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Chair of the Assembly and the Academic Council
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June 22, 2010

**MARK YUDOF, PRESIDENT
UNIVERSITY OF CALIFORNIA**

Re: BOARS' Report on Comprehensive Review

Dear Mark:

At the request of the Regents, BOARS has completed the enclosed report on "Comprehensive Review in Freshman Admissions at the University of California, 2003-2009." The Academic Council endorsed the report and its findings at its meeting on May 26. The report is a thorough and valuable review of admissions practices on all of the campuses and it offers a number of recommendations for refining campuses processes to meet the Guidelines for Comprehensive Review. We request that you transmit it to the Regents for their consideration.

Please do not hesitate to contact me if you have any questions regarding this report.

Sincerely,

A handwritten signature in black ink, appearing to read "Henry C. Powell".

Henry C. Powell, Chair
Academic Council

Copy: Lawrence Pitts, Provost and Executive Vice President
Judy Sakaki, Vice President, Student Affairs
Academic Council
Martha Winnacker, Academic Senate Executive Director

Encl (1)

Comprehensive Review in Freshman Admissions at the University of California 2003 – 2009



Board of Admissions and Relations with Schools
Systemwide Academic Senate
University of California
May 2010

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EXECUTIVE SUMMARY

Since their inception in 2001, the University of California's *Guidelines for Implementation of University Policy on Freshman Admissions* have helped UC campuses develop undergraduate admissions processes that adhere to the Regents' order to seek out and select the most academically or personally accomplished and diverse class of entering students for UC. The policy stipulates eight principles as guidelines for the use of 14 Comprehensive Review criteria that capture a broad view of applicants' talents—both inclusive of and beyond traditional measures of academic achievement—by examining the “full range of an applicant's academic and personal achievements and likely contributions to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced.”¹ In 2003, when the Board of Admissions and Relations with Schools (BOARS) last reported to the Regents about Comprehensive Review, only six campuses had developed procedures for incorporating the eight principles and 14 criteria outlined in the *Guidelines* into their local processes. Today, all of UC's undergraduate campuses use a form of Comprehensive Review that incorporates the use of multiple criteria, achievement in the context of opportunity, and individualized student review to varying degrees in rating applicants before selection.

For this report, BOARS worked with local admissions committees and the Office of the President to analyze Comprehensive Review policies, practices, and outcomes between 2003 and 2009 to determine the impact of each campus' application of the criteria on the pool of applicants and admitted students. While campus practices differ, it is important to note that BOARS never expected campuses to employ identical processes or use all 14 criteria in the same way. Selectivity varies across UC's diverse system of excellent campuses, and each has different values and goals for undergraduate education that are brought to bear in selection decisions. As such, for this report BOARS focused on investigating whether each process functions effectively and fairly within the same normative framework of Comprehensive Review Guidelines. BOARS maintains that there are, and have been, multiple ways campuses achieve the Regents' goals of identifying talent among the state's aspiring young citizens, which fulfill the promise of a great public university committed to excellence that is also inclusive of diversity. The outcomes in this report document how across the UC system, Comprehensive Review is capturing talent and diversity and helping UC continue to serve as an engine of social mobility for students with promise from modest backgrounds. In addition, we identify several areas for improvement.

UC's new eligibility policy, taking effect for fall 2012, provides a greater number of well-qualified and diverse students the opportunity to apply to the University and have their applications reviewed comprehensively. It will require all campuses to apply individualized student review to larger applicant pools. As admission to most UC campuses becomes more selective, applicants must have confidence that the full breadth of their qualifications will be considered in admissions. Campuses have begun to bring additional measures of school and home context into their review processes, and all campuses are looking at ways to address future challenges. The developments over the last seven years, and additional challenges in the future are addressed in this report.

¹ <http://www.ucop.edu/sas/adguides.html>

Key Findings:

- Between 2003 and 2009, demand for access to UC increased on all campuses, and rising numbers of admitted students have generally followed rising numbers of applicants. This was expected. The UC system was projected to grow to accommodate the increasing size of the California high school graduate pool, assisted by the opening of UC Merced. The exception to this pattern occurred in years when enrollment constraints were imposed due to budget issues.
- Between 2003 and 2009, campuses became more selective, and today, six campuses admit less than 50% of their applicants.
- The Eligibility in the Local Context (ELC) program remains an effective way for UC to attract students from high schools across the state. Between 2003 and 2009, the percentage of ELC-eligible students applying to UC climbed steadily; now, 77.5% of ELC designated high school graduates apply to UC (or 3.2% of all California high school graduates) and over 62% attend UC. All campuses give priority to ELC students in Comprehensive Review, and six campuses nearly guarantee their selection.
- The academic qualifications of UC applicants and admitted students have improved. Admitted students have taken many more a-g courses and have higher high school grade point averages (HS-GPA) than the minimum eligibility requirements, which now serve as a modest floor. Standardized test scores and the number of semesters of honors courses have also increased among both applicants and admitted students.
- Academic accomplishments must be viewed within the context of opportunity, and Comprehensive Review helps campuses account for inequalities in California's K-12 educational system at the same time that they increase selectivity. Campuses have incorporated contextual factors in their review processes to varying degrees, and recent developments in campus practice and electronic information sharing will help broaden the use of school context factors in review processes.
- More first-generation college students (from families where neither parent had a bachelor's degree) are seeking and gaining admission to UC. The proportion of first-generation students in the applicant pool was 35% in 2009-10, and 34.3% of all admits systemwide. First generation and low income students are admitted at comparable rates to the overall admit pool. However, declines during this period were evident among applicants and admits from the lowest API high schools. Recruiting applicants from low API high schools remains a critical challenge for UC and is directly linked to diversity outcomes.
- Nearly 93% of freshmen students are retained after their first year, indicating that campuses select students who are very likely to succeed. Retention rates range from 83% at Merced to 96.6% at UCLA in the first year, and although these rates can be improved at some campuses, all do quite well considering the large number of low-income and first generation students they admit. Most campuses also show improvements in four-year and five-year degree completion rates over this period, with more than two-thirds completing degrees in five years (four campuses are over 80 percent).

- While California residents declined as a proportion of the applicant pool between 2003 and 2009 (from 85.4% to 82.6%), they continued to have priority admission, comprising 90.2% of all admits in 2009-10.
- An increasing number of underrepresented minority (URM) students are becoming UC eligible; however, campuses vary in their ability to recruit and subsequently admit URM students. Most disturbing is the fact that the relative admit rate for African Americans remains substantially below the admission rates for other racial/ethnic groups on every UC campus. This African American rate ratio is below 80% at all but one campus, the guide established in Title VII of the federal Civil Rights Act to determine “disparate impact.” The Comprehensive Review process alone is not sufficient to overcome the disadvantages that African American face in admissions, as analyses show the majority of African Americans fall in the two lower quintiles on academic indicators. At four campuses, Chicano/Latino admit rates fall below the 80% disparate impact threshold. Campuses that admit more broadly across the academic quintiles using multiple criteria can admit these qualified students, but beyond this, significant K-12 initiatives will be necessary to increase the preparation and recruitment of underrepresented groups—particularly African Americans.
- Campuses are using three general models of Comprehensive Review for selection: a single-score “holistic” process; a two-stage, multiple score process that assigns points and weights to academic and personal accomplishment criteria; and a fixed weight model with a supplemental read to review files before denying an applicant.
- Comprehensive Review has become synonymous with the use of multiple criteria and individualized student review for the rating of applicants before a student is denied admission. In fact, all campuses also review applicants who may be “ineligible” to look for indications of promise in the case they may qualify for admission by exception. However, campuses differ in the weighing of criteria in selection and the value placed on reader ratings.
- Campuses have clearly defined criteria; the reliability and integrity of the process is diligently monitored; and campuses strive for transparency through communicating criteria for admission by providing public information about their processes. Those campuses that employ external readers also provide transparency through actual “public involvement” in the process.
- Over the last seven years, campuses have increased collaboration and shared best practices to better achieve their individual admission goals, create greater efficiencies in the review process, and effectively handle a growing number of applications.

Key Recommendations:

Campuses have made steady progress in refining their processes to meet the *Guidelines*; nevertheless, several important recommendations result from this review:

1. The 2002 Guidelines for Comprehensive Review stipulate that no applicant be denied admission without an individualized review; however, some campuses have used individualized review only at the border of denial. As all campuses become more selective, BOARS recommends that they implement individualized review of all applicants to ensure that the boundary is not defined by criteria that are too narrow.
2. Based on the reform of eligibility policy anticipated in 2012, we recommend that additional resources be provided to admissions offices to train and retain external readers and experienced staff, and to handle the increased volume of applications. Each office will need access to more of the funds from each application fee, and/or assistance in finding other sources of support. In addition, campuses should commit to making more of the admissions fee available to admissions offices to implement the other recommendations defined here. The Office of the President should investigate the current use of the application fees to support a quality review of students' files.
3. Standardized test scores and academic performance must be reviewed in the context of factors that impact test performance, including students' personal and academic circumstances (e.g. low-income status, access to honors courses, and the college-going culture of the school). Campuses should not employ test score "cut-offs" or grade point averages above 3.0 (the minimum score in the criteria for entitled to review) to disqualify students. Campuses should base an admission decision on the total information about achievement using multiple criteria in the applicant file.
4. The *Guidelines* should be updated to reflect admissions policy to be implemented in 2012. BOARS recommends several changes for the *Guidelines*, including changes to Principles 3 and 8 to assure that campuses review all files comprehensively. BOARS will submit a revision of Comprehensive Review Guidelines for Academic Senate approval based on the results of this report.
5. Four new principles to guide selection are recommended including: 1) Weighing academic accomplishments and personal achievements comparably in selection to identify students who strive for excellence in many areas, 2) Priority for ELC students in selection, 3) Evaluating standardized tests and academic indices in the context of other factors that affect performance, and 4) Steps taken to ensure the quality and integrity of the review process. These were identified through best practices employed in specific campus comprehensive review processes.
6. UC should document and report outstanding accomplishments of admitted students. Currently, there is no uniform way to aggregate the personal accomplishments and talents of admitted students in areas such as leadership, community service, and creative pursuits, the consideration of which is a hallmark of a University striving for excellence and the advancement of the public good. The Comprehensive Review processes should include the

evaluation of these criteria, and in the interest of transparency, UC should disseminate this information to inspire other students with unique talents and commitments.

7. A distinctive feature of UC Comprehensive Review is the attention paid to students' achievements in the context of their high school. This feature is employed differently across the campuses, but recent developments in central databases now allow campuses to consider school context factors more uniformly. Campuses should use this information in decision-making to assess students in the context of opportunity. As part of its ongoing work, BOARS will continue to clarify for campuses and the public what is meant by "*considering the context in which each student has demonstrated academic accomplishment*".
8. BOARS will consider, in collaboration with the Admissions Processing Task Force, wider use of ratings and scores that capture many dimensions of talents among all applicants. Reader training across the system should be broadened to include and help readers identify criteria outside of the traditional academic indicators, including criteria listed in the holistic scoring systems at Berkeley and UCLA. A common scoring method can also be explored, along with simulation studies to identify whether it increases both excellence and diversity at every campus.
9. Although campuses will retain their autonomy in admissions decisions, more faculty guidance is needed in terms of principles to guide selection processes to ensure that campuses achieve excellence inclusive of diversity. Increased faculty involvement and oversight is also important through active participation on Senate committees charged with developing admissions policy.
10. Selective campuses should consider using a single-score holistic review process in selection, which relies on reader ratings that incorporate all information from the file. Some campuses that use Two-stage and Multiple Score review methods make variable use of ratings, presumably because they value criteria such as personal accomplishment and talents less in their processes.
11. Individual campuses should conduct disparate impact analyses to monitor the differential impacts of their admissions criteria, identify factors causing disparate impact, and implement intervention strategies to address the underrepresentation of specific populations in both the admitted and enrolled classes. It is important that campus intervention strategies and actions focus both on the next admission cycle as well as longer term interventions.
12. This report details a disturbing persistence of low African American admit rates across UC campuses, which now is affecting the educational climate. The University should invest in a new strategic outreach campaign to increase the identification, recruitment, and academic preparation of underrepresented students with the help of distinguished alumni, local communities, and schools. In addition, campuses should develop admission policies that place value on the importance of diversity to enhancing the learning environment as they prepare students to enter a diverse workforce. Finally, we recommend the formation of a new study group to collaborate with BOARS to assess the situation in California high schools and determine how UC can use its expertise to diminish the academic achievement gap and disparities due to opportunity for African Americans and other under-represented groups.

Introduction

In a May 2001 meeting, the UC Board of Regents approved Comprehensive Review² and passed a resolution that the University “shall seek out and enroll, on each of its campuses, a student body that demonstrates high academic achievement or exceptional personal talent and that encompasses the broad diversity of backgrounds characteristic of California.”³ The Regents also reaffirmed the Academic Senate’s authority under Standing Order 105.2(a)⁴ to determine the conditions for admission to UC subject to approval by the Regents. President Atkinson asked the Senate to consider adopting evaluation procedures that would look at applicants in a comprehensive manner and using a variety of measures of achievement.

BOARS subsequently proposed eight principles and 14 criteria as guidelines that campuses may use in selection. In doing so, the faculty sought to promote the goal of achieving excellence that is inclusive of talent and promise among students from a diversity of backgrounds, and to devise methods of selective admissions that define merit broadly and are also inclusive of the varied circumstances California students face in terms of college opportunity. These are the Senate’s central principles that are intended to drive campus review and selection procedures.

In November 2001, the Regents adopted BOARS’ Comprehensive Review process for selective admission, which was implemented for freshmen applying to enter UC in fall 2002. In November 2002, BOARS presented a report to the Regents summarizing the first year of implementation.⁵ In September 2003, BOARS issued a second report summarizing follow-up studies of Comprehensive Review processes undertaken during the 2002-03 academic year, as well as outcomes of the fall 2003 admissions processes at six UC campuses that could not admit all UC-eligible applicants.⁶

This third report covers Comprehensive Review between the 2003-04 and 2009-10 academic years. BOARS concluded in its 2003 report that “the comprehensive review policy continues to be quite successful and that faculty and staff have worked diligently... to make a good process even better.”⁷ Since 2003, several significant external events have impacted the implementation of Comprehensive Review or its outcomes: an unrelenting demand for access to UC and the growing number of multi-campus applications and campus interdependencies that result; the implementation of the new SAT Reasoning Test in 2006⁸; advances in technology, including the automation of student information; and reductions in campus enrollment targets as a result of state funding cuts. In the 2003 report, BOARS recognized a principal concern affecting

² <http://www.universityofcalifornia.edu/regents/policies/2104.html>

³ <http://www.universityofcalifornia.edu/regents/policies/4401.html>

⁴ <http://www.universityofcalifornia.edu/regents/bylaws/so1052.html>

⁵ <http://www.universityofcalifornia.edu/senate/committees/boars/yr1compreview.pdf>

⁶ In 2003, UCSC had not yet implemented comprehensive review, although they denied a small number of eligible applicants; UCR was still admitting all eligible applicants, and UCM did not admit a freshmen class until fall 2005.

⁷ *Comprehensive Review in Freshman Admissions-Fall 2003: A Report from the Board of Admissions and Relations with Schools*, September 2003.

<http://www.universityofcalifornia.edu/senate/committees/boars/yr2compreview.pdf>

⁸ BOARS addresses changes in admissions tests and test use in *Admissions Tests and UC Principles for Admission Testing: A Report from the Board of Admissions and Relations with Schools*, December 2009.

http://www.universityofcalifornia.edu/senate/committees/boars/boars.testingrpt.toRegents_000.pdf

Comprehensive Review outcomes as “the need to slow enrollment growth in response to deep budget reductions that will reduce opportunity for students in California,” particularly for students who have been underrepresented historically at UC. Despite continued progress and improvements in Comprehensive Review, this concern has resurfaced today due to the current state budget crisis. This report addresses the potential impact these factors may have on the ability of BOARS to fully assess the comprehensive review process, and more generally, on our ability to identify, admit, and attract the most talented and diverse students.

Structure of the Current Report

The current report summarizes Comprehensive Review processes at the nine UC campuses that admit high school graduates applying for freshman admission. It is organized into five sections discussing key aspects and assessing the comprehensive review policy in practice.

Section I defines Comprehensive Review for audiences unfamiliar with the process and clarifies key principles regarding its use and criteria used in review processes.

Section II discusses Comprehensive Review outcomes between 2003 and 2009, including trends and changes in academic indicators that show increases in academic quality and a wide range of demographic indicators that show changes in diversity across the system. We focus on the representation of students from schools, families, and backgrounds that have attended the University at lower rates historically. Appendix B provides detailed data on these academic and demographic indicators at each of the nine campuses.

Section III addresses the evolution of Comprehensive Review processes between 2003 and 2009, including advances campuses have made in evaluating students in the context of opportunity, new achievements in efficiency, the use of readers, and ways campuses are ensuring the quality and integrity of the review process.

Section IV discusses some of the challenges ahead for the Comprehensive Review process, including the need to enhance efficiencies but maintain quality in an era of budget reductions; the importance of maintaining access and affordability for California residents; the need to communicate with students about how best to prepare for competitive admissions under the new policy taking effect in 2012, and with a discerning public about UC’s review and selection policies and practices.

Section V summarizes BOARS' conclusions and recommendations based on our examination of outcomes and Comprehensive Review processes in relation to established Academic Senate guidelines. Several new principles regarding the use of criteria are detailed based on best practices among campuses.

SECTION I. WHAT IS COMPREHENSIVE REVIEW?

No single campus can accommodate all California high school graduates deemed eligible for admission to UC; therefore, each campus with more qualified applicants than available places employs selective admissions to meet freshmen enrollment targets. The most selective campuses tend to require more information on all applicants in order to make fine distinctions between many qualified students. The eligibility index provides a modest floor of academic achievement and does not provide information about school context, students' particular academic talents, or personal accomplishments, and therefore, more information is gleaned from each student's application to help campuses select the top students from their applicant pool and create an entering class consistent with University policy. BOARS defines Comprehensive Review as "the process by which students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise while considering the context in which each student has demonstrated academic accomplishment"⁹.

In practice, Comprehensive Review now includes three main features: the use of multiple criteria to define merit; the evaluation of school context and/or the context of opportunity; and, an individualized student review. The *Guidelines for Implementation of University Policy on Freshman Admissions* requires campuses to use multiple measures in evaluating applicants, and stipulates that these measures reflect a broad conception of merit based on both academic and personal accomplishments. Faculty committees have flexibility to establish criteria for selecting students consistent with each campus' distinctive mission, values, and goals for undergraduate education that are also consistent with University-wide criteria. Thus, each applicant file is reviewed and rated, and students are selected based on the applicant pool and priorities for that particular campus. Campuses have clearly defined criteria; the reliability and integrity of the process is diligently monitored; and campuses strive for transparency through communicating criteria for admission and public information about their processes. Section III provides more detail on each campus process, which is also outlined in a matrix in Appendix H.

***Comprehensive Review is
"the process by which
students... are evaluated
for admission using
multiple measures of
achievement and promise
while considering the
context in which each
student has demonstrated
academic accomplishment"***

Campus Comprehensive Review processes are highly data-driven, and rely on a variety of academic and socioeconomic indicators that are available electronically to all campuses for each applicant. The process also requires a "human read" of a students' file with scoring by a trained evaluator or set of evaluators (also referred to as individualized student review). Faculty committees determine the priority given to criteria to guide selection processes, with the most weight given to academic criteria. All campuses have comprehensive review processes in place but each assigns a different priority to each criterion and each varies in their use of a "human read." Six campuses (Berkeley, Davis, Irvine, Los Angeles, San Diego, and Santa Barbara) incorporate a thorough read of the application file to evaluate multiple criteria in the selection of the majority of students; and three campuses (Santa Cruz, Riverside, and Merced) primarily

⁹ <http://www.universityofcalifornia.edu/regents/regmeet/nov01/302attach2.pdf>

review academic criteria along with a limited set of personal accomplishment factors, and also, employ a read of the file to look for indication of promise before any student is denied admission or is admitted by exception. Therefore, principle 8 of the Guidelines that states “no student is denied admission without a comprehensive review of their files,” is being met. It is important to note that Comprehensive Review processes are expected to follow the guidelines established by BOARS, including the evaluation of students within the context of opportunity in their schools, and information in students’ files about academic and personal accomplishments. Such context-sensitive review has long been regarded as a common-sense best practice among highly selective institutions across the country.¹⁰ Appendix A details the eight principles and 14 criteria BOARS established to guide campus faculties in developing and implementing campus-level policies and the University’s systemwide admission guidelines and criteria.¹¹ The conclusion of this report contains recommendations for improvement of these original guidelines and criteria.

SECTION II. COMPREHENSIVE REVIEW OUTCOMES: SELECTIVE ADMISSIONS 2003-2009

BOARS examined Comprehensive Review outcomes in terms of academic talent, based on selected academic indicators, as well as access for California students and diversity, based on demographic indicators. While many more measures of talent are identified in students’ files during the review process (e.g. leadership, artistic and creative talent, contributions to the community, determination and resilience), we provide information only on key indicators that are available electronically for all campuses. This section also features information about the ultimate destinations of students admitted to UC over the last five years, as well as academic outcomes in the first year of college. Selected summary charts are presented here, while more detailed data are found in Appendices B through G. It is important to note that while all years are reported in Appendix B, in the text of the report we compare 2009 data (the last full admissions cycle) with data from the last Comprehensive Review report in 2003. Enrollment constraints were imposed in 2009, and while it may be an anomalous year, we think it represents a good test of outcomes when selectivity is increased across the system. When enrollment growth is allowed to proceed according to original projections in the future, we may see more favorable outcomes in comparison with 2009-10.

II. 1. Achieving Academic Excellence: Attracting and Admitting Promising Students

The applicant pool. The University of California has seen steady growth in applications over this review period, and admissions offices have managed to keep pace with the demand for access. Rising applications reflect not only the increasing number of high school graduates in California, but also increased demand for access to UC. In 2009-10, UC posted a record 98,286 freshman applicants, which represents a 25% increase in applicants since 2003-04 (Table 1). All campuses posted double digit increases except UC San Diego (8%). Berkeley, Davis, and Irvine saw applications rise at a greater rate than the system average. UCLA now receives the most applications of any college or university in the United States (55,699 in 2009). Since 2005, UC

¹⁰ Private selective colleges typically evaluate applicants based on academic and personal accomplishment criteria. The University of Washington abandoned an academic index in 2005, deciding the state was better served by comprehensive review processes that evaluated applicant files based on the merits of each case.

¹¹ <http://www.ucop.edu/sas/adguides.html>

Merced posted a 48% increase in applicants, indicating it is quickly catching up with Santa Cruz in terms of number of applications. (See exact campus numbers in Appendix B).

Despite considerable growth in the applicant pool, it is important to note the remarkable stability in applicants' average HS-GPA, test scores, and number of a-g courses and semesters of honors courses taken; in fact, these indicators have all increased only incrementally. A California Postsecondary Education Commission (CPEC) study also confirms that the number of high school graduates who met all criteria for eligibility to UC increased by 28% from 2000 to fall 2008.¹² Two changes also occurred during this period that affect applicant statistics: First, BOARS increased the weighted, capped HS-GPA for eligibility from 2.8 to 3.0 for 2006 entrants to manage the projections of eligible students, which resulted in gradual increases in the mean HS-GPA. Second, the College Board redesigned the SAT, which resulted in a recalibration and decline in SAT scores nationally. Still, even with this recalibration, students' test scores have started to mirror the pattern and surpass increases in SAT scores of previous years. Student performance on the ACT, which had no design change during this period, steadily increased (Appendix B). The implication of this growth and quality of the applicant pool requires all campuses not only to manage the volume of applications but also to make finer distinctions among applicants using multiple criteria as they become more selective.

