	.04	.03	-.11	-.15	-.04	-.06	-.01	-.24	-.17	-.44	-.02	**1.00**	.16	.08	.15	-.23	-.11
	23	Number of Acad Prep Programs	-.06	-.01	-.19	-.16	-.17	-.17	.01	-.11	.00	.02	.02	.02	-.06	-.04	.00	.07	.06	-.11	-.05	-.17	-.03	.16	**1.00**	.29	.48	-.24	-.06
	24	In Federal TRIO Program? (1=Yes, 0=No)	-.09	-.06	-.15	-.13	-.12	-.13	-.04	-.09	.00	.00	-.02	-.01	-.06	-.03	-.03	-.01	.02	-.10	-.06	-.14	-.01	.08	.29	**1.00**	.10	-.18	-.03
	25	In UC Sponsored Acad Prep.? (1=Yes, 0=No)	-.05	-.03	-.17	-.14	-.16	-.14	.03	-.08	-.02	.00	.02	.00	-.02	-.04	-.03	.05	.06	-.11	-.08	-.20	-.05	.15	.48	.10	**1.00**	-.26	-.07
API	**26**	API (2005)-with replacement	.14	-.02	.38	.30	.34	.33	.05	.23	.07	.03	.00	.10	.21	.12	.07	-.14	-.22	.27	.18	.40	.08	-.23	-.24	-.18	-.26	**1.00**	.31
	27	Missing API? (1=Yes, 0=No)	.02	.02	.11	.11	.04	.14	.00	.04	.18	.10	-.03	.05	.11	.07	.19	-.02	-.06	.16	.07	.15	.00	-.11	-.06	-.03	-.07	.31	**1.00**

1 Sum of SAT Reasoning Critical Reading + Math + Writing

Source: UC undergraduate admissions repository file (UADM) 2006 merged with UC Registration File -(REG) EOT 2006

Prepared by Admissions Research & Evaluation, sja, 11-04-07

Appendix V

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 8% Statewide by Index or Top 4% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	1,570	1,180	1,809	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	25,219	17,787	29,751	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	7.5%	5.3%	8.9%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	52.8%	43.0%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.8%	100.0%	40.1%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	60%	57%	61%	58%	58%	60%	60%
Male	48%	42%	40%	40%	43%	39%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	2%	6%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	9%	16%	19%	14%	11%	14%	14%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	34%	35%	22%	37%	44%	30%	29%
White	40%	46%	50%	54%	42%	51%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	97%	66%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.74	3.28	3.19	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.90	3.43	3.29	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.74	3.29	3.23	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.90	3.44	3.33	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	0%	16%	36%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	9%	59%	45%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	52%	23%	16%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	38%	2%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1259	1118	1002	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	9%	13%	17%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	18%	17%	29%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	24%	29%	27%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	49%	41%	27%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.08	2.70	2.55	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	81%	85%	22%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	46%	43%	9%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	85%	79%	56%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	93%	86%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 10% Statewide by Index or Top 4% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	1,895	937	1,727	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	30,602	13,911	28,244	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	9.2%	4.2%	8.5%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	62.2%	33.6%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.9%	100.0%	36.9%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	60%	57%	61%	58%	58%	60%	60%
Male	48%	42%	40%	40%	43%	39%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	2%	7%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	9%	18%	19%	14%	11%	14%	14%
Native American	1%	0%	1%	0%	0%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	33%	37%	22%	37%	44%	30%	29%
White	40%	46%	50%	55%	38%	50%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	96%	64%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.69	3.23	3.17	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.85	3.37	3.26	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.69	3.25	3.21	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.85	3.39	3.31	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	0%	20%	38%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	15%	63%	45%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	53%	14%	14%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	32%	2%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1239	1107	997	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	9%	15%	18%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	18%	17%	29%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	25%	28%	27%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	48%	41%	26%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.04	2.66	2.53	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	78%	84%	23%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	45%	41%	10%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	83%	78%	55%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	94%	100%	100%	100%

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 12.5% Statewide by Index or Top 4% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	2,323	634	1,602	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	37,499	9,358	25,900	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	11.2%	2.8%	7.8%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	73.2%	22.6%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.9%	100.0%	31.2%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	60%	58%	60%	58%	58%	60%	60%
Male	48%	42%	40%	40%	42%	40%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	2%	8%	8%	5%	4%	6%	5%
Latino	31%	13%	15%	10%	18%	20%	14%	11%	14%	14%
Native American	1%	0%	1%	1%	1%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	33%	36%	22%	37%	44%	30%	29%
White	40%	46%	50%	53%	37%	49%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	93%	60%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.64	3.17	3.12	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.79	3.31	3.21	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.64	3.21	3.19	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.79	3.35	3.29	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	1%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	1%	27%	41%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	24%	61%	44%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	49%	8%	11%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	26%	3%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1216	1088	991	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	9%	17%	19%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	19%	18%	29%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	27%	27%	26%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	46%	38%	26%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.99	2.62	2.51	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	75%	82%	24%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	42%	38%	10%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	82%	76%	54%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	91%	86%	94%	100%	100%	100%

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 4% Statewide by Index or Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	1,989	1,023	1,547	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	32,476	15,168	25,113	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	9.7%	4.6%	7.5%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	59.2%	36.6%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	97.2%	100.0%	32.5%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	64%	51%	59%	58%	58%	60%	60%
Male	48%	42%	40%	36%	49%	41%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	4%	4%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	15%	9%	17%	14%	11%	14%	14%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	30%	40%	22%	37%	44%	30%	29%
White	40%	46%	50%	50%	45%	52%	43%	40%	48%	50%
Unknown	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	96%	59%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.66	3.27	3.13	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.81	3.41	3.21	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.66	3.28	3.20	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.81	3.43	3.30	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	2%	18%	41%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	20%	59%	43%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	48%	20%	13%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	30%	3%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1172	1184	1013	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	16%	3%	15%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	26%	8%	26%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	27%	24%	28%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	31%	65%	31%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.94	2.78	2.54	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	71%	87%	24%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	39%	46%	10%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	82%	79%	53%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	92%	92%	86%	94%	100%	100%	100%

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 5% Statewide by Index or Top 10% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	1,732	1,143	1,684	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	28,168	17,130	27,459	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	8.4%	5.1%	8.2%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	54.4%	41.4%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	98.2%	100.0%	36.8%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	64%	53%	59%	58%	58%	60%	60%
Male	48%	42%	40%	36%	47%	41%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	3%	4%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	13%	12%	18%	14%	11%	14%	14%
Native American	1%	0%	1%	1%	1%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	31%	39%	21%	37%	44%	30%	29%
White	40%	46%	50%	51%	43%	52%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	96%	63%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.71	3.27	3.17	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.86	3.42	3.25	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.71	3.29	3.22	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.86	3.43	3.31	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	1%	16%	38%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	13%	61%	44%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	52%	20%	14%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	35%	2%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1199	1162	1012	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	15%	6%	16%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	24%	11%	27%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	25%	27%	27%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	35%	56%	30%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.00	2.75	2.55	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	74%	87%	23%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	41%	45%	9%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	83%	80%	54%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	93%	86%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 5% Statewide by Index or Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