Table 1. Total California Resident and Non-resident Applicant Increases and Mean HS-GPA of Recent Applicants

Campus	'03-'09 Increase	2009-10 Applicants	Avg. GPA
Berkeley	32%	48,686	3.85
Davis	30%	42,389	3.72
Irvine	28%	44,126	3.68
Los Angeles	24%	55,699	3.79
Merced*	48%	20,910	3.49
Riverside	20%	31,888	3.53
San Diego	8%	47,061	3.78
Sta. Barbara	19%	44,737	3.65
Santa Cruz	25%	27,252	3.56
UC System	25%	98,286	3.70

Note: * Increase since Merced opened in 2005-06. Percentages are rounded after calculating change. HS-GPA is weighted and capped.

...growth and quality of the applicant pool requires all campuses not only to manage the volume of applications but also to make finer distinctions among applicants, using multiple criteria.

In 1998, the Regents approved the Eligibility in the Local Context (ELC) program, which provides an admissions guarantee to students ranked in the top 4% of their high school. It was first applied to the fall 2001 entering class. The proportion of UC applicants who are ELC dropped over this review period; however, this decline is due to the overall increase in UC applications, not a lack of interest in the program. In fact, the percentage of ELC-eligible applicants has climbed steadily over the past seven years from 74.7% of ELC designated high school graduates in 2003 to 77.5% (or 3.2% of all California high school graduates) in 2009-10. This indicates that ELC has been an effective method of attracting the top students based on

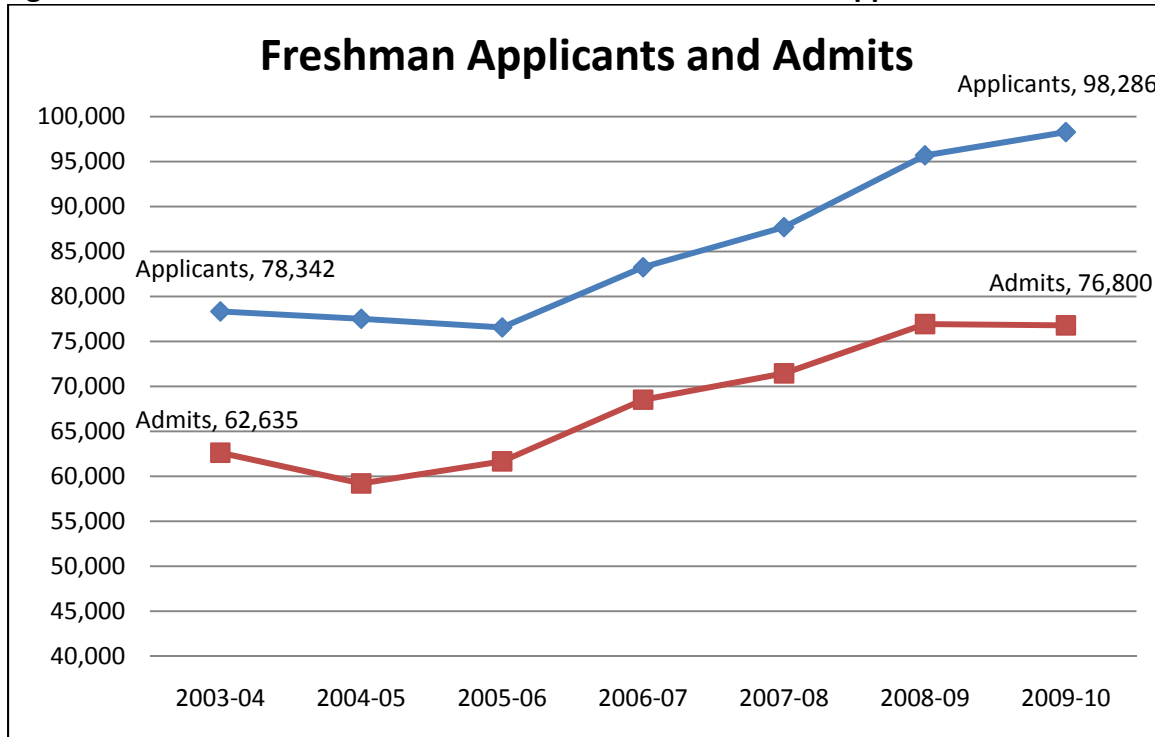
¹² Wilson, S., Newell, M., & Fuller, R. (2010). *Ready or Not, Here They Come*. California Postsecondary Education Commission.

performance in a variety of high schools throughout the state. In addition, once ELC students are admitted, their yield rate has been stable at about 60%, indicating that this program remains one of the most significant pathways to UC for students across California. However, campuses are not equally able or likely to attract the top students of every high school (Appendix B); for example, ELC students constitute 18.7% of Berkeley’s applicant pool, compared with only 4% of Merced’s. UC Davis has managed to increase the percentage of ELC students in their applicant pool from 13.6% to 18.4% between 2003 and 2009, even as their overall applicant pool grew. This shows the campus is targeting ELC for recruitment and admission, and is a potential area to advance recruitment for specific campuses in the future, especially as ELC expands to the top 9% of each high school class in 2012.

The admit pool. With more academically prepared students applying to UC, campuses have responded with increasing admits, particularly since 2005-06 with the opening of UC Merced. *Figure 1* shows systemwide trends in the number of freshman applicants and admits. With the exception of years affected by enrollment constraints imposed as a result of state budget difficulties, the number of admits has roughly mirrored the rise in applications, as UC was on a trajectory of projected enrollment growth. The exception years are 2004-05, when the number of admitted students (59,218) was lowest during the period under review, and occurred again in 2009-10.

Increasing applicants and fewer admission offers in specific years has led to increases in selectivity for all campuses; six campuses admitted less than half their applicants for fall 2009.

Figure 1. Trends in Total Freshman Resident and non-Resident Applicants and Admits



Although the full effect of enrollment cuts forced by the budget crisis is unknown, it is clear that UC’s ongoing enrollment curtailment prevents the University from keeping pace with demand

from an academically qualified and increasingly diverse pool of high school graduates. Table 2 shows the admit rates in selected years for all campuses along with the seven year average. The systemwide rate masks the great differences in admit rates among campuses. Increasing applicants and fewer admission offers in specific years has led to increases in selectivity for all campuses. Six campuses admitted less than half their applicants for fall 2009. Due to sheer volume of applications, UCLA maintained the lowest rate of admission of all the campuses throughout this period (averaging 24.5%) followed by Berkeley (29.1%). Both campuses are among the most selective in the country. UC Irvine, UC Davis, and UC Santa Cruz showed the largest decline in admit rates across the seven years. In contrast, UC Merced’s admit rate has increased each year as it expands capacity. Merced now admits the majority of referrals (eligible students who have been denied at other UC campuses). Since 2003-04, referrals have increased from 6,397 to 11,213, but only 961 (less than 9%) accepted a referral offer in 2009-10.

Table 2. Admit Rates By UC Campus, Selected Years.

	2003-04	05-06	07-08	09-10*	7 yr Avg.
System	80.0	80.5	81.5	78.1	79.9
Berkeley	29.8	32.4	28.6	26.7	29.1
Davis	56.8	60.8	58.6	47.4	56.9
Irvine	53.8	60.4	55.6	44.2	53.7
Los Angeles	23.5	26.9	23.6	21.9	24.5
Merced	NA	86.3	89.3	91.2	88.9
Riverside	83.7	79.8	86.6	83.8	82.8
San Diego	40.3	43.8	42.3	37.4	42.1
Sta. Barbara	50.0	52.8	54.4	48.2	51.6
Santa Cruz	79.0	74.3	81.1	63.6	73.3

*Indicates enrollment constraint year.

Despite increases in the number of admits over this period, the system showed small increases in academic qualifications between 2003 and 2009, resulting in admits with an average 3.7 HS-GPA, 1212 SAT/ACT score, 13.8 semesters of honors courses, and 24.5 a-g courses in 2009-10. Academic indicators across the campuses reveal admitted students have substantially more a-g coursework than is required for eligibility, higher GPAs and test scores, and an increasing number of semesters of honors courses. For example, while a minimum of 15 a-g courses by the end of senior year is required for eligibility, Riverside and Merced admitted freshmen with an average of 23.1 a-g courses in 2009-10, and Berkeley and UCLA admitted freshmen with an average of 26.5 a-g courses. More importantly, these academic indicators have been fairly consistent across the years and campuses during this review period. Table 3 highlights academic indicators and identifies campuses on which there was greatest change. Campuses differ more significantly in the average number of semesters of honors courses and average test scores in admit pools—indicators typically linked with school resources, student income levels, and available curriculum. Slight increases have occurred over

Academic indicators across campuses reveal admitted students have more a-g coursework and higher GPAs than required for eligibility; rising test scores and an increasing number of honors semesters are also evident in this period.

the years at most campuses in the number of semesters of honors courses taken, with UC Davis and UC Santa Cruz showing the largest gains (an average of 2 courses). UC Merced admits average 9.7 semester honors consistently in this time period, compared with 11.2 semesters at Riverside, 15.9 at Davis, and 15.2 at Santa Barbara, which admit an equal or higher percentage of students from the lowest API schools compared with Merced (ranging from 8% to 6.7%, detailed in the demographic section that follows). Systemwide, the average SAT/ACT score (Critical Reading + Math or ACT total) is now 1212 and the average SAT writing score is 591. It is important to note that even with the College Board’s redesign of the SAT and the recalibration of scores in 2006, all campuses reported gains in average SAT/ACT scores, with the exception of Merced, which averages 1118. Since 2006, UC Davis increased its average SAT/ACT 39 points and San Diego by 31 points. While Berkeley maintains no “cut offs” for test scores in its selection process, it increased its average by 22 points since 2006—now maintaining the highest SAT/ACT average at 1371. Although UCLA had the smallest changes, it maintained a relatively high SAT/ACT average among admitted students (1357) since 2006, the year it implemented single score holistic review.

Indicator (Avg.)	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
# Full Year A-Gs	26.5	25.0	24.4	26.5	23.1	23.1	25.3	24.5	24.3	24.5
# Honors Sem.	20.0	15.9	16.5	20.5	9.7	11.2	18.3	15.2	12.6	13.8
Change from '03	.09	2.1	1.7	1.5	NC	1.0	1.4	1.4	2.1	1.2
HS-GPA (W/C)	4.16	3.99	4.00	4.15	3.55	3.63	4.08	3.93	3.76	3.79
Change from '03	.03	.12	.12	.07	.02	.06	.04	.07	.13	.04
SAT/ACT Score	1371	1277	1264	1357	1118	1130	1331	1259	1214	1212
Change from '06	22	39	18	8	NC	9	31	12	14	7
SAT Writing	675	621	617	666	542	548	650	619	595	591
Change from '06	10	19	7	2	1	3	14	9	15	3
ELC % of Admits	46.3	38.4	33.4	49.0	4.0	7.8	39.8	21.6	9.1	17.6
Admit rate	66.1	98.8	96.7	59.9	99.8	99.0	85.7	98.1	97.3	98.7
Academic Prep % of 08 Admits	5.3	6.5	6.4	6.6	5.5	6.0	6.5	6.6	4.7	5.5
08 Admit rate	27.6	69.9	50.9	26.6	87.7	84.0	55.7	63.2	80.4	87.6

Note: Bold indicates the campuses with the highest change or indicator. Year is 2009-10 unless otherwise indicated. Test scores are reported changes from 2006, the year the College Board’s redesigned and recalibrated tests were submitted by applicants. Academic Prep indicates participation in academic preparation programs (e.g. EAOP, MESA, Puente, or School University Partnerships).

Tests of writing are most predictive of freshmen achievement in the first year at UC¹³. In tests of writing, all campuses have seen increases in their admitted students' average scores since 2006, when the writing component became part of the core SAT Reasoning test. While UC Berkeley and UCLA have led with the highest scores (675 and 666, respectively in 2009), increases of double digit points were evident at Berkeley (10 points), Davis (19 points), San Diego (14 points), and Santa Cruz (10 points) since 2006. Although these gains were accelerated by the imposition of enrollment constraints in 2009-10, several campuses were already on their way toward increases in writing test scores (Davis, in particular). These scores must be weighed along with students' first language background, however, which vary across campuses (see Appendix B). Section II.5 on demographic indicators places these academic accomplishments in context.

UC studies have shown that ELC students typically are more academically engaged and have higher retention rates than non-ELC students¹⁴, which we believe is due to an established habit of doing what it takes to achieve in their schools. All ELC students are guaranteed admission to the UC system based on eligibility policy, but they are afforded priority in selection at six campuses, which is reflected in the high admit rate (over 97%) at Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz. Although it is important to note that ELC students constitute a high percentage of admits at UCLA and Berkeley, their admit rate is somewhat lower on those campuses because they are not afforded the same priority as on other campuses.

Comprehensive Review guidelines also encourage campuses to give priority to students who have participated in a UC-sponsored academic preparation program such as EAOP, MESA, Puente, and School-University Partnerships. These students are afforded a relatively high selection priority at Merced, Riverside and Santa Cruz (Table 3). They also have a better than 50% chance of being admitted to Davis, Santa Barbara, San Diego, and Irvine. These students typically have administrative units dedicated to their support on campus and a cohort of peers who are motivated to succeed.

However, we observed that the proportion of applicants who participated in an academic preparation program has dropped from 8.3% in 2003 to 5% in 2009. This decline is partly the result of the expanding applicant pool, but more importantly the result of a decrease in the number of students able to be served by academic preparation programs due to funding constraints. BOARS is concerned about the decline in academic preparation participants, because it reflects UC's efforts to assist with outreach and the preparation of students from low-income and low-performing high schools. Such programs help assure that students have an excellent chance of success as selection processes account for contexts of limited opportunity.

Nearly 93% of admitted students are retained after the first year, indicating that UC selects students who will succeed, although completion rates can be improved on specific campuses.

II. 2 First Year Academic Outcomes and Completion Rates. Table 4 shows the performance of admitted students in their first year at UC. Nearly 93% of students are retained after the first year, indicating that UC campuses select students who will succeed,

¹³ BOARS addresses changes in admissions tests and test use in the report: "Admissions Tests and UC Principles for Admission Testing: A Report from the Board of Admissions and Relations with Schools, December 2009."

http://www.universityofcalifornia.edu/senate/committees/boars/boars.testingrpt.toRegents_000.pdf

¹⁴ Student Affairs statistics based on performance data and UCUES survey data presented to BOARS.

although retention can still be improved on specific campuses. Six campuses retain 91% or more of their first year students, two above 87% (Riverside and Santa Cruz), and Merced at 83.7%. These rates have incrementally improved, but Riverside and Davis have increased retention rates nearly 2 percentage points. Rates could continue to improve at Merced with attention to improving selection processes and support systems. The distribution of average grades in the first year has been fairly stable, and five campuses show first year students' GPAs averaging over 3.0. Nationally, students report lower GPAs in their first year of college due to the transition to college and adjustment to faculty expectations and grading practices.¹⁵ (Appendix B contains data by campus for each of the six years).

Table 4. First Year Outcomes: Retention Rates, Change, and Average UC GPA

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
Retention Rate '08	96.4	92.3	94.3	96.6	83.7	87.6	95.2	90.7	89.1	92.6
Change Since 2003	NC	1.5	1.2	0.1	1.1	1.9	1.4	-0.2	0.7	0.6
'08 GPA	3.25	2.89	2.94	3.22	2.60	2.61	3.03	3.05	3.01	2.99

According to the Guidelines (principle 7), campuses are to select students who demonstrate a strong likelihood to persist to graduation. Table 5 shows the graduation or degree completion rate by campus. While the general pattern for the majority of students is to finish in six years (82% systemwide for the 2003 cohort), most campuses increased four-year completion rates in the years for which there is available data. Most noteworthy is the relatively high four-year completion rate of Santa Barbara (67.3% for the 2005 cohort), which is comparable to the campuses with the highest selectivity. Four-year completion rates for Riverside (43.7%) and Merced (35.7 % of the first cohort) are still below 50%, however. Most campuses have also improved five-year completion rates, particularly Riverside and Davis.

Table 5. Freshman Graduation Rates by Campus

Freshmen starting in:	2003 Cohort			2004 Cohort		2005 Cohort
Completed degrees in:	4 Years	5 Years	6 Years	4 Years	5 years	4 Years
Systemwide	56.6	78.4	82.0	58.8	79.7	59.8
Berkeley	66.7	88.0	90.8	69.3	89.3	71.4
Davis	50.7	76.3	81.4	51.6	78.6	52.1
Irvine	58.2	79.6	82.6	60.6	80.6	65.4
Los Angeles	64.6	86.6	89.4	67.3	87.3	66.9
Riverside	40.9	64.3	68.0	45.8	67.0	43.7
San Diego	56.9	81.5	85.8	57.6	83.0	56.9
Santa Barbara	64.3	79.1	81.8	65.0	78.5	67.3
Santa Cruz	50.1	70.7	74.7	51.6	71.6	52.0

Source: Statfinder UC website: <http://statfinder.ucop.edu/default.aspx>. As of this report, data were not available for degree completion of subsequent cohorts.

¹⁵ Keup & Stolzenberg (2004). *The 2003 Your First College Year Survey: Exploring the Academic and Personal Experiences of First-Year Students*. Higher Education Research Institute, UCLA.

II. 3. Enrollment Trends and College Destinations of UC Admits. Not all students admitted to UC accept an offer of admission. The proportion of students who do is called the “yield rate,” and reflects the final stage of the recruitment and admission process. The current yield rate for all UC admits is 61.7%: 12.5% of UC admits elect to attend a CSU campus, 5.4% choose a California community college, and about 10% elect to attend a private selective college instead of UC (See Appendix C).

UC now loses 20.8% of its top admits to private institutions, about 5% to CSU, and 8% to other types of institutions.

Table 6 shows college destinations for the top third of admitted students to UC. While UC enjoys a high yield rate on top admits (approximately 65%), there has been a small decline, with increasing losses to private selective institutions over time. UC now loses 20.8% of its top admits to private institutions, about 5% to CSU, and 8% to other types of institutions. Therefore, as campuses begin to select more top students, their yield rate begins to change—a factor that must be considered in determining admissions targets.

Table 6. College Destinations of Top Third of UC Admit Pool, Fall 2003 to Fall 2008

	2003	2004	2005	2006	2007	2008	Change in Proportion 2003 to 2008
UC	67.2%	65.5%	67.3%	66.3%	65.9%	64.8%	-2.4%
CSU	5.3%	4.9%	4.7%	4.5%	4.8%	5.1%	-0.2%
CCC	2.2%	1.7%	0.9%	1.7%	1.5%	1.3%	-0.8%
Private Selective	17.1%	19.0%	19.3%	19.5%	19.7%	20.8%	3.6%
Other	8.3%	8.9%	7.7%	8.0%	8.0%	8.0%	-0.3%

Figure 2 shows the college destinations of the top third of the UC admit pool. The yield rate typically has been lower for URM students, and a higher proportion of top URM students are more likely to choose a private selective university over UC (34% vs. 21%).

Figure 2. College Destinations of Top Third of UC Admit Pool, 2003-08

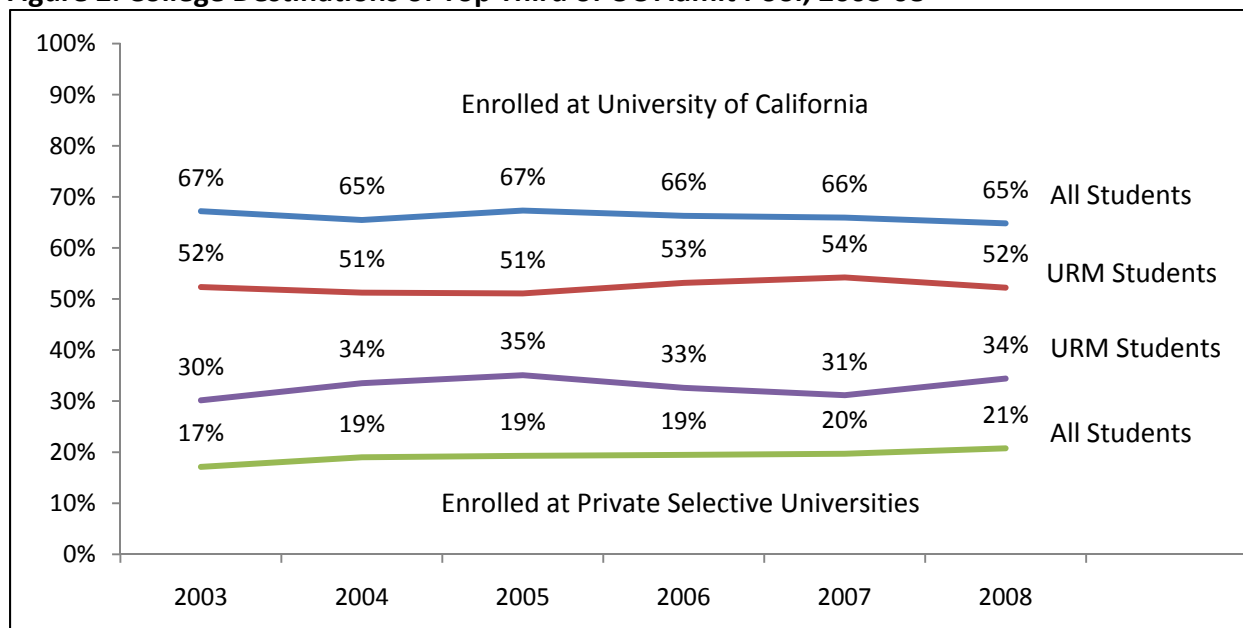


Table 7 shows the top 20 college destinations of students from the top third of the admit pool who turned down an offer to enroll in UC in 2008. Many (862) of these “no shows” decide to enroll at the University of Southern California, which also attracts a higher number of underrepresented students than any other institution (174). California Polytechnic University – San Luis Obispo is the public institution that captures the largest number of “no shows” from UC (611). California State University – Long Beach is the only other public institution in the top 20 college destinations, but the number of students is much smaller.

Stanford also attracts a large portion of UC’s top admits (317), more than a third of whom are from underrepresented minority groups (120).

Overall, UC’s top admits appear to have many good choices as illustrated by the large number of private, out-of-state, and Ivy League institutions they attend. This suggests that these high tuition campuses provide attractive financial packages and offer attractive academic offerings that appeal to top students. Many of the most selective colleges also use individualized student review in their selection processes (the Ivy League has done so since the 1970s). These college destination data indicate that UC selection processes work effectively to identify top students; our campuses simply need better ways to compete for acceptances from the top of their admit pools.

Table 7. Top 20 College Destinations for “No Shows” in Top Third of UC Admit Pool, Fall 2008

All “No Shows”		URM “No Shows”	
UNIVERSITY OF SOUTHERN CALIFORNIA	862	UNIVERSITY OF SOUTHERN CALIFORNIA	174
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	611	STANFORD UNIVERSITY	120
STANFORD UNIVERSITY	317	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	56
NEW YORK UNIVERSITY	215	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	36
UNIVERSITY OF THE PACIFIC	140	HARVARD UNIVERSITY	34
CORNELL UNIVERSITY	137	PRINCETON UNIVERSITY	26
NORTHWESTERN UNIVERSITY	114	YALE UNIVERSITY	26
HARVARD UNIVERSITY	108	BROWN UNIVERSITY	24
BROWN UNIVERSITY	105	UNIVERSITY OF PENNSYLVANIA	23
SANTA CLARA UNIVERSITY	102	DUKE UNIVERSITY	22
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	96	CORNELL UNIVERSITY	20
UNIVERSITY OF PENNSYLVANIA	94	DARTMOUTH COLLEGE	18
UNIVERSITY OF SAN DIEGO	87	CALIFORNIA STATE UNIVERSITY - LONG BEACH	16
GEORGETOWN UNIVERSITY	83	NEW YORK UNIVERSITY	15
DUKE UNIVERSITY	83	POMONA COLLEGE	14
UNIVERSITY OF WASHINGTON - SEATTLE	76	NORTHWESTERN UNIVERSITY	13
JOHNS HOPKINS UNIVERSITY ARTS,SCIENCES		JOHNS HOPKINS UNIVERSITY ARTS,SCIENCES	
ENGINEERING	73	ENGINEERING	13
CHAPMAN UNIVERSITY-ORANGE	69	WELLESLEY COLLEGE	12
CALIFORNIA STATE UNIVERSITY - LONG BEACH	68	SANTA CLARA UNIVERSITY	12
OCCIDENTAL COLLEGE	64	CLAREMONT MCKENNA COLLEGE	11

II. 4. Achieving Inclusive Excellence: Attracting and Admitting Diverse Students

Academic quality can be assessed easily using traditional academic indicators, but an important test of comprehensive review is whether selection processes fulfill the mission of a great public university: to achieve excellence and provide access to diverse quarters of the state. Central to this are admissions practices that balance increasing selectivity while acknowledging persistent inequalities in California schools and other opportunity factors that present significant challenges to talented students. This can be demonstrated by examining systemwide and campus-specific outcomes using a range of demographic indicators, which places the academic indicators discussed previously in context. Several demographic and school indicators we examined include first generation to college; income levels; representation of high school rank on the Academic Performance Index (API); residency; and the representation of racial/ethnic minority groups. Results for additional indicators can be found in Appendix B.

An important test of comprehensive review is whether selection processes carry out the mission of a great public university: to achieve excellence and provide access to diverse quarters of the state.

UC as a Vehicle of Social Mobility. More first-generation college students (defined as coming from families where *neither* parent had a bachelor’s degree) are seeking and gaining admission to UC. The proportion of first-generation college students in the applicant pool was 35% in 2009-10, nearly a two percentage point increase across the system since 2003. This was aided by the opening of UC Merced, where 40.1% of applicants are first generation college students. Other campuses also attract a good share of first generation applicants. Riverside attracts the

highest proportion (44.6%) and has the highest proportion of admits (41.7%) in the system. Also, 39.1 % of applicants to Irvine are first generation, and constitute at least a third of the applicant *and* admit pools at Davis, Santa Barbara, and Santa Cruz. By 2009-10, these latter campuses managed to increase the proportion of first-generation college students in their admit pool at the same time that they improved academic criteria (See Appendix B). In contrast, first generation college students declined as a proportion of admitted students at Berkeley (where they have a one in five chance of admission) and UCLA (where they have a 16.8% chance of admission). One’s chances of being admitted as a first-generation college student vary greatly across the system as is evidenced by the admit rates in Table 8.

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
<i>1st Generation</i>										
% of Admits	22.9	33.6	32.1	25.3	37.9	41.7	31.2	33.7	33.7	34.3
Admit Rate ‘09	20.8	46.9	36.2	16.8	86.4	78.5	36.7	47.7	63.3	76.6
Admit Rate ‘03	25.7	54.7	45.6	20.4	76.0	78.2	41.1	48.1	72.5	77.9
<i>Low-Income</i>										
% of Admits	20.2	27.5+	26.2+	22.1	28.3	32.1+	28.1+	26.3+	24.4+	26.3+
Admit Rate ‘09	21.5	49.4	36.2	17.5	83.8	75.9	40.3	46.9	58.8	74.8
Admit Rate ‘03	27.1	61.8	45.5	22.8	76.0	75.1	45.1	50.4	70.9	76.9

Note: + indicates increases over 5 percentage points, bold italics indicate increases of over 3 percentage points since 2003. Low-income represents < 30th percentile of the CA population, which was \$45K or less for fall 2009 and \$35K or less in fall 2003.

Although admit rates have declined for all students, seven campuses have managed to increase the representation of low-income students in their admit pools (Riverside, Merced, San Diego, Davis, Santa Barbara, Irvine, and Santa Cruz). Most campuses note in their admission criteria that they consider low socio-economic status in selection (see section III). Such a practice remains an important way for campuses to place academic accomplishments in the context of opportunity and can mitigate the correlation between standardized tests scores and high income levels.

How well campus Comprehensive Review processes identify excellence among various demographic groups can be measured by admission rates that are adjusted for campus selectivity. Appendix E contains relative admit rates for various demographic groups to further examine this point. The more selective a campus, the lower will be its admission rates for all groups. We report the admission rates for each campus for all applicants and various demographic groups for the years 2003 (2005 for UCM) and 2009 (E1), and the related admission rates relative to the admission rate for all applicants to the campus for the particular year (E2 and E3). The tables show that, although there has been a significant increase in selectivity at most campuses (i.e. a decrease in overall admission rate), the relative admission rates for demographic groups have remained relatively stable over time (within 10% or + 0.1 in tables E2, E3). For socioeconomic factors, table E2, the relative admission rates vary from 0.8 to 1.2 or 80% to 120% of the campus admission rate for all applicants. First generation students are

More first-generation college students (defined as coming from families where neither parent had a bachelor’s degree) are seeking and gaining admission to UC.

admitted at about the same rate as overall applicants to Davis, San Diego, Santa Barbara, and Santa Cruz. Low income students are admitted at the same rate as all applicants at Davis and Santa Barbara, and a slightly higher rate at San Diego. However, table E3 shows greater disparities are reported by race/ethnicity, ranging from 0.5 to 1.2 depending on the group and campus. This is examined further in the next section.

A second important way campuses evaluate academic achievement in light of opportunity is by considering high school context. While campuses have a variety of ways of taking this into account, we report here the most uniform information used in admissions and that is the representation of high schools on the Academic Performance Index (API) which is a proxy for school resources. Declines during this period were evident among applicants and admits from the lowest API high schools, and increases were most evident from students attending private or out-of-state high schools (unranked by API) in both applicant and admit pools (see Appendix B). Table 9 shows the percent of lowest and highest API high schools in admit pools, and the ratio of admits relative to the admit rate for all applicants in 2009-10. An admit ratio of 1.0 indicates a group is admitted at the rate that is equal to the admit rate for all applicants.

The primary advantage of Comprehensive Review is that its multiple criteria allow campuses to consider a wide range of student achievements, understand discrepant information, and evaluate student resilience and promise, in addition to standard indicators of achievement.

Riverside admits the highest proportion of students from the lowest API high schools (8%), and Davis, Santa Barbara, and Merced admit a similar proportion of low API high school students (6.7%). Santa Cruz, Davis, and Santa Barbara admit about one third of their students from the highest API schools and have the lowest proportion of students from unranked high schools (private or out-of-state are reported as unranked and shown in Appendix B). Students from the lowest API quintile are admitted at a higher rate than the overall applicant pool at Davis and San Diego, although their representation is smallest at UCSD compared with other campuses. Applicants from the highest API schools are admitted at higher rates at all campuses except UCLA, Merced, and Santa Cruz.

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
API 1-2 % of Admit Pool	4.7%	6.9%	5.8%	6.1%	6.7%	8.0%	5.2%	6.7%	6.0%	6.4%
API 9-10 % of Admit Pool	34.2%	34.1%	40.0%	30.8%	31.7%	31.5%	38.6%	32.7%	35.5%	31.9%
Admit Ratio API 1-2 to All	.8	1.2	.8	.9	.8	.8	1.1	1.0	1.0	.9
Admit Ratio API 9-10 to All	1.2	1.1	1.2	1.0	1.0	1.1	1.1	1.1	1.0	1.1

Note: An admit ratio of 1.0 indicates that students in that group are admitted at approximately the same rate as all applicants, accounting for selectivity of the campus.

BOARS recommends better representation of California high schools as well as widespread adoption of uniform methods of evaluating the context of opportunity. This may occur with the expansion of ELC in 2012, and with more widely used electronic measures of school context in campus selection.

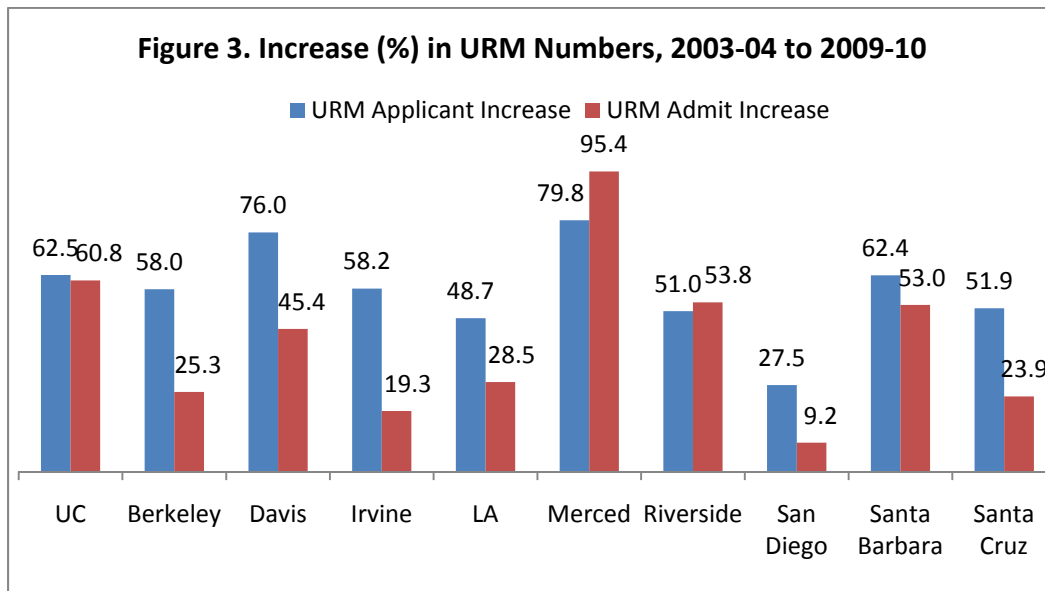
While California residents have declined slightly as proportion of the applicant pool (from 85.4% to 82.6%), they continued to have priority in admission during this review period, comprising 90.2% of all admits in 2009-10. Rural high school students were most represented in the admit pools at UC Davis and UC Merced (8.6% and 8.5%, respectively). We note that the admission of non-residents does not advance social mobility for Californians, but non-residents enhance the learning atmosphere and generate tuition revenue.¹⁶ Although the proportion of international students has doubled in the applicant and admit pools, they represented only 6.1% of all applicants and 3.3% of admits in 2009-10. UC Berkeley has the highest proportion of international student admits (6.0%) while UCLA has the highest proportion (12.7%) of out-of-state admits in the system. These statistics are reflected in Appendix B.

Racial/Ethnic Diversity. The racial/ethnic diversity of California's schools and general population continues to increase rapidly. Underrepresented populations posted steady systemwide increases in the applicant pool, with corresponding increases in the admit pool. According to CPEC, increasing numbers of URM students are becoming UC eligible, as documented in both the 2004¹⁷ and 2008¹⁸ reports released during this period. The increases in eligibility identified in 2004 led BOARS to increase the HS-GPA requirement from 2.8 to 3.0 for 2006 entrants. This move also led the faculty to reconsider reliance on the index to manage selection from the 12.5%, to allow more prepared students to be considered for comprehensive review in 2012. *Figure 3* shows that campuses currently vary substantially in their ability to recruit and subsequently admit URM applicants. Merced nearly doubled the actual number of URM admits since it opened in 2005, mainly because it was expanding enrollment and taking referrals (eligible students denied on other campuses). Both Davis and Santa Barbara have managed to attract substantially more URM applicants and increase admits. Their Comprehensive Review processes appear to be more sensitive to changes in the diversity of the applicant pool. San Diego had the smallest growth of URMs in their applicant pool of (27.5%) and the smallest increase in admits (9.2%). Irvine and Berkeley attracted 58% more URM applicants but this resulted in relatively smaller admit increases (19% and 25%, respectively) compared with other campuses. (Appendix E shows applicant increases).

¹⁶ Campuses remain committed to admitting as many residents as supported by the state, this accounts for a fairly steady resident population at the same time that international or domestic non-residents are offered admission.

¹⁷ <http://www.cpec.ca.gov/completereports/2004reports/04-05.pdf>

¹⁸ <http://www.cpec.ca.gov/completereports/2008reports/08-20.pdf>



Note: Merced's increases represent change in numbers since 2005 (the first year it opened).

Table 10 shows underrepresented racial/ethnic groups as a percentage of the applicant and admit pools, as well as changes between 2003-04 and 2009-10 (changes since 2005 for Merced). Much of the increase in URM applicants and admits was driven by the growth in Chicano/Latino students, who are now more likely to be found in schools where they constitute the majority of the population. Increases in African American applicants resulted in increases in admits at UCLA, Santa Barbara, Merced, and Riverside. However, the proportion of African Americans admits may continue to shrink without an effective intervention strategy since URM applicants are disproportionately from low API schools. For fall 2009, 18% of African American applicants attended API 1&2 schools, while overall 8.4% of applicants (23% Chicano Latino, 4.7% Asian and 1.4% of white) attended API 1&2 schools, suggesting that outreach in lower API schools will be essential to sustaining URM gains. Small increases were noted in American Indian students over time at all campuses except Berkeley and San Diego.

URM	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
<i>% URM</i>										
<i>Applicant Pool</i>	23.4	22.5	25.9	26.4	32.5	35.8	21.5	28.0	25.2	27.9
Increase	4.8	6.1	5.3	5.2	5.8	7.6	3.8	7.8	4.7	7.0
American Indian	0.6	0.7	0.5	0.6	0.6	0.8	0.6	0.8	0.8	0.7
African Am.	5.2	4.1	3.9	5.3	5.6	6.6	3.6	5.0	3.8	5.4
Chicano/Latino	17.6	17.7	21.4	20.5	26.2	28.7+	17.4	22.2+	20.6	21.9+
<i>% URM</i>										
<i>Admit Pool</i>	17.2	20.2	18.6	18.5	30.4	32.4	16.6	24.9	22.4	25.5
Increase	1.6	5.4	2.5	2.5	6.1	7.2	1.8	6.5	4.4	6.4
American Indian	0.6	0.7	0.5	0.5	0.8	0.6	0.4	0.8	0.9	0.7
African Am.	3.3	2.6	2.0	3.6	4.9	5.4	1.9	3.4	2.5	4.0
Chicano/Latino	13.4	16.9+	16.0	14.4	24.7+	26.5+	14.2	20.8+	19.1	20.8+

Note: Italics denote an increase, bold denotes at least three percentage point increases, + indicates five or more percentage point increases since 2003-04. UC Merced increase is since 2005, the year it opened.

Appendix D, Figure 3, shows admit ratios for each racial/ethnic group in 2003 and 2009. Parity with the overall admit rate at a campus is designated by ratio of 1.0. Disparities by race/ethnicity are greater than for other demographic indicators. Relative to admit rates for all applicants at specific campuses, American Indian admit rates were lowest at San Diego (0.7); African Americans were lowest at Irvine and San Diego (0.5); and Chicano/Latinos were lowest (0.7) at UCLA. In contrast, Asian Americans had a higher admit rate than the general population at Berkeley, UCLA, and San Diego. UCLA increased its American Indian and African American admit ratio, but the ratio is still below the admit rate for all students (0.8. and 0.7, respectively). Using preliminary analysis on UC StatFinder, disparities by gender are also becoming evident, with men being slightly less likely to be admitted relative to women. These should be monitored in the future, particularly as it relates to African-American and Latino men.

The African American admit rate remains far below the race groups with the highest admit rate on each campus... and may continue to shrink without an effective intervention strategy.

Most disturbing, however, Table 11 confirms that the African American admit rate remains far below the race groups with the highest admit rate on each campus. The highlighted boxes indicate when the relative ratio of admit rates falls below 80%, which is the guide established in Title VII of the federal Civil Rights Act to determine whether further “disparate impact” analysis is required to determine the source of the disparity. In general, the closer a group approximates the group with the highest admit rate, the more equitable the policy. The disparity is greatest relative to the Asian American admit rate at UC San Diego, and relative to the White admit rate at Irvine. The pattern has persisted since 1998, and has been documented in other reports to the Regents.¹⁹ The Comprehensive Review process alone is not sufficient to overcome the disadvantages that African American face in their educational opportunity. Similarly, admit rates for Chicano/Latino students fall below the 80% threshold at Berkeley, Irvine, UCLA, and San Diego. A closer look at implementation of selection processes is required to identify whether the results are caused by impermissible discrimination and “disadvantages” to the admission of URM students and ways to minimize the disparity. The use of multiple criteria is required to minimize these disparities, but campuses place different value on criteria. Details regarding the selection processes of each campus follow in Section III.

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
African American	58%	61%	47%	61%	83%	75%	48%	64%	62%	71%
Asian	100%	100%	100%	100%	95%	95%	100%	98%	94%	100%
Chicano/Latino	70%	91%	68%	63%	89%	85%	73%	89%	88%	90%
White	97%	96%	98%	94%	100%	100%	85%	100%	100%	97%

¹⁹ Study Group on University Diversity: Overview Report to the Regents, September 2007; The University of California Undergraduate Work Team of the Study Group on Diversity specifically examined disparate impact at the eligibility stage and admissions stage and reported that the African American admit rate declined dramatically after Proposition 209 ([http://www. Universityofcalifornia.edu/diversity/documents/07-diversity_report.pdf](http://www.Universityofcalifornia.edu/diversity/documents/07-diversity_report.pdf)).

Further analyses indicate that the majority of eligible African-American and Chicano/Latino applicants fall in the two lowest GPA (3.62 or less) and SAT/ACT (1709 or less) quintiles. (See Appendix F, tables F1-2, scores included all sections of the tests). In contrast, both White and Asian students are more broadly represented throughout the quintiles, though they are more likely to be in the upper quintiles. The distribution of the eligible applicant pool in 2009 by race/ethnicity reveals that using GPA alone could result in campus populations that are largely White or Asian because they place higher in GPA quintiles. For example, 65% of African Americans and 52% of Chicano/Latino students had high school GPAs less than 3.62, compared with only one third of White students. Tests scores reveal even more disparity. Approximately 70% of African American and Chicano/Latinos score in the lowest two SAT/ACT quintiles (less than 1709), compared with 31% of Asian and 24% of White students.

Appendix F also shows that campuses typically admit in the upper HS-GPA and SAT/ACT quintiles. Only Merced and Riverside admit at high rates within the lower quintiles because they took students from the referral pool and also evaluate students on the border of eligibility before denial. Berkeley and UCLA state in public documents that no single factor determines admission, and although GPA is a major determinant of reader ratings, the evidence bears this out when reviewing admits in the highest quintiles on those campuses. Berkeley admits only 63% and UCLA only 61.4% of students in the highest GPA quintile. Similarly, neither Berkeley nor UCLA employ test score cutoffs, nor do they admit less than half of applicants in the highest SAT/ACT quintiles.

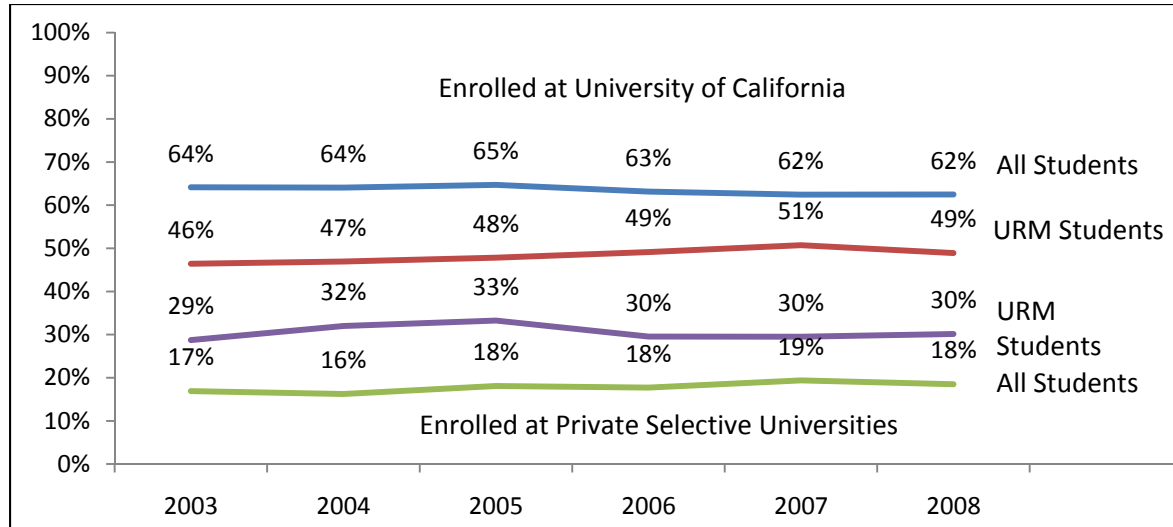
The use or overuse of any single criterion, with no consideration of special circumstances, school context, or extraordinary leadership and achievements, can favor one population disproportionately. Indices based on traditional academics alone do not present a complete view of achievement, particularly one's ability to overcome unusual educational challenges associated with inequality in high schools. Applicants who overcame tracking (the practice of placing poor and minority students into low tracks may not reflect their actual learning abilities but reflect assumptions based on race or class); who had to endure busing to better schools; or who faced overt discrimination, can write about these experiences in personal essays, which can only be assessed by a read of the file by evaluators trained to take these circumstances into account. Several campuses employ augmented review procedures that allow readers to flag unusual cases for additional review (see Section III). BOARS recommends that campus incorporate appropriate weighing of multiple criteria in their review and selection processes, and improve their use of trained evaluators who can evaluate achievement in context reviews to provide underrepresented students a fair shot at UC. A focus on preparation is also needed to improve URM opportunity.

Use or overuse of any single criterion, with no consideration of special circumstances, school context, or extraordinary leadership and achievements, can favor one population disproportionately.

Because of the high volume of applications to Berkeley and UCLA, and significant overlap with other campuses, we undertook a special examination of the destinations of students in the top third of the applicant pool denied at these campuses. Together, Berkeley and UCLA account for about 70% of applications received by the UC system. Students denied admission at Berkeley and UCLA are still more than twice as likely to enroll at a UC campus as at a private selective college. However, less than half of URM students will choose another UC campus; 30% will

choose a private selective institution if denied at Berkeley or UCLA. Attracting, admitting, and increasing the yield on the most talented URM students remains a significant challenge for our campuses.

Figure 4. College Destinations of Top Third applicants Denied Admission to Berkeley and UCLA, fall 2003 to fall 2008



SECTION III. THE REVIEW PROCESS: ASSURING THE QUALITY AND INTEGRITY OF THE REVIEW OF STUDENT APPLICATIONS

The primary advantage of a Comprehensive Review process is that its multiple criteria allow campuses to consider a wide range of student achievements, understand discrepant information (e.g. high grades and low test scores), and evaluate student resilience and promise, in addition to standard indicators of achievement. It is up to the student to make their case by providing detailed information about academic and personal accomplishments and answering essay questions to the best of their ability. All UC applicants submit a [personal statement](#) that provides additional information and insight for readers. This section describes the implementation of Comprehensive Review by campuses and how each employs methods of quality assurance in their review processes. Information about selection processes are also provided to give a glimpse into how Comprehensive Review principles and criteria are used in admissions decisions.

III. 1. Description of Campus Selection Processes Using Comprehensive Review. While local practices differ, all campuses incorporate both academic and contextual factors into their assessment of student talent and potential. At all campuses, Comprehensive Review processes incorporate a significant amount of quantitative information about student achievement. Comprehensive Review is always based on a carefully considered methodology that combines qualitative and quantitative assessments and/or a “human read” that involves a review by trained professionals. There are three general models of review processes in place across the campuses, which can be described as: Single Score Holistic, Two Stage or Multiple Score Methods, and Fixed Weight with Supplemental Reads. A summary matrix of campus comprehensive review processes is located in Appendix H.