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

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 6% Statewide by Index or Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	2,090	929	1,540	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	34,113	13,649	24,996	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	10.2%	4.1%	7.5%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	62.8%	33.0%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	97.4%	100.0%	32.2%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	64%	52%	59%	58%	58%	60%	60%
Male	48%	42%	40%	36%	48%	41%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	3%	4%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	15%	10%	17%	14%	11%	14%	14%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	31%	40%	22%	37%	44%	30%	29%
White	40%	46%	50%	50%	45%	52%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	96%	59%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.65	3.23	3.13	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.81	3.37	3.21	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.65	3.25	3.20	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.81	3.39	3.30	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	2%	20%	41%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	20%	63%	43%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	50%	14%	13%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	29%	2%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1179	1170	1012	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	16%	4%	15%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	25%	8%	26%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	26%	26%	28%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	34%	62%	31%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.95	2.75	2.54	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	71%	86%	24%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	40%	44%	10%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	82%	78%	53%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, (iii) SAT Reasoning or ACT Required, and (iv) Top 12.5% Statewide or by School
Guarantee Parameters: Top 12.5% Statewide by Index and Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR but for the 12.5% Requirement
Number in Sample (of 18,660)	18,660	2,682	3,044	1,545	851	648	2,238	1,252	2,452	2,804	1,515
Population Estimate (weighted)	335,658	41,390	48,839	25,417	12,940	10,482	34,150	19,086	38,867	44,939	23,919
Percent of High School Grads	100.0%	12.4%	14.6%	7.6%	3.9%	3.2%	10.2%	5.7%	11.6%	13.4%	7.2%
Percent of Current Eligibles		100.0%	80.6%	49.3%	31.3%	0.0%	73.2%	41.1%	69.7%	75.6%	15.2%
Percent Potentially Eligible	19.1%	100.0%	87.0%	99.9%	100.0%	39.8%	90.2%	89.8%	89.2%	87.7%	51.8%
Gender											
Female	52%	58%	61%	64%	53%	62%	59%	58%	60%	60%	58%
Male	48%	42%	39%	36%	47%	38%	41%	42%	40%	40%	42%
Ethnicity											
African American	10%	4%	3%	3%	3%	5%	3%	3%	4%	3%	8%
Latino	31%	13%	14%	11%	12%	21%	13%	11%	13%	13%	17%
Native American	1%	0%	1%	1%	0%	1%	0%	0%	1%	1%	1%
Asian American	17%	36%	31%	30%	42%	21%	38%	45%	33%	31%	26%
White	40%	46%	51%	55%	42%	50%	45%	40%	49%	51%	48%
Unknown	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	27%	99%	88%	100%	95%	48%	90%	89%	89%	88%	80%
Mean GPA (unweighted)	3.33	3.53	3.59	3.73	3.40	3.38	3.61	3.62	3.60	3.59	3.10
Mean GPA (weighted, capped)	3.45	3.69	3.74	3.89	3.55	3.49	3.77	3.78	3.75	3.74	3.20
All Students											
Mean GPA (unweighted)	2.63	3.53	3.59	3.73	3.41	3.45	3.61	3.61	3.59	3.58	3.09
Mean GPA (weighted, capped)	2.68	3.69	3.74	3.89	3.57	3.58	3.77	3.77	3.75	3.73	3.18
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	3%	0%	4%	6%	2%	3%	2%	3%	51%
3.20 - 3.59	14%	32%	30%	10%	54%	50%	27%	26%	29%	31%	47%
3.60 - 3.99	9%	38%	44%	52%	36%	35%	43%	42%	44%	44%	1%
4.00 and above	4%	23%	22%	37%	5%	8%	27%	29%	24%	22%	0%
SAT Scores											
Average SAT I Score	1014	1199	1180	1208	1219	1063	1219	1232	1193	1181	997
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	14%	12%	10%	25%	15%	14%	14%	14%	11%
Deciles 4 and 5	28%	16%	22%	25%	9%	30%	17%	16%	21%	22%	23%
Deciles 6 and 7	27%	26%	24%	30%	16%	20%	24%	24%	24%	24%	30%
Deciles 8, 9, and 10 (top)	24%	46%	40%	33%	65%	25%	45%	45%	40%	39%	35%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.92	3.02	2.87	2.71	2.96	2.97	2.93	2.92	2.47
Applied to UC	16%	89%	70%	74%	91%	34%	100%	100%	77%	72%	33%
Enrolled at UC	8%	48%	39%	42%	50%	19%	56%	100%	49%	42%	12%
Enrolled at Any 4-Year College	25%	84%	80%	83%	85%	65%	88%	100%	100%	86%	55%
Enrolled at Any 2- or 4-Year College	69%	93%	92%	93%	94%	87%	95%	100%	100%	100%	86%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

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

Guarantee Parameters: (i) Top 4% Statewide or within School or (ii) Top 12.5% Statewide and within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	1,667	1,173	1,719	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	27,298	17,490	27,969	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	8.2%	5.2%	8.4%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	53.5%	42.3%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.9%	100.0%	36.3%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	63%	54%	60%	58%	58%	60%	60%
Male	48%	42%	40%	37%	46%	40%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	2%	5%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	11%	13%	19%	14%	11%	14%	14%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	31%	39%	22%	37%	44%	30%	29%
White	40%	46%	50%	54%	42%	51%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	97%	63%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.73	3.27	3.16	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.88	3.42	3.25	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.73	3.29	3.21	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.88	3.43	3.31	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	0%	16%	38%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	10%	61%	45%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	54%	20%	13%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	35%	2%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1216	1157	1002	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	12%	9%	17%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	23%	11%	28%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	28%	23%	26%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	37%	56%	28%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.03	2.75	2.53	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	75%	86%	23%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	42%	45%	10%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	83%	80%	54%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	93%	86%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

Current Eligibility Parameters, Except SAT Subject Examinations Are Not Required

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	Eligible Under Modified Policy - No Subject Tests	Eligible Under Both Existing and Modified Policies	Newly Eligible Under Modified Policy	Newly Ineligible Under Modified Policy	Modified Eligible: Applied to UC (Actual)	Modified Eligible: Enrolled at UC (Actual)	Modified Eligible: Enrolled at a 4-Yr College (Actual)	Modified Eligible: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	2,588	2,127	461	555	1,984	1,106	2,127	2,405
Population Estimate (weighted)	335,658	41,390	41,827	33,129	8,698	8,261	30,601	17,031	33,975	38,752
Percent of High School Grads	100.0%	12.4%	12.5%	9.9%	2.6%	2.5%	9.2%	5.1%	10.2%	11.6%
Percent of Current Eligibles		100.0%	80.0%	80.0%	0.0%	20.0%	72.7%	40.9%	69.1%	75.1%
Percent Potentially Eligible	19.1%	100.0%	99.9%	100.0%	99.5%	100.0%	100.0%	100.0%	99.9%	99.9%
Gender										
Female	52%	58%	59%	58%	65%	60%	58%	58%	59%	59%
Male	48%	42%	41%	42%	35%	40%	42%	42%	41%	41%
Ethnicity										
African American	10%	4%	2%	2%	2%	10%	3%	2%	3%	2%
Latino	31%	13%	11%	11%	12%	20%	11%	8%	12%	11%
Native American	1%	0%	0%	0%	1%	1%	0%	0%	1%	0%
Asian American	17%	36%	32%	37%	16%	33%	38%	46%	33%	32%
White	40%	46%	53%	49%	69%	35%	47%	43%	51%	53%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	99%	98%	100%	100%	98%	98%	99%	99%
Mean GPA (unweighted)	3.33	3.53	3.61	3.62	3.59	3.17	3.63	3.63	3.62	3.61
Mean GPA (weighted, capped)	3.45	3.69	3.76	3.78	3.69	3.31	3.78	3.79	3.77	3.76
All Students										
Mean GPA (unweighted)	2.63	3.53	3.61	3.62	3.59	3.17	3.63	3.63	3.62	3.61
Mean GPA (weighted, capped)	2.68	3.69	3.76	3.78	3.69	3.31	3.79	3.79	3.77	3.76
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	2%	2%	1%	28%	2%	2%	2%	2%
3.20 - 3.59	14%	32%	26%	24%	34%	65%	24%	23%	26%	27%
3.60 - 3.99	9%	38%	47%	45%	54%	7%	45%	44%	46%	47%
4.00 and above	4%	23%	25%	28%	11%	0%	29%	30%	26%	24%
SAT Scores										
Average SAT I Score	1014	1199	1210	1238	1104	1040	1240	1249	1220	1211
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	9%	10%	7%	19%	10%	10%	9%	9%
Deciles 4 and 5	28%	16%	19%	15%	32%	20%	15%	15%	19%	19%
Deciles 6 and 7	27%	26%	27%	26%	29%	27%	26%	26%	26%	26%
Deciles 8, 9, and 10 (top)	24%	46%	45%	49%	32%	34%	49%	50%	45%	45%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.97	3.00	2.86	2.55	3.00	3.00	2.98	2.97
Applied to UC	16%	89%	73%	91%	6%	80%	100%	100%	79%	75%
Enrolled at UC	8%	48%	41%	51%	1%	37%	56%	100%	50%	44%
Enrolled at Any 4-Year College	25%	84%	81%	86%	62%	73%	88%	100%	100%	88%
Enrolled at Any 2- or 4-Year College	69%	93%	93%	94%	88%	89%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, (iii) SAT Reasoning or ACT Required, and (iv) SAT Subject Exams Required
Guarantee Parameters: Top 10% Statewide by Index or Top 4% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	3,093	1,968	610	515	2,725	1,466	2,558	2,886
Population Estimate (weighted)	335,658	41,390	47,007	30,515	9,159	7,334	40,951	21,893	38,579	43,744
Percent of High School Grads	100.0%	12.4%	14.0%	9.1%	2.8%	2.2%	12.2%	6.6%	11.5%	13.1%
Percent of Current Eligibles		100.0%	95.8%	73.7%	22.1%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	84.4%	99.9%	100.0%	0.0%	86.3%	88.0%	86.6%	84.5%
Gender										
Female	52%	58%	58%	59%	56%	59%	58%	58%	59%	58%
Male	48%	42%	42%	41%	44%	41%	42%	42%	41%	42%
Ethnicity										
African American	10%	4%	5%	2%	9%	11%	4%	4%	5%	5%
Latino	31%	13%	14%	11%	16%	23%	14%	11%	14%	14%
Native American	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Asian American	17%	36%	36%	37%	35%	31%	38%	44%	36%	36%
White	40%	46%	44%	48%	40%	33%	43%	40%	44%	44%
Unknown	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	88%	100%	93%	34%	89%	89%	90%	89%
Mean GPA (unweighted)	3.33	3.53	3.50	3.64	3.18	2.99	3.52	3.54	3.52	3.50
Mean GPA (weighted, capped)	3.45	3.69	3.66	3.80	3.32	3.10	3.68	3.70	3.68	3.66
All Students										
Mean GPA (unweighted)	2.63	3.53	3.49	3.64	3.21	3.24	3.51	3.54	3.52	3.49
Mean GPA (weighted, capped)	2.68	3.69	3.65	3.80	3.35	3.39	3.67	3.70	3.67	3.65
Below 2.80 (weighted, capped)	55%	0%	0%	0%	1%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	12%	1%	27%	37%	10%	8%	10%	12%
3.20 - 3.59	14%	32%	32%	22%	63%	35%	32%	30%	31%	32%
3.60 - 3.99	9%	38%	35%	47%	7%	20%	36%	37%	36%	35%
4.00 and above	4%	23%	21%	29%	3%	9%	23%	25%	23%	21%
SAT Scores										
Average SAT I Score	1014	1199	1179	1237	1096	1041	1193	1212	1191	1180
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	15%	10%	15%	33%	14%	15%	15%	14%
Deciles 4 and 5	28%	16%	17%	15%	20%	21%	16%	15%	17%	18%
Deciles 6 and 7	27%	26%	25%	25%	28%	20%	25%	24%	24%	24%
Deciles 8, 9, and 10 (top)	24%	46%	44%	50%	37%	26%	45%	46%	44%	43%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.86	3.00	2.62	2.57	2.89	2.91	2.89	2.86
Applied to UC	16%	89%	87%	92%	81%	76%	100%	100%	91%	88%
Enrolled at UC	8%	48%	47%	52%	37%	35%	53%	100%	57%	50%
Enrolled at Any 4-Year College	25%	84%	82%	86%	77%	70%	86%	100%	100%	88%
Enrolled at Any 2- or 4-Year College	69%	93%	93%	94%	91%	92%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, (iii) SAT Reasoning (or ACT) and Subject Exams Required, and (iv) Top 12.5% Statewide or by School
Guarantee Parameters: Top 12.5% Statewide by Index and Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)	ETR but for the 12.5% Requirement
Number in Sample (of 18,660)	18,660	2,682	2,822	1,389	1,095	338	2,543	1,399	2,373	2,633	271
Population Estimate (weighted)	335,658	41,390	43,058	22,043	16,276	4,738	38,381	21,042	36,065	40,108	3,949
Percent of High School Grads	100.0%	12.4%	12.9%	6.6%	4.9%	1.4%	11.5%	6.3%	10.8%	12.0%	1.2%
Percent of Current Eligibles		100.0%	92.5%	53.1%	39.3%	0.0%	82.8%	45.6%	78.4%	86.2%	3.3%
Percent Potentially Eligible	19.1%	100.0%	88.9%	99.8%	100.0%	0.0%	89.2%	89.7%	90.0%	89.0%	35.0%
Gender											
Female	52%	58%	58%	63%	53%	56%	58%	58%	58%	58%	59%
Male	48%	42%	42%	37%	47%	44%	42%	42%	42%	42%	41%
Ethnicity											
African American	10%	4%	4%	4%	3%	6%	4%	3%	4%	4%	16%
Latino	31%	13%	14%	15%	9%	25%	14%	11%	13%	14%	15%
Native American	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Asian American	17%	36%	36%	32%	43%	30%	38%	45%	36%	36%	34%
White	40%	46%	45%	48%	44%	37%	44%	40%	45%	46%	33%
Unknown	1%	1%	1%	0%	1%	2%	1%	1%	1%	1%	2%
High School GPA											
Students Completing A-G	27%	99%	89%	100%	96%	12%	89%	89%	90%	89%	82%
Mean GPA (unweighted)	3.33	3.53	3.55	3.71	3.34	3.04	3.56	3.57	3.56	3.55	3.00
Mean GPA (weighted, capped)	3.45	3.69	3.70	3.88	3.48	3.17	3.71	3.73	3.72	3.70	3.11
All Students											
Mean GPA (unweighted)	2.63	3.53	3.54	3.71	3.35	3.39	3.55	3.56	3.55	3.54	3.00
Mean GPA (weighted, capped)	2.68	3.69	3.70	3.88	3.50	3.55	3.71	3.72	3.71	3.70	3.11
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	6%	1%	11%	16%	6%	6%	5%	6%	71%
3.20 - 3.59	14%	32%	33%	14%	56%	41%	32%	30%	32%	33%	29%
3.60 - 3.99	9%	38%	38%	47%	29%	30%	38%	38%	39%	38%	0%
4.00 and above	4%	23%	23%	39%	4%	13%	24%	26%	24%	23%	0%
SAT Scores											
Average SAT I Score	1014	1199	1198	1208	1211	1109	1207	1220	1206	1199	969
High School API											
Deciles 1, 2, and 3 (bottom)	22%	12%	14%	17%	4%	35%	14%	14%	14%	14%	22%
Deciles 4 and 5	28%	16%	17%	23%	7%	20%	16%	16%	17%	18%	20%
Deciles 6 and 7	27%	26%	25%	29%	21%	18%	25%	24%	24%	24%	25%
Deciles 8, 9, and 10 (top)	24%	46%	44%	31%	68%	26%	46%	46%	44%	44%	33%
College Outcomes											
Mean Freshman GPA (Predicted)	2.45	2.91	2.91	3.00	2.84	2.71	2.92	2.93	2.92	2.91	2.39
Applied to UC	16%	89%	89%	90%	88%	86%	100%	100%	92%	90%	65%
Enrolled at UC	8%	48%	49%	50%	48%	45%	55%	100%	58%	52%	22%
Enrolled at Any 4-Year College	25%	84%	84%	87%	82%	75%	86%	100%	100%	90%	64%
Enrolled at Any 2- or 4-Year College	69%	93%	93%	93%	93%	92%	94%	100%	100%	100%	92%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