Single Score Holistic Review Processes

UC Berkeley had been using comprehensive “holistic” review since 2001, and has refined the process over the intervening years. In 2006, **UC Los Angeles** became the second UC campus to implement a holistic evaluation process, basing its model on Berkeley’s process but also incorporating some locally developed measures regarding school context. UCLA trains readers to review files and assign a single score to candidates on the basis of a review of the entire application. No single attribute or characteristic guarantees the admission of any applicant. The review is based on a wide range of both academic and non-academic achievements, which are considered in the context of the available high school and life opportunities, and how fully the student has taken advantage of those opportunities and resources. UCLA considers all Comprehensive Review factors except for location of the applicant’s secondary school and residence (#14). Both Berkeley and UCLA devote a significant amount of time to norming student ratings and crosschecking the ratings of readers (see section on reader training). At UCLA, at least two readers review each file; whereas at Berkeley, students with the highest read score (less than 5% of applicants) and the lowest read scores are read once. Additional reads are used in the case of discrepant scores or if readers flag the student’s file for additional attention (called “augmented” review at UCB and “supplemental” review at UCLA). These third reviews sometimes require obtaining additional information from the student to clarify their case. Third reads can also “break ties” on cases where there are similar ratings and fewer places for students in score ranges that are near the boundary of normally admissible ratings. Details about the process and criteria are clearly described on campus websites.²⁰ Finally, all UCLA and UCB applicants receive a review regardless of eligibility, which allows both campuses to make use of admissions by exception for unusual cases.

At the end of the process, several post-decision reviews determine if any decisions need to be reconsidered before admission offers are extended. This includes a By High School review, in which senior readers view an array of quantifiable academic data from applicants from the same high school to either validate decisions or identify apparent anomalies. Berkeley also undertakes a Weighted Index review that takes into account academic measures, socio-economic factors, and contextual factors weighted more heavily based on a scale of predicted outcomes derived from regression analyses of previous admissions cycles. This prompts a further review by the Director of Undergraduate Admissions for a final decision based upon criteria specified by the faculty admissions committee. At Berkeley, the faculty admissions committee also reviews the 100 admits with the lowest scores on the eligibility index to confirm the decisions.

Single score holistic processes, based on the judgments of trained readers, also undergo many cross checks based on quantifiable information on each file and indices. For example, in 2005-06, Berkeley also introduced a High Index Review as quality control that selects for further review applicants who have high test scores and/or grade point averages but received low reader

While local practices differ, all campuses incorporate both academic and contextual factors into the comprehensive review assessment to judge student talent and potential.

²⁰ <http://students.berkeley.edu/admissions/freshmen.asp?id=56&navid=N>;
http://www.admissions.ucla.edu/Prospect/Adm_fr/FrSel.htm

ratings. Senior readers look for any evidence that the original decision to deny admission should be reversed. Consequently, considerable deference is still given to “traditional” measures of achievement at the same time that they place great value on the expert judgments of readers to take into account multiple criteria in their ratings of applicants.

Assessment of Single Score Holistic Processes

The Berkeley and UCLA processes are distinctive for the single rating that is based on the large range of indicators that readers review. This includes approximately 28 school profile characteristics (Appendix G); a student’s ranking in terms of GPA (weighted and unweighted); and coursework and test scores relative to other applicants within the school, the pool of applicants to the campus, and the school’s applicants in the entire UC applicant pool. There is also a high degree of individualized student review to determine the merits of each case. Readers are instructed to review the student’s coursework and consider the strength of the senior year load, identify improvement in performance, and other indicators of striving for excellence that include honors and awards for academic accomplishments. Readers also consider extracurricular activities that demonstrate sustained involvement, awards, and commitment to service as evidence of potential contributions to the vitality of the campus, as well as life challenges and employment that might restrict engagement in activities. Readers are provided with a training manual to help identify significant student organizations, activities, awards, and seasonal sports. Finally, readers are provided copies of the Regents May 2001 resolution, the campus philosophy to guide selection developed by faculty, and instructions that they “may not under any circumstances use any information regarding race, sex, color, ethnicity or national origin that may be surmised from a reading of the application” in accordance with Proposition 209.

While the single score holistic method has many good features, the process has several limitations that one needs to bear in mind. First, it is extremely labor intensive and expensive because it relies on oversight and expertise of an experienced staff and external readers. Some may consider individualized attention to each file inefficient and less cost effective in the context of increasing applications and the short time frame for review. At the same time, it assures quality by using substantial information to make fine distinctions among applicants in a very competitive pool. Second, the single holistic score does not allow the campus to identify and provide additional consideration for students with extraordinary talents, leadership, and achievements outside of the academic criteria. Most private selective universities that employ an extensive individualized student review have a dual scoring system to favor the selection of “well rounded” students, or a small number of students with extraordinary personal accomplishments and more moderate academic scores. Considerable weight is given to “traditional” academic indicators in single score holistic processes. This was confirmed by the Hout Study²¹ of Berkeley’s holistic process in 2005, identifying grades were the most important determinant of readers’ scores. Third, this method is less transparent because students cannot know which criteria are valued most, nor calculate their own scores to assess the probability of admission. One can also reason, however, that this prevents students from “gaming” the system by focusing on only those areas that give them the most points and neglect other areas of excellence. The issue of transparency is addressed in a separate section (III-3).

²¹ http://academic-senate.berkeley.edu/committees/pdf_docs consolidate/Hout_Report.pdf.

Two Stage or Multiple Score Processes

Two-Stage or Multiple Score methods are also “holistic” in the sense that they consider many factors and employ the use of human reviewers to make judgments about non-quantitative information taken from the file that must be scored. Together, the multiple scores obtained through an individualized review constitute a comprehensive view of a students’ background and accomplishments. The main distinction from the Berkeley and UCLA processes is the assignment of specific points and weights to academic and personal accomplishment criteria based on principles and values as determined by faculty committees on the campus. Readers are then trained to read files and assign values in scoring in a way that is consistent with this philosophy. Otherwise, the read process is similar to the individualized student review used at Berkeley and UCLA.

UC Davis employs a two stage process that combines an electronic evaluation (87.7% of the final score) and a reader evaluation (12.3% of the final score) of academic and personal accomplishment criteria to determine an applicant’s final score. While the electronic evaluation score is generated from data based mainly on traditional academic indicators (criteria #1-3), it also incorporates ELC status (#5), EOP qualification, non-traditional student status, first generation college status, veteran status, (#13), individual initiative (#12), and evidence of marked improvement (#10). Although maximum weight is given to HS-GPA and the Sum of Standardized Tests, additional weight is given to ELC status in the point system—roughly equivalent to the maximum for the number of a-g courses (1000 points). The first score places the greatest weight on academic criteria, achievement in the local context, and also student background characteristics that influence achievement (12,500 point maximum). Thus, the first score gives somewhat more weight to students who have achieved in spite of disparities of circumstance. Using a sophisticated algorithm based on previous admissions results, students with the highest scores will be admitted without a second score based on a reviewer’s read. ELC students are actively recruited and also now receive a “fast track” pathway in admissions at Davis.

For all other Davis applicants, a second score (1,750 point maximum) is based on the reader evaluation that considers factors such as leadership promise and special talents/skills (criteria #11), participation in academic preparation programs, and evidence of educational perseverance in the face of difficult circumstances or disability (#13). Davis also implemented an Augmented Review process in November 2007 in order to conduct a more contextual review for certain unusual cases. The campus anticipates that as it becomes more selective, however, reader evaluations based on an individualized student review will be more necessary to make finer distinctions among all applicants.

At **UC Santa Barbara**, the Senate Committee on Admissions, Enrollment and Relations with Schools (CAERS) annually sets criteria that will enable the campus to achieve its goals of improving the quality and diversity of the incoming class and achieving specified enrollment targets. After assigning each applicant an academic index score called the Admissions Decision Model (ADM) based on high school GPA and test scores, the Comprehensive Review consists of an Academic Preparation Review (APR) and an Academic Promise Review (PPR). Applicants receive an APR score based on the academic factors comprising the ADM. The PPR score is based on a socio-economic status assessment and a read of the applicant’s personal statement,

curricular, co-curricular, or experiential skills, knowledge, and abilities. CAERS has identified four characteristics that readers should seek evidence for during the PPR: challenges, special circumstances, hardships, and persistence; leadership, initiative, service, and motivation; diversity of intellectual and social experience; and honors, awards, special projects, talents, creativity, and intellectual vitality. A student can receive a maximum of 18 points on each the APR and the PPR. The APR and PPR scores are combined with *equal weighting* (36 point maximum) and provide a comprehensive view of an applicant's potential for success at UCSB. This results in the assessment and selection of "well rounded" students. CAERS considers this comprehensive assessment of both an applicant's academic preparation and personal qualities to be a better measure of an applicant's ability to contribute to and benefit from a UC education than using academic factors alone.

UCSB uses three primary pathways that are a unique feature of its selection process. Prior to 2001, UCSB began a process of selecting the top students from *every* California public and private high school. This is the "School Context" pathway that automatically admits the top UC eligible applicants from each California public and private high school in number equal to 3% of their graduating class based on the ADM or academic index score. The second is the ELC Pathway, which guarantees any designated ELC student admission, provided applicants successfully complete the senior year and required tests. These two geography-based methods account for about half of the UCSB admits. The rest are chosen by the Comprehensive Review pathway that is based as follows: half on GPA and test scores (18 APR points), one quarter on other indications of academic promise given by the read (9 PPR points), and one quarter on socio-economic criteria (9 PPR points). Readers undergo extensive training (30 hours) to read files and rate student achievement in context of opportunity, employing quantitative data about the socioeconomic circumstances of each case and using all information regarding student activities. Instead of weighting the academic index with socioeconomic factors (as Davis does), the PPR is weighted to constitute a distinct personal accomplishment measure. The real value results in the combined score where equal weight is given to both academic and personal accomplishments inclusive of disparities in circumstance. Additional files are flagged for supplemental review if the student appears ineligible but demonstrates special talents, were home-schooled or attended an unaccredited high school, missed a test, or had a high PPR. The eligibility check has helped identify students who could be contacted and become eligible for admission.

UC Irvine implemented Comprehensive Review in 1996. It now uses a process that generates two scores for each applicant in a range from 8 (high) to 1 (low) for each of two profiles. Irvine incorporates an extensive individualized review process: All students receive a review by two of 140 trained readers. The initial Academic Profile Review Score-A (PR-A) assesses quantitative academic information, including GPA, test scores, academic honors and awards and a-g courses completed along with information in the file about rigor of coursework, quality of the senior year, academic or artistic awards and participation in academic preparation programs. A second Profile Review Score – B (PRB) identifies evidence of the applicant's academic promise and potential to contribute to the educational environment and intellectual vitality of the campus. It incorporates such elements as leadership, initiative and service; civic and cultural awareness; and non-academic honors and awards. It also specifically identifies work experience in relation to academic goals or support of the family. Evidence of successfully addressing personal challenges can increase the profile scores by 1 or 2 points (this includes coming from a low API school, first generation, or low-income status). Both scores include qualitative information on activities and

individual circumstances that have contributed to the applicant's overall development. All students designated as ineligible undergo an additional academic clarification review confirming them as such by a reader. Applicants in specific majors may also undergo a concurrent Augmented Review. Examples include Dance and Music, which require audition recommendations from faculty; selected applicants in Engineering; and all applicants in Nursing Science, who submit a supplemental application.

No fixed proportions are used in selection; instead all applicants are first placed into cohorts based largely on GPA, test scores, and number of A-G courses. Next, students are placed in a matrix based on their Comprehensive Review scores (the PRA and PRB), focusing first on students based in the top cohort, and admitted on a space available basis. In recent years, Irvine has used UCLA holistic read scores for identifying top overlap applicants, in order to focus on the scoring and additional reads of other applicants. Irvine has also begun to use student academic rankings within school, the Irvine applicant pool for academic, and the entire UC pool, which were indicators developed by Berkeley in assessing academic achievement relative to context. In the future, finer distinctions may need to be made among similarly rated applicants in selection based on a wider set of criteria other than GPA.

UC San Diego implemented Comprehensive Review for the fall 2002 entering class. It employs a quantitative, fixed weight methodology to assess a combination of academic and personal achievement factors from all 14 published Comprehensive Review criteria. The campus assigns a numerical score ranging from 0, 150, to 300 for the majority of factors. Individualized student review is also a distinctive feature of the process: Approximately 100 external readers (high school counselors, teachers, and other campus staff) and 25 admission staff support the Comprehensive Review process. At least two readers read each application. Scoring discrepancies are referred to a third reader, generally a senior Admissions staff member. There is extensive training of readers and norming to ensure consistency across readers in the scoring of the various factors. Academic achievement constitutes approximately three quarters of the total Comprehensive Review score (8,200 point maximum). Personal accomplishments such as leadership, special talents/awards, community service, and participation in academic preparation program each receive 300 points. Special Circumstances and/or Personal Challenges receive a maximum score of 500 points, and socioeconomic factors such as low-income or first generation status receive 300 points each. Applicants identified as Eligible in the Local Context (ELC) receive an additional 300 points. Applicants who attend schools with low API rankings and meet minimum eligibility requirements are assigned extra points for the Educational Environment factor (300). Applicants identified as ELC who do not attend a low-performing school are assigned additional points for academic achievement within the school context. The maximum points a student can be assigned is 11,100. Students are selected based on the highest points in the fixed weight method and admitted as space is available. Details about points assigned for all criteria are on the campus admissions website: <http://www.ucsd.edu/prospective-students/admissions/undergraduate-admissions/freshmen/process.html> . UCSD publicizes its Comprehensive Review criteria and process to secondary schools, potential students and their families, and the public and specifically explains to denied applicants and their parents the points received for each of the factors and how their total score fell below the cut-off score for admission.

An additional review is conducted of applicants who attend non-traditional schools, including those who are "home-schooled," attend "early college", or who might have attended a non-

accredited high school. If the applicant is competitive, an additional review of standardized tests, such as AP or IB, or the completion of UC transferable units is factored into the final decision-making process. UCSD allows a small number of ineligible students to be admitted under exceptional circumstances. The UCSD Committee on Admissions annually reviews the admission outcomes and the academic performance and retention rates of the enrolled class and makes adjustments in the selection criteria, weights, and process.

Assessment of Two-Stage or Multiple Score Processes.

Two campuses, UCI and UCSD, make extensive use of individualized student review and have extensive reader training. Davis and Santa Barbara employ individualized reads more economically by “fast tracking” the highest ranking students in high schools that apply to their campuses based on HS-GPA. This gives highest priority to a greater representation of the diversity of high schools in California.

Another distinction is that academic achievement is weighted by socioeconomic factors at Davis, and equal weight is given to both academic and personal accomplishment factors at Santa Barbara, which appear to have resulted in campuses taking advantage of the academic and diversity changes in their applicant pool. At Irvine and San Diego, the weighing mechanisms for socioeconomic factors play out differently. While both scores at Irvine can be weighted by socioeconomic status and special circumstances, the primary use of the initial cohort division in selection of the applicant pool in effect gives greater weight to traditional academic indicators. UCSD explicitly gives the greatest weight to traditional academic indicators in its selection, and specifically states “applicants with exceptional personal achievements and/ or life challenges who do not demonstrate strong academic accomplishments may not meet UC San Diego’s selection criteria” on its website. They specifically state that 75% of a student’s rating is weighted by academic characteristics alone. Use of an Environment Factor (UCSD) and additional reviews for special or unusual circumstances (UCSD, Davis, and UCSB) are good practices if given adequate weight relative to traditional academic indicators. For the care, expertise, and expense at campuses that employ extensive individualized review, BOARS encourages campus committees to carefully consider if reader ratings are valued enough in the selection process. While there is no question that all multi-score processes have resulted in the selection of students with strong academic credentials, selection processes place slightly different values on exceptional personal accomplishment and achievement in context. Typically, highly selective institutions that know most of their students will do well academically consider personal accomplishment and character factors to make finer distinctions among applicants—criteria that allow students to demonstrate exceptional promise in contributing to the vitality of the campus and life after college.

Fixed Weight Methods and Supplemental Read Process

At less selective campuses, **UC Riverside** and **UC Santa Cruz** did not have Comprehensive Review processes in place in 2003. UCR implemented Phase I of comprehensive review in 2005. The faculty committee at UCR is considering adopting Phase II for fall 2012 admissions. The Comprehensive Review process at UCR is quite similar to the process at UC Santa Cruz, which began in 2004. Both institutions use fixed weight system based predominantly on quantitative factors. While UCSC assigns weights to all 14 criteria outlined in the UC admissions guidelines, UCR only assigns weights to 5 of those guidelines (their phase I criteria, with a more extensive

phase II plan considered for adoption in 2012). Both UCSC and UCR consider personal criteria such as first generation college attendance and low family income in their calculations. In January, each campus calculates an index score based on all freshman applicants. A cutoff score is determined based on enrollment targets. Eligible students above the cutoff are admitted. Those below the cutoff are designated for supplemental review. At UCSC, students can receive an additional 1,500 reader points. These points are added to the Computed Index Score (CIS) to constitute a Comprehensive Review Score, 80% of which are gained from academic factors. The students with the highest CIS are admitted. The students below the UCR Academic Index Score (AIS) are “deselected” and considered for admission by exception. In both institutions, readers are trained to identify students who look highly promising (regardless of eligibility). UCSC readers include partnership and outreach counselors, whereas UCR only uses admissions staff. UCSC has not taken eligible students from the referral pool (students denied elsewhere) since 2004, and Riverside was still taking referral pool students in 2009-10.

UC Merced admitted its first class of students in 2005. All students who meet minimum eligibility criteria are admitted to the campus. Students who do not meet eligibility are reviewed by admissions staff. No student is denied admission without a review. Some are considered for admission by exception. In this process, admissions reviewers pay particular attention to courses taken in relation to the offerings of the school and the applicant’s biographical data (e.g. recent immigrant, English language learner, parental education and income). Other criteria are considered such as disadvantages due to illness, student employment to support the family, special talents or academic strengths, community or public service, demonstrated leadership, marked improvement and accelerated progress, status as a veteran of U.S. military service, re-entry, hardship indicators, disclosed disability, and unusual life circumstances.

Assessment of Fixed Weight and Supplemental Read Processes

All campuses that use the fixed weight method rely on quantifiable data, with a high emphasis on academic indicators. Readers are used to supplement this information, which in most cases helps determine admit/deny decisions among students who fall below a specific cut off and/or may be ineligible. Fixed weight with supplemental read processes are good when faculty are concerned with maintaining a floor of acceptable academic standards, and campuses draw applicants with many underprepared students. However, academic indicators show that UCSC is beyond this point and the other two campuses are becoming more selective. While UCSC has implemented Comprehensive Review criteria, they have not moved further in adopting individualized student review. UCSC has made significant strides in improving their academic indicators, and can consider more extensive use of individualized review for all applicants that will allow them to select students with exceptional personal accomplishments and promise for contributions to the vitality of the campus, at the same time that they continue to improve their academic indicators. UCSC has stated that they do not accept all ELC students, in contrast to other more selective UC campuses that attract large numbers of ELC students and give them priority in admissions. Neither UCR nor UCM have implemented extensive review criteria that can be gleaned from individualized student review, apart from making strategic use of readers to identify cases that do not meet traditional academic criteria. UCR has also improved its academic indicators and is poised to implement more broadly a comprehensive review process that accommodates increasing selectivity. Based on academic indicators, UC Merced can continue to fill its class with eligible students until 2011, but will need to adopt a different method of rating and selecting students beyond the use of an index based on traditional academic criteria. These campuses can

consider adopting BOARS recommended “best practices” identified in comprehensive review processes on other campuses as they continue to refine their use of academic and personal accomplishment indicators.

III.2. Consideration of Achievement in Context of Opportunity

A core feature of the Comprehensive Review *Guidelines* is consideration of a student’s achievement within the context of available opportunities. This usually involves measures of high school performance and resources and the performance of the student relative to other UC applicants from the same high school, with priority afforded to top applicants from each high school, and/or student background information (low socioeconomic status, first generation status) that places individual achievement in context.

Taking Into Account High School Resources and Opportunities. Although there are multiple ways campuses consider the high school context in comprehensive review, recent developments

allow for wider adoption of criteria across the campuses. In the single score holistic review processes at UC Berkeley and UCLA, readers are trained to consider the high school context. According to UC Berkeley admissions officials, “for each high school in California, senior readers view an array of quantifiable, primarily academic data of all applicants from that school.” At UCLA, “all achievements – both academic and non-academic – are considered in the context of the opportunities an applicant has had, and the reader’s assessment is based on how fully the applicant has taken advantage of those opportunities.” In considering academic achievement, readers note the strength of the high school curriculum, availability of honors and Advanced Placement courses, and the total number of college preparatory courses available to students at the high school. UCLA, Berkeley, and UC Irvine compare each applicant relative to others within the same school or relative to previous applicants’ profiles in terms of courses, GPA, and test scores. In single score holistic processes, other school resources are also considered, including API quintile, the number of teachers with emergency credentials, the number of English learners, the number of students eligible for free/reduced meals, the average income of UC applicants from the school, and 10th grade attrition rates. Readers can also take into account the college-going culture of the school by reviewing the percentage of high school graduates that typically apply, are admitted, or enroll at UC. Over the last several years, through APTF work and programming efforts in UCOP Office of Student Affairs, all these measures developed at Berkeley and UCLA and are now available electronically to the other campuses. Appendix G lists 28 measures in the School Profile data fields that will be available to campuses on the 2010 “read sheets” for reviewers across the system. These School Profile measures are used in addition to students’ own background characteristics including consideration of the students’ own life challenges and socioeconomic status, parental education, and veteran status.

Although there are multiple ways campuses consider the high school context in comprehensive review, recent developments allow for wider adoption of common criteria.

Every two years, UCSD updates its information on school resources using CBEDS data to construct a measure of high schools that fall in the bottom 40% in California. Such factors include high school completion rates, percentage of students enrolled in college preparation and

AP/Honors/IB courses, percentage of students admitted to UC/CSU, and percentage of students taking the college admissions tests. This constitutes an Educational Environment Factor that taps into the college-going culture of the high school. Most other campuses rely on an indicator of low performing schools (API) to weigh student scores in review processes. UC Davis does not consider school context in the same way but provides an admission “fast track” to all ELC students and also considers socioeconomic criteria. Campuses that prioritize admission of ELC students, or use of the School Context pathway in the case of UCSB, are able to ensure high achieving students in low-resource schools have an opportunity at UC.

Considering Barriers Related to Student Background. Campuses have adopted other approaches to place more priority on student achievement in context. At UC Irvine, life challenges can increase profile review scores if a student demonstrates accomplishment, perseverance in light of significant challenges such as being from a low income family, first generation, or attending a low performing high school (API<4). At UC Santa Barbara, readers consider achievement within context in both the Academic Preparation Review (APR) and the Academic Promise Review (PPR). Within the PPR, socioeconomic factors – parent education, income/family size, and low API school – make up half of the score. Additionally, readers are trained to read and consider the information provided by each applicant, they are asked to use all information provided to contextualize the review and scoring. For example, readers first consider the student’s background, including school(s) attended, language spoken, family size and other information provided before proceeding to look at specific activities and to read the personal statement. The qualitative scoring guide (outstanding, significant, good and typical) reflects the consideration of an applicant’s achievement within his educational, familial and environmental experiences and potential challenges. Achievement in context functions differently at campuses that admit all or nearly all eligible students. UC Riverside does not consider school context when computing their Academic Index Score, but does consider socioeconomic factors. Students below the cutoff of the AIS are considered for admission by exception. This process is similar to UC Merced, which admits all eligible students. In the admission by exception process at Merced, school context and socioeconomic criteria are considered.

Virtually all campuses consider the socioeconomic background of a student when evaluating a file, or developing an index, but they vary on how they consider this key factor known to influence test scores and the probability of entering the applicant pool at a selective institution. Experts assert the value of giving high-achieving students from low-income and first generation families an opportunity at selective institutions in terms of performance and enhancing opportunity in America.²² This approach is consistent with UC’s philosophy as a public, land-grant university to support the education of students from modest family backgrounds to energize the economy.

III. 3. Quality Assurance: Training, Oversight, and Evaluation

The process of reader training is similar across the campuses. Most campuses train readers during the fall, use examples of applicant files (20-60) to check the readers’ scoring accuracy, and also check readers’ scoring of criteria on student files throughout the evaluation period. All campuses give particular attention to staff training and use staff experts for oversight roles.

²² Bowen, W.G., Kurzweil, M.A., and Tobin, E.A. (2005). *Equity and Excellence in American Higher Education*. Princeton, NJ: Princeton University Press.

Campuses vary in the number of readers they bring in from outside to review student applications. For example, Berkeley hires approximately 70 part-time temporary external readers each year to supplement professional admissions staff. They include high school teachers, counselors, retired principals, administrators, college instructors and UC academic preparation program staff. Many have served as UCB readers for many years, and new readers are hired through campus HR. Readers go through rigorous training prior to the start of reading, and are “normed” weekly during the reading process. The norming involves daily updates of scoring distribution and reading progress as well as continued contact with team and lead readers. All readers and scores are monitored on a daily basis by lead readers.

UCLA, which receives the most applications of any UC campus, uses about 150 total internal and external readers who are recruited and hired on a temporary basis. UCLA aims to recruit a broad array of individuals that reflect the diversity of California schools (and to ensure, for example, high school counselors from elite schools are not overrepresented). All potential readers undergo a five-step training process, which includes reviewing training materials, attending a training session, reading 20 normed applications, and attending a small group norming session to discuss these cases. There is also a reader certification process (each must read up to 60 student files; taking batches of 20, and report back to Resource Team/trainers on the admissions staff). Readers who do not pass are dismissed. Staff are retrained until they do pass. In mid-January, UCLA offers a refresh training session for all readers. Applications are distributed randomly, if ranking from two different readers differs by more than one integer, the file is reread by senior staff, or reread in other cases where readers have identified something significant to note about the case. At both Berkeley and UCLA, certain cases that require additional reads are flagged for a third read (Augmented or Supplemental review). Also at both campuses, admissions staff assist with obtaining more information or judging these cases, and review files to “break ties” between two similarly-rated cases where selection decisions have to be made.

Both Santa Barbara and San Diego stipulate that external readers must have an “appropriate educational background.” Training runs approximately 30 hours at Santa Barbara and two days at San Diego. Davis specifically stipulates readers must pass a threshold of “correct” ratings of files before being allowed to proceed to review files. Again, throughout the process, readers’ scores are monitored and provided feedback. Irvine employs a “double blind” read to ensure all files are consistent in term of scores. Inconsistent scores are read again by a third reader, usually a member of the admissions staff. UCSD logs all applications submitted for a third read as well as the final outcome. If an error trend is identified during the read process for a particular factor, a notice is sent to all readers asking them to be more cognizant of their scoring and reiterating the guidelines for scoring certain factors. Every reader has an error report associated with the third read process, which is explained and given to them at the end of the reading process. This report provides an opportunity as well for personal discussion and re-training of a specific reader during the actual reading period.

Several campuses have post-selection reviews and checks, the most extensive of which is Berkeley’s (described in section III.1). Almost all campuses evaluate admissions decisions by reviewing outcomes, getting feedback from UCOP, and conducting their own analyses regarding the achievement of enrolled freshmen. All campuses report and review data on academic indicators and race/ethnicity, and other student background characteristics. The Hout Study at

Berkeley was undertaken after concerns were raised regarding the race neutrality of the holistic process. The sophisticated statistical report confirmed that academic indicators received the highest priority in readers' ratings, but recommended changes in how students were flagged and evaluated in supplemental processes. The campus implemented changes as a result of the study. Finally, a few campuses (Berkeley, UCLA, and UCSD) have employed disparate impact analyses on an occasional basis to understand disparities among various racial/ethnic groups.

III. 4. Communicating the Process to the Public/Transparency

There are several ways that campuses communicate their review processes to the public. First, all campuses describe their processes and evaluation criteria on websites, in brochures, and in presentations to counselors and students. BOARS has confirmed that this public information accurately reflected the processes in place. Any changes made by faculty committees are reflected in recruitment and public information sites before the next recruitment cycle begins. UC San Diego provides their points and weights for specific criteria used in admissions on their campus website. All other campuses list the criteria used in admissions and provide more general guidance for applicants preparing for review and selection on their websites. UC Berkeley and UCLA provide their guiding philosophy in admissions selection developed by the faculty and also provide details regarding key criteria areas for which they have many indicators. The second way that campuses ensure transparent selection processes is through public involvement. Every campus trains and employs external readers in the review process each fall and winter (approximately 75 at Berkeley, 100 at UC San Diego, 140 at Irvine, and 150 at UCLA), which directly involves teachers, counselors, alumni, and the community in the process of reviewing files that result in student selection. This public involvement gives individuals the opportunity to learn the rating systems, communicates the criteria campuses value in selection, and allows the public "first hand" experience with the complexity of selective admission processes.

All campuses describe their processes and evaluation criteria on websites, in brochures, and in presentations to counselors and students.

III. 5. Achievements in Efficiency, Coordination, and Collaboration

Between 2003 and 2009, several important activities and achievements have helped improve efficiency and coordination. Systemwide, the Office of Student Affairs has been instrumental in supporting campus processes. First, technology has improved the process considerably. Specifically, there has been continuous improvement of the online application to enhance the quality of information and expedite the review process. For the fall 2009 application filing period, over 99.9 percent of freshman applicants applied online. Most of the campuses also report that they have converted their processes from paper to electronic reviews and scoring, which only recently has begun to facilitate the reading process. UCOP also has helped expedite and streamline work by sending application files to campuses on a daily basis (rather than batch mode) to support campus online reading during the critical December –January timeframe. Most significantly, quantitative school context indicators developed by Berkeley and UCLA are now available for other campuses. Specifically, UCOP provides campuses with a variety of academic indicators on each student electronically, including school profile and percentile ranking information to support the context review. Finally, UCOP has created online tools to better support students completing the electronic application process, which has led to greater accuracy and consistency in the reporting of student information. Second, several important improvements

have resulted in improving the quality of information for review, including factors that support comprehensive review criteria, including:

- An expanded question on military status (active military/veteran/other) in support of selection criteria #13; (Several campuses now include veteran status in their criteria and websites).
- Voluntary reporting of foster care status in support of selection criteria #13;
- A section enabling applicants to report non-'a-g' coursework to help reviewers understand more completely the students' high school experience, including home schooling, independent study, and special academic opportunities, such as career technical education, in support of selection criteria # 7 and #11;
- An "additional comments" section that allows students to provide further information about any circumstances relevant to review of their file;
- *New for the 2010 admissions cycle:* additional questions for applicants who have self-identified as American Indian/Native American, in support of selection criteria #13.
- Personal statement prompts have been aligned with comprehensive review goals – particularly achievement in context – to better inform and support the process.

UCOP is also updating its application processing system (*applyUC*) to enhance services to applicants and campuses; this project includes the first complete revision of admissions application in over 25 years (currently in production for the fall 2011 application cycle).

In 2006, spurred by the provost's desire to achieve greater efficiencies in admissions processes, BOARS members, campus admissions directors, and UCOP administrators began meeting jointly as the Admissions Processing Task Force (APTF) to discuss potential areas of collaboration and improvements in electronic processing. Most importantly, the APTF agreed to share best practices and read scores across campuses and make available the electronic indicators in Berkeley and UCLA's read sheets to them in 2011. Several campuses agreed to participate in pilot projects intended to encourage sharing of holistic scores. In 2008, UCLA hosted sessions for admissions personnel from other UC campuses on its methods of single score holistic reader training and norming. This led campuses to agree to begin sharing scores from overlapping applicants, and UCLA to expand its scoring system for use on less selective campuses. Irvine began experimenting with the use of holistic read scores to admit top applicants who overlap with UCLA. Berkeley also began sharing its Weighted Index score, which is composed of socioeconomic characteristics and academic indicators. These advances in technology and collaboration have created new opportunities for campuses to use a common scoring method and/or increase score sharing in freshman and transfer admissions.²³

SECTION IV: CHALLENGES AHEAD

Several significant challenges will continue to test campus review and selection processes and impact reported admissions outcomes.

²³ Using Davis' well-developed system for electronic review of transfer students, several campuses shared the labor in rating transfer students in order to select and review applicants more efficiently.

Declining State Support: Many challenges detailed here relate to the continuing decline in state funding for postsecondary education. Decreased revenue for instruction has resulted in constraints on enrollment growth, affecting access for students and institutional goals for achieving diversity. Individualized student review as part of a comprehensive review process requires individual attention to applicants and a focus on multiple ways of identifying talent. Budget reductions may result in changes in this process that could compromise its integrity. Campuses should strive to retain the quality and integrity of review processes as they achieve efficiencies and seek new sources of funding. Another issue related to declining state support is campus interest in increasing revenue streams with the admission of international and out of state students. Admissions committees must maintain priority for California state residents in accordance with BOARS' principles for non-resident enrollment.

Workload and Replacement of Experienced Staff: Although additional admission revenues are generated from an increase in applications, these increased revenues are not always returned to admissions offices to cover additional workload, and some campuses have witnessed the retirement or departure of experienced staff who understand the process well. Staffing reductions coupled with the anticipated increase in applications with the introduction of ETR will severely strain review processes with respect to timely and accurate review of files for admissions decisions. Campuses will need to be strategic about review management and receive support to train and replace experienced staff.

Maintaining affordability for California residents: With reductions in state funding, the University was compelled not only to reduce freshman enrollment but also to raise student fees 32% in 2010. The extent to which this will affect applicants from families who are more “price sensitive” is unknown, as not all are savvy about understanding the total vs. net costs of college. The most talented applicants will continue to seek the “best deal” for a quality education and scholarships. UC may not be able to compete with aid offers from private colleges. Introduction of the recent Blue and Gold program was a significant step in improving affordability. However, we need to continue to study the college destinations of top students who applied and are admitted to UC, but chose to enroll elsewhere.

Implementation of eligibility reform in 2012: This policy change casts a wider net to allow more high school graduates to participate in the Comprehensive Review process. It is difficult to predict how many students will take advantage of the opportunity to apply to UC, but if many do, UC will need to communicate with families and students about how best to prepare for competitive admissions and make informed decisions about which campuses to apply to given their credentials. We expect eligibility reform to increase the number of applications significantly in the absence of a comparable increase in freshmen admissions and enrollments. UC will need to communicate effectively with denied students and their families and school personnel to minimize disappointment, frustration, and ill feelings. Finally, UC will need to explain to applicants, their families, and elected officials how admission decisions have been made in a way that is fair and consistent with publicly stated selection criteria.

SECTION V: CONCLUSIONS AND RECOMMENDATIONS

The Comprehensive Review *Guidelines* established the process of eight principles and 14 criteria to be valued in UC admissions to achieve the Regents’ goal of selecting outstanding students

who represent California's diversity. BOARS concludes this report with a review of the *Guidelines*, campus' use of what we view as best practices, and our recommendations for the future. Our objective is to evaluate 1) campus compliance with the *Guidelines* and 2) potential revisions that will meet the Regents' mandate of "inclusive excellence" in selection. While we are aware that the *Guidelines* as a whole are guidelines, not an inflexible set of mandatory prescriptions; we expect them to inform campuses as they move towards accomplishing the principles in practice. With that in mind, we will continue to revise them in light of new developments and challenges, even as campuses succeed in meeting the principles and achieving their goals.

V. 1. Reviewing the Guidelines and Campus Practice

Here we review and offer commentary on each the eight Comprehensive Review Principles, review the use of the 14 criteria, and propose a new set of principles for adoption. The first Principle summarizes the overarching objective:

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

All campuses, regardless of the Comprehensive Review process they employ, place a high priority on academic achievement in selection. The outcomes summarized in Section II of this report provide overwhelming evidence that UC is enrolling students with stellar academic accomplishments, and that all indicators have improved between 2003 and 2009. However, the intent of this principle is to encourage campuses to employ multiple criteria that will help them consider the "full range" of achievements in the context of opportunity. All campuses consider information beyond the traditional academic indicators of GPA and test scores, but there is a need for more clarity and consistency in how they evaluate achievement in the context of opportunity, particularly high school context and student socioeconomic indicators. Through systemwide collaboration that included BOARS and campus Admissions Directors, many more context measures are now available to campuses and will be provided to them on a standardized read sheet beginning in 2011. Campus faculty committees should review these indicators and explicitly incorporate them into their Comprehensive Review processes to help train readers in their use in ratings and plan for their subsequent use in selection.

- 2. Campus admissions procedures should involve a comprehensive review of applications using a broad variety of factors to select an entering class.*

On most campuses, Comprehensive Review has become synonymous with the use of multiple criteria and individualized student review (see Best Practices) to help identify additional indicators of how applicants strive to achieve excellence in many areas. However, campuses value (weigh) these criteria differently in various point and fixed-weight systems. Even in the holistic processes at Berkeley and UCLA, the relative value of criteria varies from other campuses. Although differences are to be expected across the system to reflect local campus values, campuses that admit more broadly throughout test score and GPA ranges indicate that they actually take a larger variety of factors into account..

- 3. No fixed proportion of applicants should be admitted based solely on a narrow set of criteria.*

Rising test scores can signal improvements in academic quality, but a campus would violate this principle if it attempts to improve its ranking relative to other campuses by overemphasizing test scores. Over-reliance on test scores and specific cut-offs for admissions are not recommended by testing agencies when many more criteria are available to determine student achievement and persistence to graduation. Some campuses do admit a portion of their class based on a student being ranked at the top of her/his class in a California high school (e.g., ELC status or selecting a percentage from each high school). This is consistent with viewing achievement in the local context and the Regents' goal of ensuring broad representation of students from across California.

- 4. Campus policies should reflect a continued commitment to the goal of enrolling classes that exhibit academic excellence as well as diversity of talents and abilities, personal experience, and backgrounds.*

While some faculty committees have established guiding philosophies for selection, not all have developed them to reflect the intent of this principle. Moreover, the diversity of talents exhibited by applicants appears to be undervalued on campuses, which are more likely to report the academic characteristics of the entering classes than the number of leaders, extraordinary talents, or personal triumphs. BOARS recommends instituting a process to aggregate the personal accomplishments and talents of admitted students in areas such as leadership, community service, and creative pursuits, the consideration of which is a hallmark of a University striving for excellence and the advancement of the public good.

- 5. Faculty on individual campuses should be given flexibility to create admission policies and practices that, while consistent with University wide criteria and policies, are also sensitive to local campus values and academic priorities.*

BOARS notes that across the system, faculty admissions committees determine campus values and priorities, but some campuses emphasize academic criteria significantly more than extraordinary personal accomplishments. Faculty involvement in the process of rating and selecting applicants also varies considerably across campuses. Faculty committees should increase their involvement by becoming more familiar with all aspects of the admissions process and broader notions of merit based on outstanding applicant files to create policies that ensure local values are implemented in selection. Several campus committees have developed very clear principles to guide selection that mirror comprehensive review guidelines.

- 6. The admission process should select students of whom the campus will be proud, and who give evidence that they will use their education to make contributions to the intellectual, cultural, social, and political life of the State and the Nation.*

Campuses should seek to admit students who demonstrate extraordinary promise as leaders for California and the nation in terms of service, talent, and innovation—in short, students who can inspire others. Campuses can devote more attention to evidence of a student's contributions or potential to contribute to the welfare and progress of the state and nation. Currently, this area is underreported by campuses and is missing in reports on Comprehensive Review. Part of the

problem is that campuses are inconsistent in how they assign value to these qualities and contributions; and more importantly, there is no standard way to document the accomplishments of selected students. This principle expands on the expectations of Principle 1, and once assured of a solid academic background, campuses should also afford priority to students who demonstrate their abilities to contribute as described in principle 6.

7. *The admissions process should select those students who demonstrate a strong likelihood that they will persist to graduation.*

Current retention rates (and improvements since 2003) indicate that campuses are well on their way toward accomplishing this goal. Over 93% of UC students are retained after the first year, and almost all campuses have improved their four-year degree completion rates. All campuses but two graduate more than half of their entering freshmen in four years, and all graduate at least 2/3 of their entering freshmen within five years. Specific campuses need to pay more attention to identifying aspects of academic preparation and the character of applicants who persist to graduation to improve these rates further. Given marked improvements in the academic indicators for these and all of the campuses in recent years, it appears that all are on their way to improving four, five, and six year degree completion rates.

8. *Campus selection policies should ensure that no applicant will be denied admission without a comprehensive review of his or her file.*

All campuses have met this goal and more importantly, now review students' files regardless of eligibility to search for additional indicators of promise, and in some cases, to help students become eligible. BOARS believes UC can go further, however, by expecting that all applicants receive an individualized review of their file (as was intended with the reform of eligibility). By applying individualized review to all applicants, campuses will affirm the first principle that *the full range of an applicant's academic and personal achievements will be considered*. If a substantial portion of students are admitted to a campus without an individualized review, it may be that there are too few remaining slots for students who would be more deserving of admission were their full breadth of personal accomplishments considered.

V. 2. Using the 14 Criteria

Most campuses have made efforts to employ all 14 Comprehensive Review criteria, and BOARS encourages the two campuses that have yet to incorporate more than a handful, to do so. Campuses do give varying weight to the 14 criteria, and it may be better if UC was more uniform in the way it balances academic and personal accomplishments, particularly at campuses that now admit less than 50% of applicants. Further, each Comprehensive Review criterion should be *viewed in the context of the opportunities and challenges that the applicant has faced*. In a two-stage or fixed weight process, consideration of context can be overshadowed if there is too much reliance on formulas. Below, we note some of the ways campuses are using each criterion to consider context. BOARS encourages campuses to review their weighting practices, especially to fully realize the spirit of the first principle. When comparing competitive applications, *campuses should give comparable weight to academic accomplishments and personal achievements*.

At three campuses, readers use read sheets to evaluate HS-GPA and test scores (Criteria 1 & 2) in the context of opportunity, including a student's GPA ranking (weighted and unweighted);

coursework, and test scores relative to other applicants from the school, the pool of applicants to the campus, and the school's applicants in the entire UC applicant pool. Starting in 2010, UC will make the same read sheet information available to all campuses, which local committees should incorporate it into their processes, either as part of a human read or as part of their rating calculations. This is essential, given that campuses value these academic indicators more highly than all other criteria. The information in the new read sheet also has the effect of frontloading Criteria 7 (quality of academic performance relative to educational opportunities) more directly into the interpretation of the academic indicators specified in Criteria 7. While single score holistic processes already do this, BOARS encourages all campuses to fold Criteria 7 into consideration of Criteria 1 & 2 as fully as possible. For example, does attending a low API school add only a few points at the end of the review, or are the academic indicators in Criteria 1-4 evaluated within this context? BOARS encourages local committees to grapple with this issue.

Criteria 3 and 4 consider courses beyond the a-g minimum, as well as Honors, AP, and IB courses. Campuses will have information about the availability of these courses at each high school in the new systemwide read sheet. They should incorporate the information into their processes, either as part of an evaluators' ratings or as part of their academic point calculations. Campuses should recognize special efforts of applicants; for example, students who access a course at a community college because it is not available at their high school deserve recognition. Such details can only be picked up through a review of the file, so it is important that campuses have policies that can help them recognize and train readers to recognize these efforts.

Criterion 5 specifies ELC-status (top 4% of high school graduating class) and will be revised to reflect the change to 9% ELC being implemented for the 2012 eligibility reform policy. This local context guarantee is a centerpiece of the policy. Although this criterion is now partially subsumed with the more detailed read sheet information indicating class rank, it remains important because BOARS encourages ELC admits to be distributed across all campuses and not delegated to a referral pool. One campus (UCSB) takes this a step further by admitting top applicants from each high school in the state. Although BOARS does not expect campuses to take this step, there should be a regular evaluation of the representation of California high schools in admit pools.

Criteria 6 (senior year program), 8 (outstanding performance in a specific area), 9 (outstanding work on special projects), 10 (marked academic improvement), 11 (special talents), and 12 (completion of special projects) all require a careful read to evaluate and rate these criteria. Campuses may weigh these differently depending on their individual philosophies, values, and priorities, but evaluating them is critical to fulfilling many of the principles, particularly to selecting students with a diversity of talents (Principle 4), who are likely to make special contributions to the state and communities (Principle 6) and demonstrate a strong likelihood to persist to graduation (Principle 7). Each criterion provides campuses with an opportunity to assemble a profile of an applicant's personal accomplishments that go well beyond HS-GPA and test scores.

Criterion 13, the evaluation of academic accomplishments in light of an applicant's life experiences, requires special reader attention. Some campuses give it considerable attention, while others provide only a small measure of points. This criterion probably cannot be scored

independently of other criteria, and again, as in the school context evaluation, the full consideration of academic indicators should be viewed in the context of special life experiences. Because these cases often involve difficult and nuanced considerations, some campuses flag students with particularly difficult life experiences for senior readers or augmented review, or in some cases for reconsideration under Admission by Exception. It should be noted that campuses also are now considering veteran status in selection. This is a good example of taking “non-traditional” criteria into account, as veterans are likely to have higher leadership and service ratings than other applicants, but may not have the same academic profile due to interruption of their education.

In 2008, following legal consultation with UCOP, BOARS determined that considering American Indian students who are members of federally recognized tribes is consistent with both the letter and the intent of UC’s *Comprehensive Review Guidelines* – specifically, the non-exhaustive list of factors contained in Selection Guideline 13, which mentions “the applicant’s life experiences and special circumstances” and also incorporates special federally recognized statuses (e.g. refugees, veterans). General Counsel has opined that implementing such a practice is consistent with the University’s obligation to follow Proposition 209. The new student application will contain information about federally recognized tribes. Appropriate revision to the *Guidelines* will follow, and campus committees may emphasize the unique contribution of these students in selection processes.

Criterion #14, the location of the applicants’ secondary school and residence, remains an important consideration. Although partially subsumed by consideration of ELC status (in terms of achieving balance) campuses may have reasons for selecting applicants from particular communities according to campus programs and opportunities but the intent was clarified in 2004. Specifically, BOARS affirmed the goals of Criterion #14 “provide for geographical diversity in the student population” and to support the inclusion of students from “a wide variety of educational environments”; however, BOARS concluded that geographic location should not be construed to permit preferences that advantage students on the basis of geographic proximity to a campus and policies having that intent are not consistent with Criterion #14 and should be discontinued. Clarification to Criterion 14 will be added to the *Guidelines*.

V. 3. New Principles for Adoption

Campuses have made significant strides incorporating multiple criteria and using individualized student review to contextualize achievement and identify students with promise. Because the first principle is fundamental to all others, BOARS recommends a new principle to extend it further with regards to selection:

9. *When distinguishing between competitive applications, a campus should weigh academic accomplishments and personal achievements comparably in selection processes to identify students who strive for excellence in many areas characteristic of the University of California and its graduates.*

The Regents’ resolution stipulates that campuses should select students who “demonstrate high academic achievement or exceptional personal talent.” With the exception of one campus, which gives equal weight to both criteria, we encourage campuses to identify and consider students with exceptional personal talent. This is also consistent with Principle 6.

We propose a new principle to reflect the importance of the expansion of Eligibility in the Local Context program to 9% in 2012. It is critical that each campus, and the campuses collectively through the guidance of BOARS, ensure that ELC students across the state have opportunities across the system.

10. Campus selection criteria should give priority to applicants who are eligible in the local context (ELC).

One reason for the expansion of the ELC guarantee from 4% to 9% is that academic achievement in high school is the best indicator of success at the University. It is important then, that campuses value ELC status in selection. Of course, the consideration of an applicant's accomplishments in the context of his or her high school is central to Comprehensive Review more generally, but BOARS wants to do more to extend the guarantee of access to these students. Because ELC is critical to assuring diversity at UC, BOARS will monitor ELC admission, and if necessary, establish processes (for example referrals) to ensure that ELC applicants are distributed across campuses in a way that will ensure a high yield. No ELC subgroup (e.g., students from low API high schools) should be disproportionately assigned to the referral pool. Students identified in the top 9% statewide guarantee are likely to be extremely high on the index of traditional academic indicators and do not reflect a similar diversity of high schools, geography, or socio-demographic characteristics. Comprehensive review criteria in campus selection are designed to go beyond traditional academic indicators.