Guarantee Parameters: Top 4% Statewide by Index or Top X% within School (Must Also Complete "Freshman 15" A-G)

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	992	1,108	1,208	1,323	1,442	1,571	1,671	1,815	1,989
Population Estimate (weighted)	41,390	72,757	15,781	17,772	19,489	21,401	23,378	25,469	27,141	29,606	32,476
Percent of High School Grads	12.4%	21.7%	4.7%	5.3%	5.8%	6.4%	7.0%	7.6%	8.1%	8.9%	9.7%
Percent of Current Eligibles	100.0%	95.8%	34.1%	37.5%	40.8%	43.8%	46.6%	49.8%	52.1%	54.9%	59.2%
Percent Potentially Eligible	100.0%	75.5%	99.8%	99.5%	99.5%	99.2%	98.7%	98.4%	98.1%	97.8%	97.2%
Gender											
Female	58%	60%	62%	63%	64%	64%	64%	65%	65%	64%	64%
Male	42%	40%	38%	37%	36%	36%	36%	35%	35%	36%	36%
Ethnicity											
African American	4%	5%	2%	2%	2%	3%	3%	3%	4%	3%	4%
Latino	13%	15%	10%	11%	12%	12%	13%	13%	14%	14%	15%
Native American	0%	1%	0%	1%	1%	1%	0%	1%	1%	1%	1%
Asian American	36%	29%	34%	34%	33%	32%	31%	31%	31%	30%	30%
White	46%	50%	53%	52%	52%	52%	52%	51%	51%	51%	50%
Unknown	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	0%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.83	3.81	3.79	3.77	3.75	3.73	3.71	3.69	3.66
Mean GPA (weighted, capped)	3.69	3.57	4.00	3.98	3.96	3.93	3.91	3.89	3.87	3.84	3.81
All Students											
Mean GPA (unweighted)	3.53	3.42	3.83	3.81	3.79	3.77	3.75	3.73	3.71	3.69	3.66
Mean GPA (weighted, capped)	3.69	3.55	4.00	3.98	3.96	3.93	3.91	3.89	3.87	3.84	3.81
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	1%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	1%	2%	3%	5%	7%	10%	13%	16%	20%
3.60 - 3.99	38%	30%	41%	45%	48%	49%	51%	52%	51%	50%	48%
4.00 and above	23%	15%	58%	52%	49%	45%	41%	38%	36%	33%	30%
SAT Scores											
Average SAT I Score	1199	1120	1283	1260	1247	1229	1217	1204	1195	1185	1172
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	12%	13%	14%	15%	15%	16%	16%	16%	16%
Deciles 4 and 5	16%	22%	20%	23%	23%	24%	25%	25%	25%	26%	26%
Deciles 6 and 7	26%	26%	23%	23%	24%	24%	25%	25%	26%	26%	27%
Deciles 8, 9, and 10 (top)	46%	38%	44%	40%	39%	36%	35%	34%	33%	32%	31%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.15	3.11	3.09	3.06	3.04	3.01	2.99	2.97	2.94
Applied to UC	89%	58%	85%	82%	81%	79%	77%	76%	74%	72%	71%
Enrolled at UC	48%	30%	49%	47%	46%	44%	43%	42%	41%	39%	39%
Enrolled at Any 4-Year College	84%	71%	86%	87%	86%	85%	84%	83%	83%	82%	82%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	93%	93%	92%	92%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

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

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	1,123	1,224	1,305	1,407	1,508	1,636	1,732	1,871	2,039
Population Estimate (weighted)	41,390	72,757	17,926	19,654	21,048	22,786	24,484	26,554	28,168	30,528	33,346
Percent of High School Grads	12.4%	21.7%	5.4%	5.9%	6.3%	6.8%	7.3%	7.9%	8.4%	9.1%	10.0%
Percent of Current Eligibles	100.0%	95.8%	38.6%	41.5%	44.0%	46.7%	49.0%	52.2%	54.4%	57.0%	61.1%
Percent Potentially Eligible	100.0%	75.5%	99.8%	99.5%	99.5%	99.3%	98.8%	98.4%	98.2%	97.9%	97.3%
Gender											
Female	58%	60%	62%	62%	63%	63%	63%	64%	64%	64%	64%
Male	42%	40%	38%	38%	37%	37%	37%	36%	36%	36%	36%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	3%	3%	3%	3%	3%
Latino	13%	15%	9%	10%	11%	12%	12%	13%	13%	14%	15%
Native American	0%	1%	0%	1%	1%	0%	0%	1%	1%	1%	1%
Asian American	36%	29%	34%	34%	33%	33%	32%	32%	31%	31%	30%
White	46%	50%	54%	53%	53%	53%	52%	52%	51%	51%	50%
Unknown	1%	1%	1%	0%	0%	0%	0%	1%	1%	1%	0%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.81	3.80	3.78	3.76	3.74	3.72	3.71	3.68	3.66
Mean GPA (weighted, capped)	3.69	3.57	3.98	3.96	3.95	3.92	3.90	3.88	3.86	3.84	3.81
All Students											
Mean GPA (unweighted)	3.53	3.42	3.81	3.80	3.78	3.76	3.74	3.72	3.71	3.68	3.66
Mean GPA (weighted, capped)	3.69	3.55	3.98	3.96	3.95	3.92	3.90	3.88	3.86	3.84	3.81
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	1%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	2%	3%	4%	6%	7%	10%	13%	16%	20%
3.60 - 3.99	38%	30%	46%	49%	51%	52%	52%	53%	52%	51%	49%
4.00 and above	23%	15%	52%	48%	46%	42%	40%	37%	35%	32%	29%
SAT Scores											
Average SAT I Score	1199	1120	1280	1260	1249	1233	1221	1208	1199	1188	1176
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	11%	12%	13%	14%	15%	15%	15%	15%	16%
Deciles 4 and 5	16%	22%	19%	22%	22%	23%	24%	24%	24%	25%	25%
Deciles 6 and 7	26%	26%	23%	22%	23%	23%	24%	25%	25%	26%	26%
Deciles 8, 9, and 10 (top)	46%	38%	47%	44%	42%	39%	38%	36%	35%	34%	33%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.14	3.11	3.09	3.06	3.04	3.01	3.00	2.97	2.95
Applied to UC	89%	58%	83%	82%	81%	79%	77%	76%	74%	72%	71%
Enrolled at UC	48%	30%	48%	47%	46%	45%	44%	43%	41%	40%	39%
Enrolled at Any 4-Year College	84%	71%	86%	86%	85%	85%	84%	83%	83%	83%	82%
Enrolled at Any 2- or 4-Year College	93%	90%	92%	93%	93%	93%	93%	93%	93%	93%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

Guarantee Parameters: Top 6% Statewide by Index or Top X% within School (Must Also Complete "Freshman 15" A-G)

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	1,257	1,337	1,404	1,499	1,593	1,709	1,800	1,926	2,090
Population Estimate (weighted)	41,390	72,757	20,136	21,512	22,650	24,267	25,831	27,688	29,196	31,337	34,113
Percent of High School Grads	12.4%	21.7%	6.0%	6.4%	6.8%	7.3%	7.7%	8.3%	8.7%	9.4%	10.2%
Percent of Current Eligibles	100.0%	95.8%	43.0%	45.1%	47.1%	49.6%	51.6%	54.4%	56.4%	58.8%	62.8%
Percent Potentially Eligible	100.0%	75.5%	99.8%	99.6%	99.6%	99.3%	98.9%	98.5%	98.2%	97.9%	97.4%
Gender											
Female	58%	60%	60%	61%	62%	62%	62%	63%	63%	63%	64%
Male	42%	40%	40%	39%	38%	38%	38%	37%	37%	37%	36%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Latino	13%	15%	9%	10%	10%	11%	12%	12%	13%	13%	15%
Native American	0%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Asian American	36%	29%	33%	33%	33%	33%	32%	32%	31%	31%	31%
White	46%	50%	55%	54%	53%	53%	52%	52%	51%	51%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.79	3.78	3.77	3.75	3.74	3.72	3.70	3.68	3.65
Mean GPA (weighted, capped)	3.69	3.57	3.95	3.94	3.93	3.91	3.89	3.87	3.86	3.84	3.81
All Students											
Mean GPA (unweighted)	3.53	3.42	3.79	3.78	3.77	3.75	3.74	3.72	3.70	3.68	3.65
Mean GPA (weighted, capped)	3.69	3.55	3.95	3.94	3.93	3.91	3.89	3.87	3.86	3.84	3.81
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	0%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	3%	4%	5%	7%	8%	10%	13%	16%	20%
3.60 - 3.99	38%	30%	49%	51%	52%	53%	53%	54%	53%	51%	50%
4.00 and above	23%	15%	47%	45%	43%	40%	38%	35%	33%	31%	29%
SAT Scores											
Average SAT I Score	1199	1120	1274	1259	1249	1234	1223	1211	1202	1191	1179
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	11%	11%	12%	13%	14%	14%	15%	15%	16%
Deciles 4 and 5	16%	22%	18%	21%	21%	22%	23%	23%	24%	25%	25%
Deciles 6 and 7	26%	26%	23%	22%	23%	23%	24%	24%	24%	25%	26%
Deciles 8, 9, and 10 (top)	46%	38%	48%	46%	44%	41%	40%	38%	37%	35%	34%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.12	3.10	3.08	3.06	3.04	3.01	3.00	2.97	2.95
Applied to UC	89%	58%	82%	81%	80%	79%	77%	76%	75%	73%	71%
Enrolled at UC	48%	30%	47%	46%	45%	45%	44%	43%	42%	40%	40%
Enrolled at Any 4-Year College	84%	71%	86%	86%	85%	85%	84%	84%	83%	83%	82%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	93%	93%	93%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

Guarantee Parameters: Top 7% Statewide by Index or Top X% within School (Must Also Complete "Freshman 15" A-G)

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	1,414	1,484	1,536	1,617	1,692	1,797	1,885	2,003	2,160
Population Estimate (weighted)	41,390	72,757	22,662	23,837	24,741	26,113	27,371	29,080	30,540	32,523	35,167
Percent of High School Grads	12.4%	21.7%	6.8%	7.1%	7.4%	7.8%	8.2%	8.7%	9.1%	9.7%	10.5%
Percent of Current Eligibles	100.0%	95.8%	48.0%	49.8%	51.2%	53.2%	54.7%	57.2%	59.1%	61.3%	65.1%
Percent Potentially Eligible	100.0%	75.5%	99.8%	99.6%	99.6%	99.4%	98.9%	98.6%	98.3%	98.0%	97.4%
Gender											
Female	58%	60%	60%	61%	61%	62%	62%	62%	63%	63%	63%
Male	42%	40%	40%	39%	39%	38%	38%	38%	37%	37%	37%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Latino	13%	15%	9%	9%	10%	11%	12%	12%	12%	13%	14%
Native American	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
Asian American	36%	29%	34%	34%	34%	33%	33%	33%	32%	32%	31%
White	46%	50%	54%	53%	53%	52%	52%	51%	51%	51%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.76	3.76	3.75	3.73	3.72	3.71	3.69	3.67	3.65
Mean GPA (weighted, capped)	3.69	3.57	3.93	3.92	3.91	3.89	3.88	3.86	3.85	3.83	3.80
All Students											
Mean GPA (unweighted)	3.53	3.42	3.76	3.76	3.75	3.73	3.72	3.71	3.69	3.67	3.65
Mean GPA (weighted, capped)	3.69	3.55	3.93	3.92	3.91	3.89	3.88	3.86	3.85	3.83	3.80
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	0%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	6%	7%	7%	9%	10%	12%	15%	18%	21%
3.60 - 3.99	38%	30%	51%	53%	53%	53%	54%	54%	53%	51%	49%
4.00 and above	23%	15%	43%	41%	39%	37%	36%	34%	32%	30%	28%
SAT Scores											
Average SAT I Score	1199	1120	1267	1255	1247	1234	1224	1213	1204	1194	1182
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	10%	10%	11%	12%	13%	14%	14%	15%	15%
Deciles 4 and 5	16%	22%	18%	20%	21%	22%	22%	23%	23%	24%	24%
Deciles 6 and 7	26%	26%	23%	23%	23%	23%	24%	24%	24%	25%	25%
Deciles 8, 9, and 10 (top)	46%	38%	49%	46%	45%	43%	41%	40%	38%	37%	35%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.10	3.08	3.07	3.05	3.03	3.01	2.99	2.97	2.95
Applied to UC	89%	58%	82%	81%	80%	79%	77%	76%	75%	73%	72%
Enrolled at UC	48%	30%	47%	47%	46%	45%	44%	43%	42%	41%	40%
Enrolled at Any 4-Year College	84%	71%	85%	85%	85%	85%	84%	83%	83%	83%	83%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	93%	93%	93%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