We propose a third new principle offering further guidance on the use of standardized tests, consistent with BOARS' Testing Principles, to ensure that test scores do not predominate in selection decisions as campuses remove previously required SAT Subject tests for 2012 admissions. We note that the core SAT and ACT tests now include writing and more advanced mathematics, and many advantaged students engage in "coaching" to improve test scores, while other students do not have such advantages.

11. Standardized tests and academic indices as part of the review process must be considered in the context of other factors that impact performance, including personal and academic circumstances (e.g., low-income status, access to honors courses, and college-going culture of the school).

Many best practices emerged with regard to assuring the quality and integrity of the individualized student review process. We propose a fourth new principle addressing this important issue to assure confidence in reader ratings. While all campuses engage in training, important practices emerged with regard to assuring consistency across ratings.

12. Reviewers involved in individualized student review must undergo training and their ratings should be reviewed for consistency to make the most of expert judgments in taking into account context, special circumstances and rating of personal accomplishment criteria. Reader review processes should also entail oversight and post-review analyses to ensure the quality and integrity of the review.

V. 4. Best Practices Identified Across the System

We would like to highlight several campus practices to encourage wider adoption of procedures that are likely to ensure academic excellence and broad representation of diverse individuals and schools in California.

- Individualized student review allows readers to consider as much information as possible in a student's file to evaluate achievement fairly. Trained professionals (including both admissions staff and external readers) help evaluate student academic and personal talent in many areas; flag unusual circumstances, talents, and achievements for further consideration; and make fine distinctions among many capable students with similar academic achievements.
- Extensive use of information about school context that accounts for limited school resources and students' capacity to exceed limitations posed by barriers imposed by circumstance. UC can lead the nation in employing information about the quality and limitations of students' high schools to understand student performance in context.
- Using a system of checks to confirm decisions before sending offer letters.
- Weighting academic indicators in the context of student background factors often mitigates lower measures of achievement and corrects for test scores that are correlated with socioeconomic status (e.g. Davis's scoring method, Berkeley's Weighted Index Review). Weighting personal accomplishment ratings in the context of constraints on students' time to participate in extracurricular activities (for example, Irvine specifies considerations for hours in employment; other campuses employ socioeconomic status weights).
- Campus-based recruitment and "fast tracking" of ELC students to ensure broader California high school representation, higher GPAs, and less emphasis on test scores (UCD, UCSB).
- Providing a clear philosophy to guide reader training and selection ensures that UC's and local campuses values are incorporated in actual decisions.
- Ensuring better representation from every California high school in selection processes.
- Giving equal weight to academic and personal profile criteria in assessment and selection.
- Taking extra steps, such as an additional or augmented/supplemental review (San Diego, Davis, Santa Barbara, Berkeley and UCLA) to consider unusual circumstances, helps ensure that unusual cases and students who have overcome considerable barriers are given an opportunity at UC.
- Giving careful attention to reader norming, monitoring reader ratings throughout the process, and giving immediate feedback and discussion with readers.
- Reviewing all applicants regardless of eligibility to identify students who can become eligible, and using Admission by Exception when circumstances made a student ineligible on technical grounds, but who was otherwise competitive for selection and/or demonstrated extraordinary talents.

V. 5. Twelve Recommendations for Improving UC Admissions and Comprehensive Review

Campuses have made steady progress in refining their processes to meet the *Guidelines*; nevertheless, several important recommendations result from this review:

1. The 2002 Guidelines for Comprehensive Review stipulate that no applicant be denied admission without an individualized review; however, some campuses have used individualized review only at the border of denial. As all campuses become more selective, BOARS recommends that they implement individualized review of all applicants to ensure that the boundary is not defined by criteria that are too narrow.
2. Based on the reform of eligibility policy anticipated in 2012, we recommend that additional resources be provided to admissions offices to train and retain external readers and experienced staff, and to handle the increased volume of applications. Each office will need access to more of the funds from each application fee, and/or assistance in finding other sources of support. In addition, campuses should commit to making more of the admissions fee available to admissions offices to implement the other recommendations defined here. The Office of the President should investigate the current use of the application fees to support a quality review of students' files.
3. Standardized test scores and academic performance must be reviewed in the context of factors that impact test performance, including students' personal and academic circumstances (e.g. low-income status, access to honors courses, and the college-going culture of the school). Campuses should not employ test score "cut-offs" or grade point averages above 3.0 (the minimum score in the criteria for entitled to review) to disqualify students. Campuses should base an admission decision on the total information about achievement using multiple criteria in the applicant file.
4. The *Guidelines* should be updated to reflect admissions policy to be implemented in 2012. BOARS recommends several changes for the *Guidelines*, including changes to Principles 3 and 8 to assure that campuses review all files comprehensively. BOARS will submit a revision of Comprehensive Review Guidelines for Academic Senate approval based on the results of this report.
5. Four new principles to guide selection are recommended including: 1) Weighing academic accomplishments and personal achievements comparably in selection to identify students who strive for excellence in many areas, 2) Priority for ELC students in selection, 3) Evaluating standardized tests and academic indices in the context of other factors that affect performance, and 4) Steps taken to ensure the quality and integrity of the review process. These were identified through best practices employed in specific campus comprehensive review processes.
6. UC should document and report outstanding accomplishments of admitted students. Currently, there is no uniform way to aggregate the personal accomplishments and talents of admitted students in areas such as leadership, community service, and creative pursuits, the consideration of which is a hallmark of a University striving for excellence and the advancement of the public good. The Comprehensive Review should processes include the

evaluation of these criteria, and in the interest of transparency, UC should disseminate this information to inspire other students with unique talents and commitments.

7. A distinctive feature of UC Comprehensive Review is the attention paid to students' achievements in the context of their high school. This feature is employed differently across the campuses, but recent developments in central databases now allow campuses to consider school context factors more uniformly. Campuses should use this information in decision-making to assess students in the context of opportunity. As part of its ongoing work, BOARS will continue to clarify for campuses and the public what is meant by "*considering the context in which each student has demonstrated academic accomplishment*".
8. BOARS will consider, in collaboration with the Admissions Processing Task Force, wider use of ratings and scores that capture many dimensions of talents among all applicants. Reader training across the system should be broadened to include and help readers identify criteria outside of the traditional academic indicators, including criteria listed in the holistic scoring systems at Berkeley and UCLA. A common scoring method can also be explored, along with simulation studies to identify whether it increases both excellence and diversity at every campus.
9. Although campuses will retain their autonomy in admissions decisions, more faculty guidance is needed in terms of principles to guide selection processes to ensure that campuses achieve excellence inclusive of diversity. Increased faculty involvement and oversight is also important through active participation on Senate committees charged with developing admissions policy.
10. Selective campuses should consider using a single-score holistic review process in selection, which relies on reader ratings that incorporate all information from the file. Some campuses that use Two-stage and Multiple Score review methods make variable use of ratings, presumably because they value criteria such as personal accomplishment and talents less in their processes.
11. Individual campuses should conduct disparate impact analyses to monitor the differential impacts of their admissions criteria, identify factors causing disparate impact, and implement intervention strategies to address the underrepresentation of specific populations in both the admitted and enrolled classes. It is important that campus intervention strategies and actions focus both on the next admission cycle as well as longer term interventions.
12. This report details a disturbing persistence of low African American admit rates across UC campuses, which now is affecting the educational climate. The University should invest in a new strategic outreach campaign to increase the identification, recruitment, and academic preparation of underrepresented students with the help of distinguished alumni, local communities, and schools. In addition, campuses should develop admission policies that place value on the importance of diversity to enhancing the learning environment as they prepare students to enter a diverse workforce. Finally, we recommend the formation of a new study group to collaborate with BOARS to assess the situation in California high schools and determine how UC can use its expertise to diminish the academic achievement gap and disparities due to opportunity for African Americans and other under-represented groups.

GUIDELINES FOR IMPLEMENTATION OF UNIVERSITY POLICY ON UNDERGRADUATE ADMISSIONS

I. OVERVIEW

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

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

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

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

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

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

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

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

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

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

II. GUIDING PRINCIPLES FOR COMPREHENSIVE REVIEW

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

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

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

1. The admissions process honors academic achievement and accords priority to students of high academic accomplishment. At the same time, merit should be assessed in terms of the full range of an applicant's academic and personal achievements and likely contribution to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced.
2. Campus admissions procedures should involve a comprehensive review of applications using a broad variety of factors to select an entering class.
3. No fixed proportion of applicants should be admitted based solely on a narrow set of criteria. Emphasis on test scores should not be given in review processes without considering other criteria including students' personal and academic circumstances that impact test performance.
4. Campus policies should reflect continued commitment to the goal of enrolling classes that exhibit academic excellence as well as diversity of talents and abilities, personal experience, and backgrounds.
5. Faculty on individual campuses should be given flexibility to create admission policies and practices that, while consistent with Universitywide criteria and policies, are also sensitive to local campus values and academic priorities.

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6. The admission process should select students of whom the campus will be proud, and who give evidence that they will use their education to make contributions to the intellectual, cultural, social, and political life of the State and the Nation.
7. The admissions process should select those students who demonstrate a strong likelihood that they will persist to graduation.
8. Campus selection policies should ensure that no applicant will be denied admission without a comprehensive review of his or her file. (REVISE to read? All applicants shall receive a comprehensive review before a final decision is rendered).

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

III. SELECTION CRITERIA

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

A. Freshman Applicants

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

1. Academic Grade Point Average (GPA) calculated on all academic courses completed in the subject areas specified by the University's eligibility requirements (the a-f subjects), including additional points for completion of University certified honors courses (see 4, below). It is recommended that the maximum value allowed for the GPA shall be 4.0. Campuses may elect to also use several different GPA indicators, including unweighted in their reviews.
2. Scores on the following tests: the American College Test with Writing or the College Board Scholastic Achievement .
3. The number, content of, and performance in courses completed in academic subjects beyond the minimum specified by the University's eligibility requirements.
4. The number of and performance in University approved honors courses, College Board Advanced Placement courses, International Baccalaureate courses, and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of 1, above. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the candidate's secondary school.

Appendix A

5. Being identified as eligible in the local context, by being ranked in the top 4% of the class at the end of the junior year, as determined by academic criteria established by the University of California.
6. The quality of the senior year program, as measured by type and number of academic courses (see 3 and 4, above) in progress or planned.
7. The quality of academic performance relative to the educational opportunities available in the applicant's secondary school.
8. Outstanding performance in one or more specific academic subject areas.
9. Outstanding work in one or more special projects in any academic field of study.
10. Recent, marked improvement in academic performance, as demonstrated by academic grade point average and quality of coursework (see 3 and 4, above) completed and in progress, with particular attention being given to the last two years of high school.
11. Special talents, achievements, and awards in a particular field, such as in the visual and performing arts, in communication, or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus.
12. Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs co-sponsored by the school, community organizations, postsecondary educational institutions, other agencies, or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.
13. Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status.
14. Location of the applicant's secondary school and residence. These factors shall be considered in order to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.

B. Advanced Standing Applicants

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

Criteria to Select Advanced Standing Applicants

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

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

IV. APPLICATION PROCEDURES

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

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

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

V. ACCOMMODATION OF UC ELIGIBLE APPLICANTS

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

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

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

Last updated February 15, 2002

UC Freshmen One Year Retention and UC Cumulative GPA after One Year

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Number Enrolling in Fall Term	Berkeley	3,640	3,652	4,084	4,155	4,211	4,248
	Davis	4,737	4,259	4,383	5,513	4,944	4,965
	Los Angeles	4,260	3,712	4,411	4,803	4,553	4,723
	Riverside	3,790	3,401	2,957	3,543	3,676	4,366
	San Diego	3,785	3,862	3,722	4,611	4,143	4,304
	Santa Cruz	3,332	3,102	2,996	3,326	3,704	3,965
	Santa Barbara	3,993	3,894	3,821	4,097	4,336	4,384
	Irvine	4,035	3,620	4,326	4,826	4,918	4,575
	Merced	Not Applicable		703	394	664	915
	Systemwide	31,572	29,502	31,403	35,268	35,149	36,445
		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
One Year Retention Rates	Berkeley	96.5%	97.0%	96.1%	97.1%	96.7%	96.4%
	Davis	90.7%	91.1%	90.3%	89.7%	90.0%	92.3%
	Los Angeles	96.5%	96.7%	96.8%	97.2%	96.9%	96.6%
	Riverside	85.7%	87.1%	85.9%	84.3%	85.1%	87.6%
	San Diego	93.8%	95.1%	94.1%	94.5%	94.6%	95.2%
	Santa Cruz	88.4%	88.4%	89.1%	89.6%	88.0%	89.1%
	Santa Barbara	90.9%	90.1%	89.8%	91.3%	90.5%	90.7%
	Irvine	93.1%	93.0%	93.3%	94.0%	93.6%	94.3%
	Merced	Not Applicable		82.6%	79.9%	79.5%	83.7%
	Systemwide	92.0%	92.4%	92.1%	92.3%	91.9%	92.6%
		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
UC Cumulative GPA after 1 Year	Berkeley	3.21	3.22	3.24	3.24	3.25	3.25
	Davis	2.82	2.82	2.79	2.77	2.82	2.89
	Los Angeles	3.16	3.19	3.18	3.20	3.20	3.22
	Riverside	2.58	2.59	2.59	2.52	2.54	2.61
	San Diego	2.99	2.99	2.98	3.01	3.02	3.03
	Santa Cruz	2.99	2.98	2.93	2.95	2.95	3.01
	Santa Barbara	2.97	2.96	2.98	3.03	3.00	3.05
	Irvine	2.87	2.88	2.90	2.86	2.93	2.94
	Merced	Not Applicable		2.59	2.49	2.57	2.60
	Systemwide	2.95	2.95	2.96	2.95	2.96	2.99

<http://statfinder.ucop.edu>, save Fall 2008 from ULONG
subject to update

Prepared by Institutional Research for BOARS, sja, updated 1-30-10

Appendix B

UC SYSTEMWIDE FIRST-TIME FRESHMEN

FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	78,342	77,521	76,561	83,259	87,720	95,699	98,286	62,635	59,218	61,669	68,528	71,459	76,931	76,800	80.0%	76.4%	80.5%	82.3%	81.5%	80.4%	78.1%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	24.3	23.2	24.6	24.6	24.7	24.7	25.0	24.2	22.9	24.2	24.3	24.3	24.4	24.5							
Mean # Semesters of Honors	12.0	12.3	12.5	12.5	12.6	12.7	13.3	12.6	13.3	13.1	13.0	13.1	13.2	13.8							
Mean HSGPA ¹	3.66	3.68	3.69	3.69	3.69	3.69	3.70	3.75	3.79	3.78	3.77	3.77	3.77	3.79							
Mean SAT/ACT ²	1187	1193	1198	1187	1186	1185	1192	1205	1220	1220	1205	1202	1205	1212							
Mean ACT	24.3	24.5	24.6	24.7	24.9	25.2	25.3	24.7	25.0	25.0	24.9	25.2	25.5	25.7							
Mean SAT I	1180	1188	1192	1177	1176	1172	1177	1198	1215	1213	1194	1192	1191	1196							
Mean SAT Writing ³	579	585	585	578	576	577	580	587	597	593	588	585	587	591							
ELC Students	14.4%	14.9%	15.8%	15.5%	14.8%	14.0%	13.9%	17.7%	19.1%	19.1%	18.5%	17.9%	17.2%	17.6%	98.2%	97.8%	97.5%	98.2%	98.4%	99.0%	98.7%
ELC Students as % of Public HS Graduates ⁴	3.0%	3.1%	3.1%	3.3%	3.3%	3.2%	3.2%	3.0%	3.0%	3.0%	3.3%	3.2%	3.2%	3.2%							
ELC Students as % of ELC Graduates ⁴	74.7%	73.9%	73.7%	74.7%	75.6%	75.8%	77.5%	73.5%	72.3%	71.9%	73.5%	74.5%	75.1%	76.6%							
Academic Prep. Programs ⁵	8.3%	7.5%	7.0%	6.1%	5.2%	5.0%	N/A	8.9%	7.7%	7.4%	6.6%	5.6%	5.5%	N/A	85.7%	79.0%	85.4%	88.5%	88.1%	87.6%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁶	33.2%	31.9%	33.0%	33.4%	33.8%	34.5%	35.0%	32.3%	30.6%	31.8%	32.8%	33.5%	33.8%	34.3%	77.9%	73.3%	77.5%	80.8%	80.8%	78.8%	76.6%
Low Parent Income ⁷	19.7%	20.6%	24.1%	24.6%	25.3%	26.7%	27.5%	18.9%	20.1%	23.0%	23.9%	24.8%	25.8%	26.3%	76.9%	74.3%	76.8%	79.8%	79.9%	77.7%	74.8%
First-Generation College and Low Parent Income	13.8%	14.3%	16.7%	17.3%	17.9%	19.1%	19.9%	13.3%	13.9%	15.8%	16.9%	17.7%	18.5%	19.2%	77.0%	74.1%	76.4%	80.5%	80.4%	78.0%	75.2%
Income less than \$40,000 ⁸	23.1%	23.3%	24.9%	25.9%	26.7%	26.8%	28.8%	22.3%	22.7%	23.8%	25.2%	26.2%	25.9%	27.6%	77.1%	74.5%	76.9%	80.0%	79.9%	77.7%	74.9%
Income \$40,000 - \$79,999	20.5%	19.3%	20.2%	20.1%	20.1%	19.7%	19.0%	20.3%	19.0%	20.1%	20.1%	19.8%	19.7%	19.1%	79.4%	75.3%	80.4%	82.5%	80.5%	80.2%	78.6%
Income \$80,000 - \$119,999	15.6%	13.4%	13.6%	14.8%	13.2%	13.4%	12.8%	16.0%	13.6%	14.0%	15.0%	13.5%	13.8%	13.2%	82.0%	77.4%	83.1%	83.6%	83.3%	82.7%	81.0%
Income \$120,000 and above	18.0%	15.3%	16.1%	16.5%	16.4%	16.5%	17.0%	18.3%	15.5%	16.5%	16.9%	16.8%	16.9%	17.6%	81.1%	77.6%	83.0%	84.2%	83.5%	82.2%	80.9%
Income Not Reported	22.8%	28.6%	25.3%	22.7%	23.7%	23.6%	22.4%	23.1%	29.1%	25.6%	22.8%	23.7%	23.8%	22.4%	81.0%	77.6%	81.4%	82.7%	81.6%	81.0%	78.3%
High School Rank on API 1 - 2 ⁹	7.9%	6.8%	6.6%	6.6%	7.0%	7.1%	6.9%	7.5%	6.6%	6.0%	6.3%	6.7%	6.7%	6.4%	76.0%	73.7%	73.7%	79.3%	78.2%	75.8%	72.7%
High School Rank on API 3 - 4	9.8%	9.5%	9.2%	7.8%	8.7%	7.7%	8.2%	9.9%	9.5%	9.0%	7.8%	8.9%	7.9%	8.4%	80.8%	76.5%	79.5%	81.7%	82.7%	82.4%	79.4%
High School Rank on API 5 - 6	10.8%	9.6%	9.6%	10.7%	9.6%	10.3%	10.3%	11.5%	10.0%	10.1%	11.3%	10.2%	10.8%	11.1%	85.2%	79.5%	84.7%	87.0%	86.8%	84.7%	84.0%
High School Rank on API 7 - 8	14.1%	15.4%	15.0%	14.4%	15.3%	14.5%	14.3%	15.4%	16.4%	16.1%	15.5%	16.5%	15.8%	15.7%	87.2%	81.4%	86.4%	88.6%	87.6%	87.5%	86.2%
High School Rank on API 9 - 10	27.3%	28.4%	30.3%	31.1%	29.4%	29.1%	27.9%	30.8%	31.4%	34.0%	34.4%	32.7%	32.9%	31.9%	90.1%	84.6%	90.2%	91.0%	90.7%	90.8%	89.6%
No API (out-state, private HS)	30.1%	30.4%	29.3%	29.3%	30.0%	31.3%	32.5%	25.0%	26.1%	24.8%	24.6%	25.1%	26.0%	26.5%	66.2%	65.8%	68.0%	69.2%	68.0%	66.6%	63.8%
First Language Not English	15.6%	15.8%	15.3%	15.6%	15.8%	14.7%	15.3%	15.4%	15.9%	15.3%	15.6%	15.6%	14.5%	14.7%	78.9%	76.8%	80.6%	82.2%	80.6%	79.6%	75.1%
California Residents	85.4%	85.6%	86.1%	85.3%	85.0%	83.7%	82.6%	91.6%	90.5%	91.8%	91.0%	91.2%	90.2%	90.2%	85.8%	80.8%	85.9%	87.8%	87.4%	86.6%	85.3%
Domestic Out-of-State Students	11.6%	11.7%	10.5%	11.0%	10.8%	11.4%	11.3%	6.9%	7.8%	6.2%	6.8%	6.4%	6.8%	6.5%	47.5%	50.8%	47.8%	51.3%	48.6%	48.1%	44.9%
International Students	3.1%	2.8%	3.5%	3.7%	4.2%	4.8%	6.1%	1.5%	1.7%	2.0%	2.1%	2.3%	3.0%	3.3%	39.4%	46.7%	46.0%	47.7%	45.5%	49.2%	42.9%
California Rural Students	7.0%	6.8%	6.9%	6.4%	6.7%	6.7%	6.1%	7.5%	7.1%	7.3%	6.8%	7.2%	7.2%	6.7%	86.4%	79.9%	85.2%	88.0%	87.4%	86.7%	86.4%
Underrepresented Minorities ¹⁰	20.9%	21.5%	22.3%	23.0%	24.2%	26.2%	27.9%	19.1%	19.7%	20.2%	21.3%	22.4%	24.1%	25.5%	74.1%	70.5%	74.1%	77.4%	76.9%	75.5%	73.3%

Appendix B

UC SYSTEMWIDE FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	78,342	77,521	76,561	83,259	87,720	95,699	98,286	62,635	59,218	61,669	68,528	71,459	76,931	76,800	80.0%	76.4%	80.5%	82.3%	81.5%	80.4%	78.1%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ¹⁰	20.9%	21.5%	22.3%	23.0%	24.2%	26.2%	27.9%	19.1%	19.7%	20.2%	21.3%	22.4%	24.1%	25.5%	74.1%	70.5%	74.1%	77.4%	76.9%	75.5%	73.3%
American Indian	0.6%	0.7%	0.6%	0.7%	0.7%	0.6%	0.7%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	74.5%	67.9%	75.8%	78.6%	80.1%	75.0%	78.9%
African American	4.5%	4.4%	4.4%	4.6%	4.8%	5.2%	5.4%	3.6%	3.4%	3.4%	3.6%	3.8%	3.9%	4.0%	64.0%	59.8%	62.6%	65.6%	66.5%	62.7%	60.2%
Chicano-Latino	15.8%	16.4%	17.3%	17.7%	18.7%	20.4%	21.9%	14.9%	15.6%	16.3%	17.0%	17.9%	19.6%	20.8%	76.9%	73.5%	77.0%	80.4%	79.5%	78.7%	76.4%
Asian, Filipino, Pacific Islander	30.7%	31.2%	31.9%	33.3%	32.8%	31.3%	32.0%	31.6%	32.7%	33.3%	34.8%	34.2%	32.7%	33.7%	83.7%	81.0%	85.3%	87.4%	86.6%	85.9%	84.7%
Asian	25.4%	26.0%	26.8%	28.4%	27.6%	26.2%	27.1%	26.2%	27.5%	28.1%	29.9%	29.0%	27.6%	28.7%	83.9%	81.7%	85.7%	88.0%	87.1%	86.3%	85.2%
Chinese	11.4%	11.8%	11.7%	13.0%	12.4%	11.6%	11.7%	12.0%	12.8%	12.5%	13.9%	13.3%	12.4%	12.7%	85.3%	83.9%	87.4%	89.4%	88.8%	87.7%	86.9%
East Indian/Pakistani	2.4%	2.7%	2.8%	2.8%	2.8%	2.6%	3.5%	2.4%	2.7%	2.8%	2.9%	2.8%	2.7%	3.5%	80.4%	78.0%	81.8%	84.3%	84.5%	83.8%	81.5%
Japanese	1.8%	1.9%	1.9%	1.8%	1.7%	1.8%	1.8%	1.8%	2.0%	2.1%	1.9%	1.9%	1.9%	2.0%	83.6%	82.2%	88.3%	88.5%	88.7%	88.3%	86.4%
Korean	4.0%	4.1%	4.3%	4.2%	4.2%	4.1%	4.1%	4.0%	4.3%	4.4%	4.3%	4.3%	4.2%	4.2%	82.1%	81.4%	84.1%	86.6%	84.9%	84.3%	82.7%
Thai/Other Asian	2.1%	2.2%	2.4%	2.5%	2.6%	2.4%	2.1%	2.1%	2.1%	2.4%	2.6%	2.7%	2.4%	2.1%	78.7%	74.8%	80.4%	85.4%	83.8%	82.1%	80.6%
Vietnamese	3.7%	3.2%	3.7%	4.0%	3.8%	3.8%	3.9%	4.0%	3.4%	3.9%	4.3%	4.0%	4.0%	4.3%	86.5%	82.0%	87.1%	88.8%	87.6%	87.6%	87.9%
Filipino	4.7%	4.8%	4.7%	4.5%	4.7%	4.6%	4.6%	4.9%	4.9%	4.8%	4.6%	4.8%	4.7%	4.7%	83.2%	78.1%	83.8%	84.9%	84.9%	84.5%	82.6%
Pacific Islander	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	79.0%	66.9%	74.3%	73.6%	73.3%	74.1%	72.9%
White	38.7%	38.4%	38.8%	37.1%	36.8%	36.0%	34.9%	39.5%	38.6%	39.5%	37.2%	37.1%	36.5%	35.5%	83.1%	77.6%	83.1%	83.8%	83.6%	83.1%	81.9%
Other/Decline to State	9.7%	8.9%	6.9%	6.5%	6.2%	6.5%	5.2%	9.8%	9.1%	7.0%	6.7%	6.3%	6.6%	5.3%	81.8%	78.8%	83.0%	85.6%	84.4%	83.3%	82.8%

IMPORTANT NOTES: Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMs are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

⁴A few ELC applicants were not admitted because they either cancelled their applications by themselves before evaluation or did not meet requirements.