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

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	1,570	1,632	1,673	1,745	1,810	1,898	1,978	2,088	2,234
Population Estimate (weighted)	41,390	72,757	25,219	26,247	26,942	28,147	29,218	30,652	31,972	33,828	36,326
Percent of High School Grads	12.4%	21.7%	7.5%	7.9%	8.1%	8.4%	8.7%	9.2%	9.6%	10.1%	10.9%
Percent of Current Eligibles	100.0%	95.8%	52.8%	54.4%	55.5%	57.1%	58.5%	60.3%	62.0%	64.0%	67.5%
Percent Potentially Eligible	100.0%	75.5%	99.8%	99.6%	99.6%	99.4%	99.0%	98.6%	98.4%	98.1%	97.5%
Gender											
Female	58%	60%	60%	60%	61%	61%	61%	62%	62%	62%	63%
Male	42%	40%	40%	40%	39%	39%	39%	38%	38%	38%	37%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Latino	13%	15%	9%	9%	10%	10%	11%	11%	12%	13%	14%
Native American	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
Asian American	36%	29%	34%	34%	34%	34%	33%	33%	33%	32%	31%
White	46%	50%	54%	53%	52%	52%	52%	51%	51%	51%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.74	3.73	3.73	3.72	3.71	3.69	3.68	3.66	3.64
Mean GPA (weighted, capped)	3.69	3.57	3.90	3.89	3.89	3.87	3.86	3.85	3.84	3.82	3.79
All Students											
Mean GPA (unweighted)	3.53	3.42	3.74	3.73	3.73	3.72	3.71	3.69	3.68	3.66	3.64
Mean GPA (weighted, capped)	3.69	3.55	3.90	3.89	3.89	3.87	3.86	3.85	3.84	3.82	3.79
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	0%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	9%	10%	10%	11%	13%	14%	16%	19%	22%
3.60 - 3.99	38%	30%	52%	53%	53%	54%	54%	53%	52%	51%	49%
4.00 and above	23%	15%	38%	37%	36%	35%	33%	32%	31%	29%	27%
SAT Scores											
Average SAT I Score	1199	1120	1259	1249	1243	1232	1223	1213	1205	1195	1183
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	9%	10%	11%	12%	12%	13%	14%	14%	15%
Deciles 4 and 5	16%	22%	18%	20%	20%	21%	21%	22%	22%	23%	24%
Deciles 6 and 7	26%	26%	24%	23%	24%	23%	24%	24%	24%	24%	25%
Deciles 8, 9, and 10 (top)	46%	38%	49%	47%	46%	44%	43%	41%	40%	39%	37%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.08	3.07	3.06	3.04	3.02	3.01	2.99	2.97	2.95
Applied to UC	89%	58%	81%	80%	79%	78%	77%	76%	75%	73%	72%
Enrolled at UC	48%	30%	46%	46%	45%	45%	44%	43%	42%	41%	40%
Enrolled at Any 4-Year College	84%	71%	85%	85%	85%	85%	84%	83%	83%	83%	82%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	93%	93%	93%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

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

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	1,739	1,783	1,818	1,881	1,932	2,011	2,081	2,181	2,309
Population Estimate (weighted)	41,390	72,757	27,950	28,662	29,229	30,311	31,110	32,410	33,547	35,278	37,421
Percent of High School Grads	12.4%	21.7%	8.4%	8.6%	8.7%	9.1%	9.3%	9.7%	10.0%	10.5%	11.2%
Percent of Current Eligibles	100.0%	95.8%	58.0%	59.0%	59.8%	61.1%	62.2%	63.7%	65.1%	66.9%	69.7%
Percent Potentially Eligible	100.0%	75.5%	99.9%	99.7%	99.7%	99.5%	99.1%	98.7%	98.5%	98.2%	97.6%
Gender											
Female	58%	60%	60%	60%	60%	61%	61%	62%	62%	62%	62%
Male	42%	40%	40%	40%	40%	39%	39%	38%	38%	38%	38%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Latino	13%	15%	9%	9%	10%	10%	11%	11%	12%	12%	14%
Native American	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%	0%
Asian American	36%	29%	34%	34%	34%	34%	33%	33%	33%	32%	32%
White	46%	50%	54%	54%	53%	53%	52%	52%	52%	51%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.72	3.71	3.71	3.70	3.69	3.68	3.67	3.65	3.63
Mean GPA (weighted, capped)	3.69	3.57	3.87	3.87	3.86	3.86	3.85	3.84	3.82	3.81	3.79
All Students											
Mean GPA (unweighted)	3.53	3.42	3.72	3.71	3.71	3.70	3.69	3.68	3.67	3.65	3.63
Mean GPA (weighted, capped)	3.69	3.55	3.87	3.87	3.86	3.86	3.85	3.84	3.82	3.81	3.79
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	0%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	12%	13%	13%	14%	15%	16%	18%	20%	24%
3.60 - 3.99	38%	30%	53%	53%	54%	53%	53%	53%	52%	51%	49%
4.00 and above	23%	15%	35%	34%	33%	32%	31%	30%	29%	28%	26%
SAT Scores											
Average SAT I Score	1199	1120	1250	1243	1238	1228	1221	1212	1205	1196	1185
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	9%	9%	10%	11%	12%	12%	13%	13%	14%
Deciles 4 and 5	16%	22%	18%	19%	19%	20%	20%	21%	22%	23%	23%
Deciles 6 and 7	26%	26%	25%	24%	24%	24%	24%	24%	24%	24%	25%
Deciles 8, 9, and 10 (top)	46%	38%	48%	47%	46%	45%	44%	42%	41%	39%	38%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.06	3.05	3.04	3.03	3.02	3.00	2.99	2.97	2.95
Applied to UC	89%	58%	80%	79%	79%	78%	77%	76%	75%	73%	72%
Enrolled at UC	48%	30%	46%	45%	45%	44%	44%	43%	42%	41%	40%
Enrolled at Any 4-Year College	84%	71%	84%	84%	84%	84%	83%	83%	83%	82%	82%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	92%	92%	92%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

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

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	1,895	1,930	1,958	2,010	2,053	2,116	2,178	2,270	2,392
Population Estimate (weighted)	41,390	72,757	30,602	31,157	31,625	32,512	33,180	34,195	35,200	36,774	38,791
Percent of High School Grads	12.4%	21.7%	9.2%	9.3%	9.5%	9.7%	9.9%	10.2%	10.5%	11.0%	11.6%
Percent of Current Eligibles	100.0%	95.8%	62.2%	62.9%	63.6%	64.5%	65.3%	66.5%	67.7%	69.2%	71.8%
Percent Potentially Eligible	100.0%	75.5%	99.9%	99.7%	99.7%	99.5%	99.1%	98.8%	98.5%	98.2%	97.7%
Gender											
Female	58%	60%	60%	60%	61%	61%	61%	62%	62%	62%	62%
Male	42%	40%	40%	40%	39%	39%	39%	38%	38%	38%	38%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Latino	13%	15%	9%	9%	10%	10%	11%	11%	11%	12%	13%
Native American	0%	1%	0%	1%	1%	1%	1%	1%	0%	0%	0%
Asian American	36%	29%	33%	33%	33%	33%	33%	33%	32%	32%	31%
White	46%	50%	55%	54%	54%	53%	53%	53%	52%	52%	51%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.69	3.69	3.69	3.68	3.68	3.67	3.66	3.64	3.63
Mean GPA (weighted, capped)	3.69	3.57	3.85	3.85	3.84	3.84	3.83	3.82	3.81	3.80	3.78
All Students											
Mean GPA (unweighted)	3.53	3.42	3.69	3.69	3.69	3.68	3.68	3.67	3.66	3.64	3.63
Mean GPA (weighted, capped)	3.69	3.55	3.85	3.85	3.84	3.84	3.83	3.82	3.81	3.80	3.78
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	1%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	15%	15%	16%	16%	17%	18%	20%	22%	25%
3.60 - 3.99	38%	30%	53%	53%	53%	53%	53%	52%	51%	50%	48%
4.00 and above	23%	15%	32%	31%	31%	30%	29%	29%	28%	27%	25%
SAT Scores											
Average SAT I Score	1199	1120	1239	1234	1230	1222	1217	1209	1203	1195	1184
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	9%	9%	10%	11%	11%	12%	13%	13%	14%
Deciles 4 and 5	16%	22%	18%	19%	19%	20%	20%	21%	21%	22%	23%
Deciles 6 and 7	26%	26%	25%	25%	25%	25%	25%	24%	24%	24%	25%
Deciles 8, 9, and 10 (top)	46%	38%	48%	47%	46%	45%	44%	43%	42%	41%	39%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.04	3.03	3.03	3.01	3.01	2.99	2.98	2.96	2.94
Applied to UC	89%	58%	78%	78%	77%	76%	76%	75%	74%	72%	72%
Enrolled at UC	48%	30%	45%	44%	44%	43%	43%	42%	42%	41%	40%
Enrolled at Any 4-Year College	84%	71%	83%	83%	83%	83%	83%	82%	82%	82%	82%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	93%	92%	93%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

Guarantee Parameters: Top 11% Statewide by Index or Top X% within School (Must Also Complete "Freshman 15" A-G)

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	2,056	2,083	2,103	2,151	2,188	2,247	2,302	2,379	2,488
Population Estimate (weighted)	41,390	72,757	33,209	33,656	33,990	34,791	35,371	36,301	37,210	38,508	40,308
Percent of High School Grads	12.4%	21.7%	9.9%	10.1%	10.2%	10.4%	10.6%	10.9%	11.1%	11.5%	12.0%
Percent of Current Eligibles	100.0%	95.8%	66.9%	67.3%	67.9%	68.7%	69.3%	70.3%	71.2%	72.5%	74.8%
Percent Potentially Eligible	100.0%	75.5%	99.9%	99.7%	99.7%	99.5%	99.2%	98.9%	98.6%	98.3%	97.8%
Gender											
Female	58%	60%	60%	60%	60%	61%	61%	61%	61%	61%	62%
Male	42%	40%	40%	40%	40%	39%	39%	39%	39%	39%	38%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Latino	13%	15%	9%	10%	10%	10%	11%	11%	11%	12%	13%
Native American	0%	1%	0%	1%	1%	1%	1%	1%	1%	1%	0%
Asian American	36%	29%	33%	33%	33%	33%	32%	32%	32%	32%	32%
White	46%	50%	55%	54%	54%	54%	53%	53%	52%	52%	51%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.67	3.67	3.67	3.66	3.65	3.65	3.64	3.63	3.62
Mean GPA (weighted, capped)	3.69	3.57	3.82	3.82	3.82	3.81	3.81	3.80	3.79	3.78	3.76
All Students											
Mean GPA (unweighted)	3.53	3.42	3.67	3.67	3.67	3.66	3.65	3.65	3.64	3.63	3.62
Mean GPA (weighted, capped)	3.69	3.55	3.82	3.82	3.82	3.81	3.81	3.80	3.79	3.78	3.76
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	0%	0%	0%	1%	1%	1%	1%	1%	2%
3.20 - 3.59	32%	36%	19%	19%	19%	20%	21%	21%	23%	24%	27%
3.60 - 3.99	38%	30%	51%	52%	52%	51%	51%	51%	50%	49%	47%
4.00 and above	23%	15%	29%	29%	29%	28%	28%	27%	26%	25%	24%
SAT Scores											
Average SAT I Score	1199	1120	1231	1228	1225	1218	1214	1207	1201	1194	1184
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	9%	9%	9%	10%	11%	11%	12%	13%	13%
Deciles 4 and 5	16%	22%	18%	18%	18%	19%	19%	20%	21%	21%	22%
Deciles 6 and 7	26%	26%	26%	26%	26%	25%	25%	25%	25%	25%	25%
Deciles 8, 9, and 10 (top)	46%	38%	47%	47%	46%	45%	44%	43%	42%	41%	40%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	3.02	3.02	3.01	3.00	2.99	2.98	2.97	2.96	2.94
Applied to UC	89%	58%	77%	77%	77%	76%	75%	74%	74%	73%	72%
Enrolled at UC	48%	30%	44%	44%	44%	43%	43%	42%	42%	41%	40%
Enrolled at Any 4-Year College	84%	71%	83%	83%	83%	83%	83%	82%	82%	82%	82%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	93%	92%	93%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review" (Appendix)

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

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

	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee: 4% within School	ETR Students with Guarantee: 5% within School	ETR Students with Guarantee: 6% within School	ETR Students with Guarantee: 7% within School	ETR Students with Guarantee: 8% within School	ETR Students with Guarantee: 9% within School	ETR Students with Guarantee: 10% within School	ETR Students with Guarantee: 11% within School	ETR Students with Guarantee: 12.5% within School
Number in Sample (of 18,660)	2,682	4,559	2,323	2,335	2,349	2,385	2,411	2,455	2,496	2,555	2,645
Population Estimate (weighted)	41,390	72,757	37,499	37,670	37,886	38,518	38,914	39,626	40,255	41,240	42,677
Percent of High School Grads	12.4%	21.7%	11.2%	11.3%	11.3%	11.5%	11.6%	11.8%	12.0%	12.3%	12.8%
Percent of Current Eligibles	100.0%	95.8%	73.2%	73.4%	73.7%	74.4%	74.8%	75.4%	76.1%	77.0%	78.8%
Percent Potentially Eligible	100.0%	75.5%	99.9%	99.8%	99.7%	99.6%	99.2%	98.9%	98.7%	98.4%	97.9%
Gender											
Female	58%	60%	60%	60%	60%	60%	60%	60%	61%	61%	61%
Male	42%	40%	40%	40%	40%	40%	40%	40%	39%	39%	39%
Ethnicity											
African American	4%	5%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Latino	13%	15%	10%	10%	11%	11%	11%	12%	12%	12%	13%
Native American	0%	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%
Asian American	36%	29%	33%	33%	33%	33%	33%	32%	32%	32%	32%
White	46%	50%	53%	53%	53%	53%	52%	52%	52%	52%	51%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA											
Students Completing A-G	99%	85%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean GPA (unweighted)	3.53	3.44	3.64	3.63	3.63	3.63	3.63	3.62	3.62	3.61	3.60
Mean GPA (weighted, capped)	3.69	3.57	3.79	3.79	3.78	3.78	3.78	3.77	3.77	3.76	3.75
All Students											
Mean GPA (unweighted)	3.53	3.42	3.64	3.63	3.63	3.63	3.63	3.62	3.62	3.61	3.60
Mean GPA (weighted, capped)	3.69	3.55	3.79	3.79	3.78	3.78	3.78	3.77	3.77	3.76	3.75
Below 2.80 (weighted, capped)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	7%	19%	1%	1%	1%	1%	1%	1%	1%	2%	2%
3.20 - 3.59	32%	36%	24%	24%	24%	25%	25%	26%	27%	28%	30%
3.60 - 3.99	38%	30%	49%	49%	49%	49%	48%	48%	47%	47%	45%
4.00 and above	23%	15%	26%	26%	26%	25%	25%	25%	24%	24%	23%
SAT Scores											
Average SAT I Score	1199	1120	1216	1215	1213	1208	1205	1200	1196	1191	1182
High School API											
Deciles 1, 2, and 3 (bottom)	12%	13%	9%	9%	9%	10%	10%	11%	11%	12%	13%
Deciles 4 and 5	16%	22%	19%	19%	19%	19%	19%	20%	20%	21%	22%
Deciles 6 and 7	26%	26%	27%	26%	26%	26%	26%	26%	26%	25%	25%
Deciles 8, 9, and 10 (top)	46%	38%	46%	46%	45%	45%	44%	44%	43%	42%	41%
College Outcomes											
Mean Freshman GPA (Predicted)	2.91	2.77	2.99	2.98	2.98	2.97	2.97	2.96	2.95	2.94	2.93
Applied to UC	89%	58%	75%	75%	75%	74%	74%	73%	73%	72%	71%
Enrolled at UC	48%	30%	42%	42%	42%	42%	41%	41%	41%	40%	40%
Enrolled at Any 4-Year College	84%	71%	82%	82%	82%	82%	82%	81%	81%	81%	81%
Enrolled at Any 2- or 4-Year College	93%	90%	93%	93%	93%	93%	93%	93%	93%	93%	93%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

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

Guarantee Parameters: Top 10% Statewide by Modified Index or Top 4% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	1,882	951	1,726	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	30,398	14,149	28,210	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	9.1%	4.3%	8.4%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	61.6%	34.2%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.9%	100.0%	36.8%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	61%	56%	60%	58%	58%	60%	60%
Male	48%	42%	40%	39%	44%	40%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	2%	7%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	9%	17%	19%	14%	11%	14%	14%
Native American	1%	0%	1%	0%	0%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	33%	36%	22%	37%	44%	30%	29%
White	40%	46%	50%	55%	38%	50%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	96%	64%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.70	3.22	3.16	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.86	3.36	3.25	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.70	3.24	3.21	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.86	3.38	3.31	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	0%	20%	38%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	13%	65%	46%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	55%	12%	13%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	32%	2%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1235	1116	998	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	9%	14%	18%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	18%	17%	29%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	26%	27%	27%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	47%	42%	26%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.04	2.66	2.53	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	78%	85%	23%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	44%	42%	10%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	83%	78%	55%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	92%	92%	86%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