⁵Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁶Neither parent has a four-year college degree.

⁷Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁸Parent income bands are expressed in 2001 constant dollars.

⁹API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

¹⁰American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

Appendix B

UC BERKELEY FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	37,007	36,844	37,018	41,803	44,155	48,478	48,686	11,041	11,308	11,998	12,181	12,649	12,689	13,005	29.8%	30.7%	32.4%	29.1%	28.6%	26.2%	26.7%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	25.2	24.6	25.5	25.6	25.7	25.7	26.2	26.0	24.9	25.6	25.8	25.9	26.5	26.5							
Mean # Semesters of Honors	14.6	14.9	14.9	15.0	15.2	15.2	16.0	19.1	19.0	18.9	19.0	19.2	19.6	20.0							
Mean HSGPA ¹	3.80	3.81	3.83	3.84	3.84	3.84	3.85	4.13	4.12	4.15	4.16	4.15	4.16	4.16							
Mean SAT/ACT ²	1247	1254	1263	1249	1252	1251	1264	1339	1352	1359	1349	1354	1360	1371							
Mean ACT	25.4	25.6	25.8	25.6	26.2	26.6	26.9	27.4	28.0	28.1	27.8	28.6	29.1	29.5							
Mean SAT I	1241	1248	1257	1240	1243	1238	1249	1332	1344	1352	1342	1345	1347	1355							
Mean SAI Writing ³	609	615	616	608	608	608	615	665	674	675	665	663	668	675							
ELC Students	18.9%	20.0%	20.6%	20.7%	20.0%	18.7%	18.7%	45.9%	45.8%	46.6%	49.6%	46.9%	46.7%	46.3%	72.6%	70.1%	73.3%	69.9%	67.1%	65.5%	66.1%
Academic Prep. Programs ⁴	8.0%	7.3%	6.5%	6.3%	5.2%	5.0%	N/A	8.4%	6.7%	6.3%	6.5%	5.1%	5.3%	N/A	31.2%	28.5%	31.6%	30.1%	28.1%	27.6%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	29.2%	28.9%	28.3%	29.4%	29.6%	29.7%	29.4%	25.1%	22.9%	24.2%	24.2%	24.5%	23.7%	22.9%	25.7%	24.4%	27.7%	23.9%	23.8%	20.9%	20.8%
Low Parent Income ⁶	19.9%	20.7%	23.3%	24.0%	24.3%	25.1%	25.2%	18.1%	18.0%	20.9%	20.3%	21.6%	21.0%	20.2%	27.1%	26.7%	29.1%	24.7%	25.5%	21.9%	21.5%
First-Generation College and Low Parent Income	13.4%	14.0%	15.2%	16.2%	16.5%	16.9%	17.2%	12.0%	11.5%	13.6%	13.7%	14.2%	13.7%	13.1%	26.8%	25.2%	29.0%	24.5%	24.7%	21.2%	20.4%
Income less than \$40,000 ⁷	23.2%	23.4%	24.0%	25.3%	25.6%	25.2%	26.4%	21.1%	20.4%	21.7%	21.4%	22.8%	21.1%	21.4%	27.2%	26.8%	29.3%	24.7%	25.5%	21.9%	21.7%
Income \$40,000 - \$79,999	18.9%	18.1%	18.5%	18.5%	18.4%	18.2%	17.7%	17.3%	16.4%	16.9%	16.9%	17.2%	16.9%	16.5%	27.2%	27.7%	29.7%	26.7%	26.8%	24.3%	24.9%
Income \$80,000 - \$119,999	14.8%	13.1%	13.3%	14.4%	12.6%	13.2%	12.4%	15.0%	13.4%	13.7%	14.0%	12.7%	13.6%	12.9%	30.2%	31.3%	33.3%	28.4%	28.8%	26.9%	27.9%
Income \$120,000 and above	18.8%	16.3%	17.4%	17.5%	17.8%	17.9%	18.5%	19.4%	17.3%	17.8%	18.5%	17.9%	17.9%	19.9%	30.9%	32.4%	33.2%	31.0%	28.9%	26.2%	28.8%
Income Not Reported	24.2%	29.0%	26.8%	24.4%	25.6%	25.5%	25.1%	27.1%	32.6%	29.9%	29.1%	29.4%	30.5%	29.2%	33.4%	34.4%	36.2%	34.7%	32.9%	31.3%	31.1%
High School Rank on API 1 - 2 ⁸	7.0%	6.1%	6.1%	6.0%	6.3%	6.2%	5.6%	7.0%	5.6%	6.1%	5.9%	6.1%	5.8%	4.7%	29.9%	28.1%	32.5%	28.5%	27.5%	24.2%	22.6%
High School Rank on API 3 - 4	8.8%	8.8%	7.7%	6.8%	7.6%	6.8%	6.4%	9.3%	8.9%	7.7%	6.7%	7.4%	7.2%	7.2%	31.5%	30.9%	32.4%	28.8%	27.9%	27.8%	29.7%
High School Rank on API 5 - 6	9.5%	7.6%	8.4%	9.6%	8.3%	8.7%	8.2%	10.3%	8.1%	8.8%	10.2%	8.9%	8.9%	8.6%	32.5%	32.9%	33.9%	30.9%	30.7%	26.8%	28.2%
High School Rank on API 7 - 8	12.6%	13.8%	13.5%	13.0%	14.0%	13.2%	11.8%	13.7%	14.7%	14.4%	14.1%	14.7%	13.4%	14.1%	32.3%	32.7%	34.6%	31.6%	30.0%	26.6%	32.1%
High School Rank on API 9 - 10	29.0%	30.5%	32.1%	33.0%	30.9%	30.4%	27.6%	31.8%	33.6%	34.9%	35.9%	35.1%	34.1%	34.2%	32.6%	33.8%	35.2%	31.7%	32.6%	29.3%	33.0%
No API (out-state, private HS)	33.0%	33.2%	32.2%	31.6%	32.8%	34.7%	40.4%	27.8%	29.1%	28.1%	27.2%	27.8%	30.7%	31.2%	25.2%	26.9%	28.3%	25.1%	24.2%	23.1%	20.6%
First Language Not English	19.4%	19.9%	18.5%	18.6%	18.7%	17.5%	18.4%	20.2%	19.3%	18.8%	19.0%	19.2%	19.3%	18.5%	31.0%	29.8%	32.8%	29.7%	29.4%	28.8%	26.8%
California Residents	82.6%	82.5%	83.3%	83.0%	82.1%	80.3%	78.1%	88.5%	87.6%	88.1%	88.7%	88.4%	84.8%	86.6%	32.0%	32.6%	34.2%	31.1%	30.8%	27.7%	29.6%
Domestic Out-of-State Students	12.7%	13.3%	11.5%	11.7%	12.0%	12.9%	12.9%	9.1%	10.6%	9.5%	8.9%	9.0%	9.2%	7.4%	21.4%	24.5%	26.8%	22.2%	21.4%	18.6%	15.4%
International Students	4.7%	4.1%	5.1%	5.2%	5.9%	6.8%	9.0%	2.4%	1.8%	2.4%	2.4%	2.6%	6.1%	6.0%	15.1%	13.2%	15.3%	13.4%	12.7%	23.1%	17.7%
California Rural Students	5.2%	4.9%	4.9%	4.9%	5.0%	5.0%	4.5%	5.9%	5.8%	5.8%	5.8%	5.6%	5.0%	5.4%	34.0%	36.6%	38.0%	34.6%	31.7%	26.3%	32.0%
Underrepresented Minorities ⁹	18.6%	18.7%	19.2%	20.3%	21.0%	22.5%	23.4%	15.6%	14.2%	15.4%	15.8%	16.0%	17.0%	17.2%	25.6%	23.8%	26.7%	23.4%	22.6%	20.0%	20.3%

Appendix B

UC BERKELEY FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
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DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	18.6%	18.7%	19.2%	20.3%	21.0%	22.5%	23.4%	15.6%	14.2%	15.4%	15.8%	16.0%	17.0%	17.2%	25.6%	23.8%	26.7%	23.4%	22.6%	20.0%	20.3%
American Indian	0.6%	0.5%	0.5%	0.6%	0.6%	0.5%	0.6%	0.6%	0.5%	0.5%	0.5%	0.5%	0.5%	0.6%	31.8%	30.8%	31.4%	25.5%	28.8%	24.4%	24.8%
African American	4.9%	4.4%	4.5%	4.7%	4.9%	5.0%	5.2%	3.6%	2.7%	3.0%	3.1%	3.1%	3.3%	3.3%	22.3%	19.2%	22.4%	20.1%	18.8%	17.7%	17.3%
Chicano-Latino	13.2%	13.7%	14.2%	14.9%	15.5%	16.9%	17.6%	11.4%	11.0%	11.9%	12.1%	12.4%	13.2%	13.4%	26.5%	25.1%	27.9%	24.3%	23.6%	20.5%	21.0%
Asian, Filipino, Pacific Islander	38.2%	39.1%	38.7%	39.5%	38.5%	37.0%	37.7%	39.1%	40.2%	40.3%	41.7%	40.9%	39.9%	41.0%	31.3%	32.3%	34.7%	31.6%	31.5%	28.5%	30.0%
Asian	33.2%	34.3%	33.9%	35.1%	33.9%	32.5%	33.5%	35.3%	36.4%	36.8%	38.3%	37.6%	36.3%	37.6%	32.5%	33.4%	36.2%	32.7%	32.8%	29.5%	31.0%
Chinese	16.3%	16.7%	15.9%	17.3%	16.2%	15.2%	15.5%	18.6%	19.4%	18.5%	20.4%	19.4%	19.0%	19.5%	34.8%	36.5%	38.8%	35.4%	35.4%	32.9%	34.6%
East Indian/Pakistani	3.6%	4.2%	4.0%	4.1%	4.0%	3.8%	5.0%	3.5%	4.2%	4.4%	4.6%	4.5%	4.2%	5.5%	29.9%	31.8%	36.9%	33.5%	33.4%	29.2%	30.7%
Japanese	1.7%	1.9%	2.0%	1.7%	1.7%	1.8%	1.8%	1.8%	2.0%	2.0%	1.8%	1.7%	2.0%	1.9%	31.3%	32.2%	34.3%	31.8%	29.7%	29.8%	29.1%
Korean	5.1%	5.5%	5.5%	5.3%	5.2%	5.1%	5.1%	4.6%	5.0%	5.2%	4.8%	5.3%	4.7%	5.3%	27.7%	28.7%	31.4%	27.1%	29.8%	24.5%	28.7%
Thai/Other Asian	2.7%	2.6%	2.8%	2.8%	3.1%	2.8%	2.2%	2.7%	2.3%	2.8%	2.8%	2.8%	2.5%	1.6%	30.9%	28.1%	32.9%	30.2%	27.2%	23.6%	19.5%
Vietnamese	3.8%	3.4%	3.7%	3.9%	3.7%	3.8%	3.8%	4.1%	3.5%	3.9%	3.9%	3.9%	3.9%	3.7%	33.3%	32.4%	34.9%	29.9%	31.2%	26.7%	27.3%
Filipino	4.4%	4.5%	4.4%	4.0%	4.2%	4.1%	3.9%	3.4%	3.5%	3.2%	3.2%	3.1%	3.5%	3.2%	23.7%	24.6%	24.2%	23.6%	22.2%	22.4%	22.4%
Pacific Islander	0.6%	0.3%	0.4%	0.4%	0.4%	0.4%	0.3%	0.4%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	18.8%	25.0%	22.1%	17.0%	16.7%	13.8%	20.0%
White	33.1%	32.9%	34.4%	33.0%	33.8%	33.3%	32.8%	34.4%	35.7%	35.9%	34.1%	35.1%	34.1%	34.6%	31.9%	34.2%	34.8%	31.0%	30.8%	27.0%	29.1%
Other/Decline to State	10.1%	9.3%	7.6%	7.2%	6.8%	7.2%	6.0%	10.9%	9.9%	8.3%	8.4%	8.0%	8.9%	7.2%	32.9%	33.4%	36.4%	35.1%	35.2%	32.5%	33.0%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

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⁴Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Appendix B

UC DAVIS FIRST-TIME FRESHMEN

FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	32,533	31,757	30,065	32,644	35,148	40,626	42,389	18,465	17,352	18,266	22,144	20,599	21,358	20,079	56.8%	54.6%	60.8%	67.8%	58.6%	52.6%	47.4%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	24.3	23.8	24.0	24.1	24.1	24.2	24.2	25.1	24.5	24.6	24.7	24.9	25.0	25.0							
Mean # Semesters of Honors	11.1	11.5	11.7	11.6	11.8	12.1	12.7	13.8	14.3	14.0	13.6	14.2	14.9	15.9							
Mean HSGPA ¹	3.65	3.67	3.68	3.68	3.68	3.69	3.72	3.87	3.90	3.88	3.85	3.89	3.94	3.99							
Mean SAT/ACT ²	1183	1192	1200	1191	1186	1189	1200	1243	1255	1256	1238	1245	1258	1277							
Mean ACT	24.2	24.5	24.6	24.7	24.9	25.3	25.5	25.6	25.9	25.7	25.5	26.1	26.7	27.3							
Mean SAT I	1176	1185	1194	1179	1176	1176	1184	1235	1247	1248	1227	1235	1243	1259							
Mean SAI Writing ³	575	582	581	576	574	577	582	608	617	609	602	605	612	621							
ELC Students	13.6%	14.5%	14.6%	14.5%	14.9%	16.2%	18.4%	23.1%	25.7%	23.7%	21.0%	25.0%	30.6%	38.4%	96.1%	97.3%	98.2%	98.2%	98.6%	99.2%	98.8%
Academic Prep. Programs ⁴	6.3%	5.9%	5.9%	5.5%	4.7%	4.9%	N/A	7.9%	7.5%	7.0%	6.6%	6.1%	6.5%	N/A	71.3%	69.6%	71.6%	81.5%	75.2%	69.9%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	31.4%	31.0%	30.9%	32.1%	32.8%	33.4%	33.9%	30.3%	30.2%	30.0%	31.3%	33.4%	33.2%	33.6%	54.7%	53.2%	58.9%	66.1%	59.7%	52.1%	46.9%
Low Parent Income ⁶	18.2%	19.4%	22.7%	23.4%	24.4%	25.5%	26.4%	19.9%	21.2%	24.2%	24.5%	26.7%	26.8%	27.5%	61.8%	59.7%	64.7%	71.0%	64.2%	55.4%	49.4%
First-Generation College and Low Parent Income	12.8%	13.9%	15.7%	16.7%	17.4%	18.4%	19.4%	14.2%	15.6%	17.0%	17.9%	19.6%	20.0%	20.7%	63.0%	61.3%	65.6%	72.7%	65.9%	57.2%	50.7%
Income less than \$40,000 ⁷	21.3%	21.9%	23.6%	24.7%	25.6%	25.6%	27.6%	22.7%	23.6%	25.1%	25.9%	27.9%	26.9%	28.8%	60.4%	58.8%	64.7%	71.1%	63.8%	55.4%	49.5%
Income \$40,000 - \$79,999	19.4%	18.3%	19.0%	19.0%	19.1%	19.0%	18.1%	17.6%	16.8%	17.6%	17.7%	17.3%	17.4%	16.7%	51.4%	50.2%	56.1%	63.2%	53.3%	48.1%	43.8%
Income \$80,000 - \$119,999	16.1%	14.0%	14.0%	15.3%	13.5%	13.8%	13.1%	15.7%	13.6%	13.6%	14.5%	12.6%	13.0%	12.7%	55.1%	53.2%	58.8%	64.3%	54.5%	49.6%	45.9%
Income \$120,000 and above	19.8%	17.0%	17.7%	18.2%	17.9%	18.0%	18.9%	19.9%	17.2%	17.9%	18.6%	17.8%	17.9%	18.3%	57.1%	55.1%	61.4%	69.2%	58.2%	52.2%	45.9%
Income Not Reported	23.3%	28.7%	25.7%	22.8%	23.9%	23.6%	22.4%	24.1%	28.8%	25.9%	23.3%	24.4%	24.7%	23.6%	58.7%	54.7%	61.3%	69.4%	60.0%	55.2%	49.8%
High School Rank on API 1 - 2 ⁸	6.4%	5.7%	5.5%	5.3%	5.5%	6.0%	5.7%	7.2%	6.7%	6.0%	5.6%	6.0%	6.6%	6.9%	63.7%	63.6%	66.9%	71.7%	64.1%	57.8%	56.9%
High School Rank on API 3 - 4	8.7%	9.2%	8.0%	7.0%	8.6%	7.7%	7.7%	9.5%	9.5%	8.4%	6.9%	9.5%	8.8%	9.2%	61.8%	56.7%	63.6%	67.7%	64.6%	60.1%	56.0%
High School Rank on API 5 - 6	11.7%	10.2%	11.1%	12.1%	10.5%	11.3%	10.8%	11.4%	10.3%	11.1%	11.9%	10.6%	11.6%	11.3%	54.9%	55.1%	60.3%	66.4%	59.4%	54.2%	49.6%
High School Rank on API 7 - 8	15.6%	16.2%	15.8%	15.7%	17.0%	16.4%	15.0%	14.5%	15.4%	15.1%	15.2%	16.1%	14.8%	15.7%	52.6%	51.7%	58.1%	65.4%	55.3%	47.5%	49.6%
High School Rank on API 9 - 10	34.2%	35.2%	38.0%	38.6%	36.2%	36.1%	31.5%	35.7%	35.8%	39.4%	39.1%	36.5%	36.7%	34.1%	59.2%	55.6%	62.9%	68.8%	59.2%	53.5%	51.3%
No API (out-state, private HS)	23.2%	23.5%	21.5%	21.3%	22.2%	22.7%	29.2%	21.8%	22.4%	20.0%	21.3%	21.3%	21.6%	22.8%	53.1%	52.1%	56.6%	67.8%	56.2%	50.0%	37.0%
First Language Not English	15.6%	16.9%	16.0%	16.2%	16.3%	14.8%	15.1%	17.0%	18.7%	17.8%	17.6%	18.0%	17.1%	17.5%	61.7%	60.4%	67.6%	73.5%	65.0%	60.7%	54.9%
California Residents	94.0%	93.6%	94.7%	94.3%	94.2%	93.2%	92.9%	94.9%	94.3%	95.6%	94.0%	94.6%	93.4%	93.2%	57.3%	55.1%	61.3%	67.6%	58.9%	52.7%	47.5%
Domestic Out-of-State Students	4.4%	4.4%	3.2%	3.6%	3.4%	4.0%	3.9%	4.1%	4.3%	2.9%	4.0%	3.4%	4.2%	4.0%	53.3%	52.9%	53.9%	74.8%	58.7%	56.2%	48.9%
International Students	1.6%	2.0%	2.1%	2.1%	2.4%	2.8%	3.2%	1.0%	1.4%	1.6%	2.0%	2.0%	2.4%	2.8%	36.5%	38.0%	44.8%	64.8%	47.7%	44.5%	41.4%
California Rural Students	7.9%	7.5%	7.3%	7.0%	7.4%	7.6%	7.4%	8.2%	8.0%	7.5%	7.5%	7.9%	8.3%	8.6%	59.2%	58.2%	62.5%	72.1%	62.1%	58.1%	55.4%
Underrepresented Minorities ⁹	16.4%	16.6%	17.0%	17.3%	18.8%	20.8%	22.5%	14.8%	15.2%	15.1%	15.9%	17.7%	18.9%	20.2%	51.6%	50.3%	54.3%	62.2%	55.4%	47.8%	42.6%

Appendix B

UC DAVIS FIRST-TIME FRESHMEN

FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	32,533	31,757	30,065	32,644	35,148	40,626	42,389	18,465	17,352	18,266	22,144	20,599	21,358	20,079	56.8%	54.6%	60.8%	67.8%	58.6%	52.6%	47.4%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	16.4%	16.6%	17.0%	17.3%	18.8%	20.8%	22.5%	14.8%	15.2%	15.1%	15.9%	17.7%	18.9%	20.2%	51.6%	50.3%	54.3%	62.2%	55.4%	47.8%	42.6%
American Indian	0.6%	0.7%	0.5%	0.7%	0.7%	0.6%	0.7%	0.6%	0.6%	0.5%	0.6%	0.6%	0.5%	0.7%	52.1%	50.7%	61.3%	66.0%	56.5%	42.9%	46.9%
African American	3.8%	3.6%	3.6%	3.7%	3.8%	4.1%	4.1%	2.6%	2.3%	2.6%	2.7%	3.0%	2.7%	2.6%	39.7%	35.1%	44.1%	49.4%	46.3%	35.5%	30.3%
Chicano-Latino	12.0%	12.4%	12.8%	13.0%	14.4%	16.2%	17.7%	11.7%	12.3%	11.9%	12.6%	14.1%	15.7%	16.9%	55.3%	54.7%	56.9%	65.6%	57.7%	51.1%	45.3%
Asian, Filipino, Pacific Islander	34.8%	36.5%	38.0%	39.9%	38.7%	36.8%	37.3%	35.9%	37.5%	39.4%	40.5%	39.2%	37.8%	38.9%	58.9%	56.4%	63.3%	68.9%	59.7%	54.2%	49.7%
Asian	29.7%	31.7%	33.2%	35.3%	33.8%	32.1%	32.8%	31.6%	33.7%	35.5%	36.9%	35.4%	34.0%	35.3%	60.7%	58.4%	65.4%	71.0%	61.8%	56.1%	51.2%
Chinese	15.0%	16.1%	16.3%	17.9%	16.7%	15.6%	15.4%	16.5%	18.1%	18.2%	19.2%	18.4%	17.5%	17.7%	62.7%	62.1%	68.4%	72.7%	64.6%	59.1%	54.6%
East Indian/Pakistani	2.9%	3.3%	3.6%	3.8%	3.6%	3.4%	4.5%	3.0%	3.5%	3.6%	4.0%	4.0%	3.7%	5.0%	59.3%	57.1%	61.1%	71.1%	64.5%	56.9%	53.5%
Japanese	1.7%	2.1%	2.0%	1.9%	1.8%	1.9%	1.9%	1.9%	2.0%	2.2%	2.1%	1.7%	2.0%	2.0%	62.9%	53.2%	64.7%	74.0%	56.9%	56.1%	50.3%
Korean	3.6%	4.0%	4.2%	4.1%	4.1%	3.9%	4.0%	3.5%	3.7%	4.3%	4.2%	4.0%	3.9%	3.9%	54.9%	50.7%	61.6%	68.6%	57.8%	52.8%	46.1%
Thai/Other Asian	2.4%	2.6%	2.9%	3.0%	3.3%	3.0%	2.6%	2.3%	2.6%	2.9%	3.0%	3.2%	2.9%	2.2%	55.3%	55.5%	61.9%	68.0%	57.1%	51.6%	40.2%
Vietnamese	4.1%	3.7%	4.2%	4.6%	4.2%	4.3%	4.4%	4.4%	3.8%	4.3%	4.5%	4.1%	4.1%	4.5%	61.5%	56.5%	63.7%	67.3%	57.8%	50.4%	48.8%
Filipino	4.4%	4.5%	4.4%	4.2%	4.4%	4.3%	4.1%	3.5%	3.6%	3.6%	3.3%	3.4%	3.4%	3.3%	45.7%	44.3%	49.7%	53.0%	45.5%	41.5%	38.2%
Pacific Islander	0.7%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.7%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	64.2%	36.0%	45.2%	48.1%	42.9%	43.4%	37.9%
White	39.1%	38.0%	38.1%	35.9%	36.1%	35.5%	35.0%	39.9%	38.0%	38.1%	36.5%	36.2%	35.9%	35.2%	58.3%	55.0%	61.2%	69.0%	59.2%	53.3%	47.9%
Other/Decline to State	9.7%	8.9%	7.0%	6.9%	6.5%	6.9%	5.2%	9.4%	9.3%	7.5%	7.2%	6.9%	7.5%	5.7%	55.3%	57.7%	65.0%	70.9%	62.6%	57.6%	51.7%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