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

Guarantee Parameters: Top 10% Statewide by Modified Index or Top 6% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Applied to UC (Actual)	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)	ETR Students: Enrolled Anywhere (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	1,939	917	1,703	2,795	1,476	3,321	4,127
Population Estimate (weighted)	335,658	41,390	72,757	31,344	13,628	27,785	42,033	22,067	51,930	65,557
Percent of High School Grads	100.0%	12.4%	21.7%	9.4%	4.1%	8.3%	12.6%	6.6%	15.5%	19.6%
Percent of Current Eligibles		100.0%	95.8%	62.9%	32.9%	0.0%	85.4%	46.6%	80.7%	89.3%
Percent Potentially Eligible	19.1%	100.0%	75.5%	99.7%	100.0%	36.1%	85.7%	88.0%	81.5%	76.6%
Gender										
Female	52%	58%	60%	61%	55%	60%	58%	58%	60%	60%
Male	48%	42%	40%	39%	45%	40%	42%	42%	40%	40%
Ethnicity										
African American	10%	4%	5%	2%	7%	7%	5%	4%	6%	5%
Latino	31%	13%	15%	10%	17%	19%	14%	11%	14%	14%
Native American	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%
Asian American	17%	36%	29%	33%	36%	22%	37%	44%	30%	29%
White	40%	46%	50%	54%	40%	50%	43%	40%	48%	50%
Unknown	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	96%	63%	89%	89%	88%	86%
Mean GPA (unweighted)	3.33	3.53	3.44	3.70	3.21	3.15	3.52	3.55	3.48	3.44
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.85	3.35	3.24	3.67	3.70	3.62	3.58
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.70	3.23	3.21	3.51	3.54	3.47	3.43
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.85	3.37	3.31	3.66	3.70	3.61	3.56
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	0%	21%	39%	11%	8%	14%	18%
3.20 - 3.59	14%	32%	36%	14%	66%	46%	32%	30%	34%	36%
3.60 - 3.99	9%	38%	30%	55%	10%	12%	36%	37%	33%	31%
4.00 and above	4%	23%	15%	31%	2%	3%	22%	25%	18%	15%
SAT Scores										
Average SAT I Score	1014	1199	1120	1227	1120	998	1188	1210	1149	1124
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	10%	12%	17%	14%	15%	14%	13%
Deciles 4 and 5	28%	16%	22%	19%	16%	29%	16%	16%	21%	23%
Deciles 6 and 7	27%	26%	26%	25%	28%	27%	25%	24%	26%	25%
Deciles 8, 9, and 10 (top)	24%	46%	38%	46%	44%	26%	44%	46%	39%	38%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	3.03	2.67	2.53	2.88	2.91	2.82	2.78
Applied to UC	16%	89%	58%	77%	85%	23%	100%	100%	69%	60%
Enrolled at UC	8%	48%	30%	44%	42%	10%	52%	100%	42%	34%
Enrolled at Any 4-Year College	25%	84%	71%	83%	78%	55%	85%	100%	100%	79%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	94%	100%	100%	100%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 5% Statewide by Index or Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Top 5% State-wide but not Top 12.5% w/in School
Number in Sample (of 18,660)	18,660	2,682	4,559	2,039	976	1,544	184
Population Estimate (weighted)	335,658	41,390	72,757	33,346	14,361	25,050	2,782
Percent of High School Grads	100.0%	12.4%	21.7%	10.0%	4.3%	7.5%	0.9%
Percent of Current Eligibles		100.0%	95.8%	61.1%	34.7%	0.0%	5.9%
Percent Potentially Eligible	19.1%	100.0%	75.5%	97.3%	100.0%	32.3%	93.2%
Gender							
Female	52%	58%	60%	64%	52%	59%	54%
Male	48%	42%	40%	36%	48%	41%	46%
Ethnicity							
African American	10%	4%	5%	3%	4%	7%	0%
Latino	31%	13%	15%	15%	10%	17%	2%
Native American	1%	0%	1%	1%	0%	1%	0%
Asian American	17%	36%	29%	30%	40%	22%	52%
White	40%	46%	50%	50%	45%	52%	45%
Unknown	1%	1%	1%	0%	1%	1%	1%
High School GPA							
Students Completing A-G	27%	99%	85%	100%	96%	59%	91%
Mean GPA (unweighted)	3.33	3.53	3.44	3.66	3.25	3.13	3.65
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.81	3.39	3.21	3.80
All Students							
Mean GPA (unweighted)	2.63	3.53	3.42	3.66	3.27	3.20	3.65
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.81	3.41	3.30	3.81
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	2%	19%	41%	0%
3.20 - 3.59	14%	32%	36%	20%	62%	43%	8%
3.60 - 3.99	9%	38%	30%	49%	17%	13%	78%
4.00 and above	4%	23%	15%	29%	2%	3%	14%
SAT Scores							
Average SAT I Score	1014	1199	1120	1176	1177	1012	1362
High School API							
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	16%	4%	15%	0%
Deciles 4 and 5	28%	16%	22%	25%	8%	26%	1%
Deciles 6 and 7	27%	26%	26%	26%	25%	28%	2%
Deciles 8, 9, and 10 (top)	24%	46%	38%	33%	63%	31%	97%
College Outcomes							
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.95	2.76	2.54	3.17
Applied to UC	16%	89%	58%	71%	87%	24%	91%
Enrolled at UC	8%	48%	30%	39%	45%	10%	52%
Enrolled at Any 4-Year College	25%	84%	71%	82%	78%	53%	92%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	92%	86%	96%

UCOP/SAS: Admissions Research (RS), 2/19/2008

Simulations of "Entitled to Review"

ETR Parameters: (i) "ELC 11" A-G (ii) 2.8 Min. Unweighted GPA, and (iii) SAT Reasoning or ACT Required
Guarantee Parameters: Top 5% Statewide by Index or Top 12.5% within School (Must Also Complete "Freshman 15" A-G)

	High School Graduates (Estimated)	Eligible Under Existing Policy (Approx.)	ETR Students: All	ETR Students with Guarantee	ETR Students with Guarantee & Previously Eligible	ETR Students with Guarantee & Previously Ineligible	ETR Students w/out Guarantee & Previously Eligible	ETR Students w/out Guarantee & Previously Ineligible	ETR Students: Enrolled at UC (Actual)	ETR Students: Enrolled at a 4-Yr College (Actual)
Number in Sample (of 18,660)	18,660	2,682	4,559	2,039	1,601	438	976	1,544	1,476	3,321
Population Estimate (weighted)	335,658	41,390	72,757	33,346	25,291	8,054	14,361	25,050	22,067	51,930
Percent of High School Grads	100.0%	12.4%	21.7%	10.0%	7.6%	2.4%	4.3%	7.5%	6.6%	15.5%
Percent of Current Eligibles		100.0%	95.8%	61.1%	34.8%	0.0%	34.7%	0.0%	46.6%	80.7%
Percent Potentially Eligible	19.1%	100.0%	75.5%	97.3%	100.0%	88.8%	100.0%	32.3%	88.0%	81.5%
Gender										
Female	52%	58%	60%	64%	62%	69%	52%	59%	58%	60%
Male	48%	42%	40%	36%	38%	31%	48%	41%	42%	40%
Ethnicity										
African American	10%	4%	5%	3%	3%	4%	4%	7%	4%	6%
Latino	31%	13%	15%	15%	14%	19%	10%	17%	11%	14%
Native American	1%	0%	1%	1%	0%	1%	0%	1%	0%	1%
Asian American	17%	36%	29%	30%	35%	16%	40%	22%	44%	30%
White	40%	46%	50%	50%	47%	61%	45%	52%	40%	48%
Unknown	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%
High School GPA										
Students Completing A-G	27%	99%	85%	100%	100%	100%	96%	59%	89%	88%
Mean GPA (unweighted)	3.33	3.53	3.44	3.66	3.69	3.54	3.25	3.13	3.55	3.48
Mean GPA (weighted, capped)	3.45	3.69	3.57	3.81	3.86	3.66	3.39	3.21	3.70	3.62
All Students										
Mean GPA (unweighted)	2.63	3.53	3.42	3.66	3.69	3.54	3.27	3.20	3.54	3.47
Mean GPA (weighted, capped)	2.68	3.69	3.55	3.81	3.86	3.66	3.41	3.30	3.70	3.61
Below 2.80 (weighted, capped)	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2.80 - 3.19	17%	7%	19%	2%	1%	5%	19%	41%	8%	14%
3.20 - 3.59	14%	32%	36%	20%	15%	36%	62%	43%	30%	34%
3.60 - 3.99	9%	38%	30%	49%	50%	47%	17%	13%	37%	33%
4.00 and above	4%	23%	15%	29%	35%	12%	2%	3%	25%	18%
SAT Scores										
Average SAT I Score	1014	1199	1120	1176	1220	1036	1177	1012	1210	1149
High School API										
Deciles 1, 2, and 3 (bottom)	22%	12%	13%	16%	15%	18%	4%	15%	15%	14%
Deciles 4 and 5	28%	16%	22%	25%	21%	39%	8%	26%	16%	21%
Deciles 6 and 7	27%	26%	26%	26%	26%	25%	25%	28%	24%	26%
Deciles 8, 9, and 10 (top)	24%	46%	38%	33%	37%	18%	63%	31%	46%	39%
College Outcomes										
Mean Freshman GPA (Predicted)	2.45	2.91	2.77	2.95	3.01	2.76	2.76	2.54	2.91	2.82
Applied to UC	16%	89%	58%	71%	91%	9%	87%	24%	100%	69%
Enrolled at UC	8%	48%	30%	39%	51%	3%	45%	10%	100%	42%
Enrolled at Any 4-Year College	25%	84%	71%	82%	88%	66%	78%	53%	100%	100%
Enrolled at Any 2- or 4-Year College	69%	93%	90%	93%	94%	89%	92%	86%	100%	100%

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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Revised
January 11, 2008

MARK RASHID, CHAIR
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)

Re: BOARS Eligibility Proposal

The Academic Council has received comments from the Senate's system-wide committees and divisions regarding BOARS' entitled to review (ETR) proposal, under which are the following proposed changes to how UC Eligibility would be determined: 1) no SAT subject tests would be required; 2) no minimum eligibility index score must be met; 3) no applicant would be guaranteed admission on the basis of the statewide eligibility pathway; 4) instead, applicants who a) complete a prescribed 11 of the 15 required a-g courses by the end of the 11th grade, b) achieve an unweighted GPA of 2.8 or higher in all a-g courses taken in the 10th and 11th grades, and c) take the SAT Reasoning test or ACT with Writing, would be guaranteed a comprehensive review of their applications by every campus to which they applied; and 5) Eligibility in the Local Context (through which UC identifies the top 4% of high school graduates of each participating high school) would remain a pathway to guaranteed admission to the UC system, absent the SAT subject test participation requirements. **At this time, Council cannot endorse the BOARS proposal as written, as the comments from the responding divisions and the system-wide committees do not represent a consensus either in favor or against the proposal. UCB, UCD, UCR, UCSB, UCSC, and UCSD could not endorse the proposal in its present version; UCI, UCLA, UCM, UCAAD, and UCOPE supported the proposal with some changes; a "slim majority" of UCEP members could endorse the proposal as written but a larger number of members were in favor of retaining some degree of guarantee above the 4% ELC level but less than the current 12.5%. UCSF declined to comment on this proposal. BOARS is asked to consider the Pros and Cons offered below, as well as those offered by the responding divisions and committees, in developing possible future iterations of the proposal. Council would ask BOARS to consider, most especially, expressed requests for more data/simulations, stronger justification for proposal elements, and suggested alternatives and modifications.**

Pros

Most responding divisions/committees took the BOARS proposal as an initial draft and most supported the lofty goals of the proposal, even when taking issue with the proposed means by which those goals would be attained. Many divisions/committees expressed, either directly or indirectly, that there is room to improve UC's eligibility policy, even though more work will be needed to garner wide support.

Most divisions and agencies expressed support for removing unnecessary barriers to being considered for admissions and for broadening the pool of students under admissions consideration (see specific comments of UCM, UCR, UCSB, UCSC, UCAAD, UCEP, and UCOPE). Under certain conditions, many divisions/agencies were supportive of dropping the SAT subject test requirement (commenting specifically, see UCB, UCD, UCM, UCR, UCSC, UCSD, UCAAD, UCEP, and UCOPE). Some divisions/committees expressed agreement that failure to take one of the a-g requirements should not be automatic grounds for ineligibility (see the specific comments of UCM and UCEP). UCOPE expressed that "rigid adherence to formulaic metrics does not yield a better student body" (see also, UCM). UCOPE observed that the eligibility construct needs to be changed in order to fulfill UC's constitutional obligation; UC's student body should achieve demographic parity with the California populace. Although all responding divisions/committees agreed that this proposal would increase the diversity of the student body on the campuses, at least one division wondered if this was the best mechanism to increase diversity (e.g., lowering the standards of eligibility).

Cons

As noted by the proposal itself, all responding committees and divisions observed that this proposal, if enacted, would substantially increase the number of annual applications. Such an increase would impact the campuses in a number of ways. Divisions and committees listed a number of concerns, which included costs/resources, the public impact of the loss of the eligibility construct, implementation/implications of comprehensive review, the loss of data from the removal of the SAT II subject exam requirements, and the effect of loosening the a-g requirements.

There were also comments on the proposal itself, specifically regarding the lack of data in a number of areas included with the proposal. UCB remarked that much of the data came from the 2003 CPEC eligibility survey, which predates the current SAT exams. They recommend using data from the 2007 CPEC survey. UCD also commented that this proposal could better articulate the problems that the proposal seeks to solve, and can be more explicit about how students viewed as qualified by a campus but not admitted would be referred to other campuses. UCR adds that the proposal is not very persuasive in arguing how the changes would adequately change the status quo (even UCI, which supports the proposal, expressed doubt about how much real benefit would be achieved).

Specific Concerns

Cost/Resources: A number of divisions felt that the enactment of this proposal would entail additional costs on campuses (UCI, UCSB, UCD, UCM, UCSC, and UCOPE). In particular, these divisions remarked that a true costing-out, or inclusion of relevant data on the true costs, of the proposed actions is missing from the proposal. While the proposal does recommend that the $60 application fee would cover the marginal costs associated with the increased number of applications thought to attend implementation of the policy, some believe that this would not cover the increased costs of reviewing an estimated 50% additional applications through a comprehensive review process. It was also noted that some low-income students, which this proposal is trying to target, may receive partial or full fee waivers (UCSB). A related issue is the possible increased campus costs associated with the support for these students once they arrive on campus. These costs include retention, academic performance, remedial classes, etc. One division argued that it may be best to secure University support before instituting many of the recommend changes to the eligibility construct.

Public Impact of the Loss of the Eligibility Construct: Some divisions/committees felt that the general public and applicants may react negatively to the perceived constriction of the eligibility construct to only top 4% in each graduating class via eligibility in a local context (UCB, UCD, UCEP, UCLA, UCR, UCSB, UCSC, and UCSD). These committees and divisions expressed the view that both parents and students see the current eligibility construct as transparent and understandable; it can also serve as a motivating force for applicants. Indeed, UCB noted that the eligibility construct is viewed as part of the "special relationship" UC has with California, and UCR notes that the proposal can appear to represent a "unilateral repudiation of the 1960 Master Plan." The citizens' support for the Master Plan may be rooted in the fact that if high school students work hard, they are guaranteed a place in a UC campus. A public backlash could ensue if this guarantee is suddenly taken away. UCLA and a minority within UCOPE also speculated that some may view this move as an effort to bypass Proposition 209. There is also the fear that the loss of a guaranteed UC slot may discourage some well-qualified students from submitting an application. Lowering the required GPA to 2.8, loosening the a-g course requirements, and making the SAT II subject exam optional may also contribute to a public perception that UC is lowering its standards.

Implementation/Implications of Comprehensive Review: Related to resources, a shift to comprehensive review was viewed by some campuses as a complicating challenge. UCM currently employs comprehensive review for Admission by Exception (A by E) and some scholarship applicants. Moving to comprehensive review is certainly possible, but UCM notes that such a move would impact campus resources. Therefore, UCM supports the institution of some sort of "shared admissions review process" among the campuses. UCR commented that the revision of Comprehensive Review only receives a brief outline in the proposal; the implementation details are also not adequately detailed. UCAAD also raises the concern of unintended consequences resulting from the loss of the SAT II subject exam in the review process. For example, they do not want the remaining objective review criteria to be over-emphasized in a new review process. Finally, UCSB observed that the importance of establishing uniform admissions criteria, which should include comprehensive and uniform training for all readers, cannot be stressed enough.

Loss of Data from the Removal of the SAT II Subject Exam: A number of divisions remained concerned that removing the SAT II subject exam will result in the loss of important data that is currently used in the admissions process (UCI, UCSB, and UCB). UCB remarked that the SAT math subject is invaluable in making admissions decisions to its School of Engineering. UCSB is also concerned about the message such a move would send to the very best students, e.g., that its School of Engineering is no longer competitive since it does not require the SAT subject exam. It was also noted that UC seems to be trending away from objective data with the loss of this exam.

Effect of Loosening the A-G Requirements: There was a concern that the loosening of the a-g requirements may have a detrimental effect on those schools that are striving to offer them; it may lower the commitment of these schools to offer these courses (UCB and UCI). UCOPE also observed that the proposal seems to make a-g courses optional. UCSD also cautioned that the effects of relaxing the a-g requirements on student preparedness (and eventual success) are still unknown.

Recommended Revisions

Because most responding divisions/committees took the BOARS proposal as an initial draft, they endeavored to make the following recommendations which BOARS should consider:

Addition of a 'Goal Section': UCLA believes that the proposal would be significantly enhanced if a 'Goal Section' was added, directly before the summary, which would state: "UC's values and goals in freshman admissions, with respect to both academic quality and equity in access to the University, would be better served by establishing eligibility for UC on the basis of a complete review of each UC aspirant's qualifications. Accordingly, a replacement for the existing eligibility policy is proposed. The main purpose of the change is to invite applications from a larger number of qualified applicants, and then to use full information from the application itself to decide which applicants are truly in the top one-eighth."

Alternate Means—Admission by Exception (A by E) and Eligibility in a Local Context (ELC): A number of campuses recommended using the already existing mechanisms of A by E and ELC to achieve many of the same goals stated in the proposal.

Combining ETR with a Guarantee of Admission: Both UCB and UCEP suggest a 'layered approach,' thereby retaining some form of a guarantee of admission above the 4% dictated by ELC, but below the top 12.5% that is in place now. UCSD suggests defining a new category of ETR as students who are academically in the top X% of their specific high school class, but not in the top 4% by the criteria and procedures now used to define the top 4%. The top X% could be set at any percentage considered most appropriate. This would result in an enlarged secondary pool of applicants who would be entitled to review, but not guaranteed admission. UCB notes that this would allow the Senate to first study the impact of this secondary pool on the system. The University could incrementally raise the percentage of students who are eligible for review without a guarantee of admission gradually over time, so that the full impact could be better understood.

Elimination of the SAT II Subject Exam: UCSD suggests retaining all current UC eligibility criteria and guarantees except the SAT II requirement. UCD remarks that if the SAT II exams add little predictive value of the current Eligibility Index, "the more immediately apparent solution would be to omit them from the index."

Specific Suggestions: UCLA made a number of specific suggestions regarding *Section B. Guidance to Prospective Applicants*, which can be in found in the Division's individual response.

If it is at all possible, I would appreciate **a revised proposal by March 10, 2008**, so that it may be placed on the Council March agenda for further discussion.

On behalf of Council, I want to thank you and BOARS members for undertaking the review of this important issue and providing us with a proposal to consider. I look forward to your revisions of the eligibility proposal in the near future. If you have any questions, please let me know.

Sincerely,

Michael T. Brown, Chair
Academic Council

Copy: Academic Council
María Bertero-Barceló, Senate Director
Encl: 1