⁴Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Appendix B

UC IRVINE FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	34,395	35,456	34,512	38,432	39,961	42,426	44,126	18,504	18,780	20,836	23,196	22,219	20,672	19,482	53.8%	53.0%	60.4%	60.4%	55.6%	48.7%	44.2%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	23.9	22.8	23.8	23.8	23.8	23.9	23.9	24.3	22.7	24.0	24.2	24.2	24.3	24.4							
Mean # Semesters of Honors	11.7	12.0	12.3	12.3	12.3	12.1	12.8	14.8	15.2	14.9	14.8	15.2	15.3	16.5							
Mean HSGPA ¹	3.62	3.65	3.66	3.66	3.65	3.63	3.68	3.88	3.90	3.88	3.88	3.93	3.94	4.00							
Mean SAT/ACT ²	1161	1175	1182	1172	1167	1162	1175	1243	1256	1256	1246	1238	1244	1264							
Mean ACT	23.4	23.8	23.9	24.1	24.2	24.4	24.7	25.5	25.8	25.8	25.7	25.8	26.3	26.8							
Mean SAT I	1155	1168	1177	1162	1159	1151	1161	1236	1249	1250	1237	1229	1231	1247							
Mean SAI Writing ³	562	572	572	570	565	563	570	604	617	611	610	602	605	617							
ELC Students	16.7%	17.7%	18.3%	18.2%	16.1%	13.2%	15.3%	30.7%	31.7%	28.6%	28.7%	27.9%	26.1%	33.4%	99.0%	95.1%	94.3%	95.2%	96.3%	95.9%	96.7%
Academic Prep. Programs ⁴	10.3%	8.9%	8.2%	7.3%	6.2%	6.1%	N/A	10.5%	8.3%	7.4%	6.7%	6.4%	6.4%	N/A	54.4%	49.5%	55.0%	55.3%	57.4%	50.9%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	37.4%	35.4%	36.2%	36.7%	37.3%	38.6%	39.1%	31.7%	28.2%	29.4%	29.6%	32.0%	31.4%	32.1%	45.6%	42.1%	49.0%	48.8%	47.7%	39.7%	36.2%
Low Parent Income ⁶	24.2%	24.2%	28.3%	28.4%	29.5%	31.3%	31.9%	20.4%	18.5%	22.0%	21.9%	25.4%	25.3%	26.2%	45.5%	40.3%	47.0%	46.4%	47.7%	39.5%	36.2%
First-Generation College and Low Parent Income	17.4%	17.6%	19.8%	20.3%	21.0%	22.8%	23.6%	14.2%	12.6%	14.2%	14.5%	17.0%	17.2%	18.3%	44.1%	37.9%	43.4%	43.0%	45.0%	36.7%	34.2%
Income less than \$40,000 ⁷	28.0%	27.1%	29.1%	29.9%	31.0%	31.4%	33.3%	23.9%	21.1%	22.8%	23.2%	26.7%	25.4%	27.6%	46.0%	41.2%	47.2%	46.9%	47.8%	39.5%	36.6%
Income \$40,000 - \$79,999	20.6%	19.2%	20.7%	20.9%	20.2%	20.1%	19.2%	20.1%	18.6%	20.8%	21.1%	19.9%	19.8%	19.2%	52.7%	51.1%	60.7%	61.1%	54.9%	48.1%	44.0%
Income \$80,000 - \$119,999	15.0%	13.1%	13.3%	14.6%	13.2%	13.1%	12.7%	16.2%	14.6%	14.7%	16.0%	14.1%	14.7%	14.0%	58.2%	59.0%	67.1%	66.2%	59.6%	54.6%	48.9%
Income \$120,000 and above	16.1%	14.3%	15.3%	15.6%	15.7%	15.8%	16.2%	17.9%	16.1%	18.0%	18.0%	17.4%	17.9%	18.3%	59.7%	59.6%	70.9%	69.6%	61.7%	55.2%	50.0%
Income Not Reported	20.4%	26.2%	21.7%	19.0%	19.9%	19.6%	18.6%	21.9%	29.7%	23.7%	21.6%	21.9%	22.2%	20.8%	57.7%	59.9%	66.2%	68.6%	60.9%	55.0%	49.6%
High School Rank on API 1 - 2 ⁸	9.9%	8.0%	7.3%	7.4%	7.5%	7.9%	7.1%	8.3%	6.1%	5.0%	5.0%	6.1%	5.6%	5.8%	44.8%	40.6%	41.4%	41.2%	45.1%	34.7%	36.0%
High School Rank on API 3 - 4	11.3%	10.5%	10.6%	8.6%	9.4%	7.8%	8.5%	10.1%	9.2%	8.8%	6.9%	8.4%	7.0%	7.9%	48.3%	46.4%	49.9%	48.3%	49.5%	43.9%	41.4%
High School Rank on API 5 - 6	11.6%	9.7%	9.2%	11.0%	10.2%	11.2%	10.8%	12.2%	9.6%	9.1%	10.2%	10.0%	10.4%	10.5%	56.6%	52.6%	59.5%	56.1%	54.8%	45.4%	42.8%
High School Rank on API 7 - 8	14.7%	16.7%	15.8%	15.3%	16.4%	15.8%	15.0%	15.0%	17.1%	16.5%	16.0%	17.1%	16.4%	16.1%	54.9%	54.0%	62.8%	63.4%	58.2%	50.5%	47.3%
High School Rank on API 9 - 10	33.1%	34.7%	38.1%	39.2%	37.2%	37.0%	34.0%	36.8%	38.3%	42.1%	43.9%	40.4%	41.6%	40.0%	60.0%	58.6%	66.7%	67.6%	60.4%	54.7%	51.9%
No API (out-state, private HS)	19.5%	20.4%	19.0%	18.6%	19.3%	20.4%	24.6%	17.6%	19.7%	18.6%	17.9%	17.9%	19.0%	19.7%	48.6%	51.0%	59.2%	58.3%	51.8%	45.5%	35.4%
First Language Not English	20.1%	19.9%	19.3%	19.0%	19.2%	17.4%	17.3%	18.9%	17.1%	17.5%	17.3%	19.6%	17.8%	18.4%	50.4%	45.5%	54.9%	55.0%	56.6%	49.8%	46.8%
California Residents	94.5%	93.7%	94.6%	94.2%	93.9%	92.9%	92.7%	96.7%	95.9%	95.6%	95.4%	94.6%	93.8%	93.9%	55.0%	54.2%	61.0%	61.1%	56.0%	49.2%	44.8%
Domestic Out-of-State Students	3.9%	4.4%	2.9%	3.3%	3.3%	3.7%	3.7%	2.6%	3.0%	2.6%	2.8%	3.0%	3.5%	3.3%	36.7%	36.3%	54.0%	51.1%	50.9%	46.3%	38.7%
International Students	1.6%	1.9%	2.4%	2.5%	2.8%	3.4%	3.6%	0.7%	1.1%	1.8%	1.8%	2.3%	2.7%	2.8%	23.2%	30.0%	44.5%	44.0%	46.5%	38.6%	34.0%
California Rural Students	5.5%	5.5%	5.2%	4.9%	5.4%	5.3%	5.0%	6.0%	6.2%	5.4%	5.2%	6.0%	5.4%	5.3%	59.0%	59.9%	63.0%	64.2%	61.6%	49.9%	47.1%
Underrepresented Minorities ⁹	20.6%	20.3%	21.3%	21.7%	22.4%	24.8%	25.9%	16.0%	15.5%	16.1%	16.2%	17.8%	18.1%	18.6%	42.3%	40.7%	46.0%	45.2%	44.2%	35.8%	31.9%

Appendix B

UC IRVINE FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	34,395	35,456	34,512	38,432	39,961	42,426	44,126	18,504	18,780	20,836	23,196	22,219	20,672	19,482	53.8%	53.0%	60.4%	60.4%	55.6%	48.7%	44.2%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	20.6%	20.3%	21.3%	21.7%	22.4%	24.8%	25.9%	16.0%	15.5%	16.1%	16.2%	17.8%	18.1%	18.6%	42.3%	40.7%	46.0%	45.2%	44.2%	35.8%	31.9%
American Indian	0.4%	0.5%	0.5%	0.6%	0.5%	0.4%	0.5%	0.4%	0.5%	0.5%	0.5%	0.4%	0.4%	0.5%	52.3%	53.0%	61.3%	59.9%	43.9%	42.7%	42.8%
African American	3.7%	3.4%	3.5%	3.5%	3.6%	3.9%	3.9%	2.3%	1.9%	2.2%	2.3%	2.4%	2.2%	2.0%	34.5%	30.5%	38.2%	39.8%	37.1%	27.4%	23.1%
Chicano-Latino	16.5%	16.5%	17.3%	17.6%	18.4%	20.5%	21.4%	13.3%	13.1%	13.4%	13.3%	15.0%	15.5%	16.0%	43.8%	42.4%	47.1%	45.8%	45.6%	37.2%	33.3%
Asian, Filipino, Pacific Islander	43.3%	43.1%	44.6%	46.3%	46.0%	44.3%	45.4%	43.7%	43.2%	45.4%	48.2%	47.7%	47.7%	50.1%	54.8%	53.6%	61.8%	63.3%	57.9%	52.8%	49.1%
Asian	36.4%	36.2%	38.3%	40.1%	39.5%	37.8%	39.2%	37.3%	36.6%	39.4%	42.4%	41.6%	41.2%	44.3%	55.7%	54.0%	62.5%	64.3%	58.8%	53.4%	50.3%
Chinese	16.1%	16.2%	16.2%	18.1%	17.7%	16.6%	17.2%	17.3%	16.9%	17.1%	19.7%	19.5%	19.0%	20.4%	58.3%	55.7%	64.1%	66.1%	61.5%	55.9%	52.8%
East Indian/Pakistani	3.0%	3.4%	3.7%	3.7%	3.6%	3.5%	4.5%	3.3%	3.8%	4.0%	4.3%	4.1%	3.9%	5.6%	60.0%	60.6%	66.9%	69.4%	63.1%	55.0%	56.0%
Japanese	2.1%	2.4%	2.3%	2.2%	2.1%	2.2%	2.1%	2.4%	2.6%	2.9%	2.6%	2.4%	2.7%	2.4%	60.5%	58.0%	74.5%	72.3%	63.0%	59.8%	51.3%
Korean	6.4%	6.3%	7.0%	6.5%	6.7%	6.4%	6.5%	6.1%	6.0%	6.8%	6.6%	6.4%	6.7%	6.8%	52.0%	51.1%	59.2%	61.3%	53.9%	50.9%	46.9%
Thai/Other Asian	2.9%	2.8%	3.3%	3.4%	3.4%	3.1%	2.5%	2.7%	2.4%	3.0%	3.2%	3.2%	2.9%	2.1%	50.2%	45.9%	55.8%	57.6%	52.6%	44.7%	37.8%
Vietnamese	5.9%	5.1%	5.8%	6.1%	6.0%	6.0%	6.5%	5.5%	4.7%	5.5%	6.0%	6.0%	6.2%	6.9%	51.1%	49.8%	58.0%	59.8%	55.7%	50.5%	47.3%
Filipino	6.4%	6.4%	5.9%	5.8%	6.1%	6.1%	6.0%	6.0%	6.3%	5.6%	5.5%	5.8%	6.2%	5.7%	51.1%	52.3%	57.6%	57.4%	53.0%	50.0%	41.9%
Pacific Islander	0.6%	0.4%	0.4%	0.4%	0.4%	0.4%	0.2%	0.5%	0.3%	0.4%	0.4%	0.3%	0.3%	0.2%	45.3%	39.4%	62.6%	54.9%	43.2%	38.3%	34.5%
White	27.3%	28.4%	27.9%	26.2%	26.0%	25.2%	24.2%	30.8%	32.4%	31.8%	29.5%	28.3%	27.7%	26.2%	61.3%	61.0%	69.1%	68.3%	60.8%	54.0%	48.2%
Other/Decline to State	8.9%	8.2%	6.2%	5.8%	5.6%	5.7%	4.5%	9.4%	8.9%	6.8%	6.1%	6.3%	6.5%	5.1%	57.8%	58.0%	66.5%	64.8%	62.4%	56.0%	51.3%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

⁴Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Appendix B

UC LOS ANGELES FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	44,986	43,465	42,230	47,323	50,757	55,431	55,699	10,584	11,777	11,368	12,195	11,973	12,667	12,184	23.5%	27.1%	26.9%	25.8%	23.6%	22.9%	21.9%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	24.7	24.1	24.8	24.9	24.9	25.0	25.3	25.8	24.5	25.2	25.7	25.9	26.3	26.5							
Mean # Semesters of Honors	13.7	13.9	14.1	14.1	14.2	14.3	14.9	19.0	17.9	18.6	18.9	19.2	19.7	20.5							
Mean HSGPA ¹	3.75	3.76	3.78	3.78	3.78	3.78	3.79	4.08	4.02	4.11	4.12	4.13	4.15	4.15							
Mean SAT/ACT ²	1211	1221	1229	1215	1215	1215	1227	1340	1327	1353	1349	1351	1349	1357							
Mean ACT	24.6	24.9	25.0	25.1	25.4	25.8	26.1	27.3	27.4	28.0	28.1	28.5	28.8	29.1							
Mean SAT I	1205	1214	1223	1206	1206	1202	1212	1334	1320	1346	1342	1342	1336	1340							
Mean SAI Writing ³	592	599	600	594	591	592	598	666	661	674	664	660	663	666							
ELC Students	18.4%	19.4%	20.1%	19.7%	18.7%	17.8%	17.9%	41.1%	36.4%	43.9%	44.3%	46.1%	47.1%	49.0%	52.5%	51.0%	58.7%	57.8%	58.2%	60.5%	59.9%
Academic Prep. Programs ⁴	9.3%	8.2%	7.5%	7.0%	5.7%	5.6%	N/A	13.3%	8.6%	8.4%	7.9%	6.3%	6.6%	N/A	33.7%	28.3%	30.1%	29.3%	26.3%	26.6%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	32.6%	32.2%	31.7%	32.2%	32.6%	33.2%	32.9%	28.3%	26.1%	29.0%	28.1%	23.4%	24.9%	25.3%	20.4%	21.9%	24.7%	22.5%	16.9%	17.2%	16.8%
Low Parent Income ⁶	21.8%	22.8%	25.7%	25.8%	26.5%	27.6%	27.7%	21.1%	19.2%	24.6%	23.6%	20.8%	21.6%	22.1%	22.8%	22.9%	25.8%	23.5%	18.5%	17.9%	17.5%
First-Generation College and Low Parent Income	15.2%	16.1%	17.4%	17.9%	18.4%	19.5%	19.5%	15.2%	13.2%	17.1%	16.5%	13.2%	14.5%	14.9%	23.5%	22.2%	26.5%	23.7%	16.9%	17.0%	16.6%
Income less than \$40,000 ⁷	25.2%	25.5%	26.4%	27.1%	27.8%	27.7%	29.1%	24.3%	21.6%	25.2%	24.8%	21.8%	21.7%	23.4%	22.7%	23.0%	25.7%	23.5%	18.5%	17.9%	17.6%
Income \$40,000 - \$79,999	19.1%	18.1%	18.7%	18.8%	18.6%	18.3%	17.8%	16.4%	16.6%	16.3%	16.1%	16.7%	16.8%	16.6%	20.1%	24.9%	23.4%	22.0%	21.1%	21.0%	20.5%
Income \$80,000 - \$119,999	14.6%	12.9%	13.2%	14.1%	12.6%	12.9%	12.3%	14.0%	12.9%	13.0%	13.4%	13.1%	13.4%	12.9%	22.7%	27.1%	26.5%	24.5%	24.5%	23.7%	23.0%
Income \$120,000 and above	18.2%	16.1%	16.8%	17.4%	17.3%	17.2%	18.0%	19.5%	17.4%	17.2%	18.6%	19.1%	18.1%	18.9%	25.2%	29.4%	27.6%	27.6%	26.0%	24.0%	23.0%
Income Not Reported	22.9%	27.5%	24.9%	22.6%	23.7%	23.9%	22.9%	25.8%	31.5%	28.3%	27.2%	29.4%	30.1%	28.1%	26.5%	31.0%	30.6%	30.9%	29.4%	28.7%	26.8%
High School Rank on API 1 - 2 ⁸	8.6%	7.4%	6.8%	6.9%	7.4%	7.5%	6.6%	8.8%	6.2%	6.1%	5.6%	6.7%	6.5%	6.1%	24.1%	22.7%	24.0%	20.9%	21.3%	19.7%	20.3%
High School Rank on API 3 - 4	9.8%	9.6%	9.3%	7.7%	8.3%	7.2%	7.2%	10.1%	8.8%	9.3%	6.8%	7.1%	6.8%	7.5%	24.3%	25.0%	27.0%	22.9%	20.2%	21.6%	22.8%
High School Rank on API 5 - 6	9.9%	7.9%	8.0%	9.4%	8.6%	9.2%	8.8%	9.2%	7.2%	7.8%	8.1%	7.5%	8.0%	8.7%	21.9%	24.7%	26.0%	22.4%	20.5%	20.0%	21.7%
High School Rank on API 7 - 8	13.1%	14.5%	13.9%	13.4%	14.1%	13.3%	12.4%	12.3%	14.7%	13.6%	13.0%	13.5%	12.5%	13.2%	22.1%	27.3%	26.4%	24.9%	22.5%	21.6%	23.2%
High School Rank on API 9 - 10	30.3%	31.4%	34.1%	35.0%	33.0%	32.2%	29.6%	35.1%	36.0%	38.8%	39.8%	37.6%	33.9%	30.8%	27.2%	31.1%	30.7%	29.3%	26.9%	24.0%	22.7%
No API (out-state, private HS)	28.3%	29.2%	27.9%	27.6%	28.6%	30.6%	35.3%	24.5%	27.1%	24.4%	26.6%	27.7%	32.2%	33.7%	20.4%	25.2%	23.6%	24.9%	22.8%	24.1%	20.9%
First Language Not English	18.8%	19.5%	18.4%	18.1%	18.4%	17.0%	17.6%	21.0%	19.2%	19.5%	20.5%	19.2%	18.6%	18.6%	26.3%	26.7%	28.6%	29.2%	24.6%	25.0%	23.1%
California Residents	87.3%	86.6%	87.6%	87.2%	86.6%	84.6%	83.1%	89.8%	89.8%	90.4%	87.5%	87.5%	82.5%	82.0%	24.2%	28.1%	27.8%	25.9%	23.8%	22.3%	21.6%
Domestic Out-of-State Students	9.9%	10.4%	9.0%	9.2%	9.4%	10.5%	10.6%	8.0%	7.9%	7.1%	9.6%	9.8%	12.6%	12.7%	19.1%	20.6%	21.5%	26.9%	24.7%	27.4%	26.2%
International Students	2.8%	2.9%	3.4%	3.6%	4.0%	4.9%	6.3%	2.2%	2.2%	2.5%	2.9%	2.7%	4.9%	5.3%	18.8%	20.7%	19.8%	20.8%	15.6%	22.5%	18.4%
California Rural Students	4.8%	4.6%	4.5%	4.4%	4.7%	4.6%	4.5%	4.2%	4.8%	5.3%	4.6%	4.5%	4.4%	5.2%	20.8%	28.1%	31.6%	27.0%	22.5%	22.2%	25.7%
Underrepresented Minorities ⁹	21.1%	21.4%	21.8%	22.1%	23.6%	25.5%	26.4%	16.1%	16.4%	15.7%	14.4%	16.6%	18.1%	18.5%	18.0%	20.9%	19.5%	16.9%	16.8%	16.3%	15.5%

Appendix B

UC LOS ANGELES FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	44,986	43,465	42,230	47,323	50,757	55,431	55,699	10,584	11,777	11,368	12,195	11,973	12,667	12,184	23.5%	27.1%	26.9%	25.8%	23.6%	22.9%	21.9%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	21.1%	21.4%	21.8%	22.1%	23.6%	25.5%	26.4%	16.1%	16.4%	15.7%	14.4%	16.6%	18.1%	18.5%	18.0%	20.9%	19.5%	16.9%	16.8%	16.3%	15.5%
American Indian	0.5%	0.5%	0.5%	0.6%	0.5%	0.6%	0.6%	0.3%	0.4%	0.4%	0.4%	0.4%	0.4%	0.5%	15.2%	20.7%	20.7%	18.6%	17.4%	14.5%	18.0%
African American	4.8%	4.6%	4.5%	4.8%	5.1%	5.4%	5.3%	2.8%	3.0%	2.5%	2.1%	3.5%	3.8%	3.6%	13.9%	17.8%	15.2%	11.5%	16.6%	16.1%	15.1%
Chicano-Latino	15.8%	16.3%	16.7%	16.8%	18.0%	19.5%	20.5%	12.9%	13.0%	12.7%	11.8%	12.7%	14.0%	14.4%	19.3%	21.8%	20.7%	18.3%	16.9%	16.4%	15.6%
Asian, Filipino, Pacific Islander	36.5%	37.5%	38.4%	39.5%	38.3%	36.6%	37.7%	41.7%	39.7%	42.5%	45.7%	42.9%	40.1%	42.4%	27.0%	28.9%	30.1%	30.0%	26.7%	25.0%	24.9%
Asian	31.2%	32.3%	33.3%	34.6%	33.3%	31.6%	32.9%	38.3%	35.9%	39.1%	42.6%	39.4%	36.5%	38.6%	29.0%	30.3%	32.0%	32.0%	28.3%	26.4%	25.9%
Chinese	14.5%	15.1%	14.8%	16.3%	15.4%	14.4%	14.8%	19.8%	18.5%	19.1%	22.6%	20.3%	18.4%	19.5%	32.2%	33.4%	35.0%	35.8%	31.6%	29.3%	29.1%
East Indian/Pakistani	2.9%	3.3%	3.6%	3.5%	3.5%	3.3%	4.3%	3.7%	3.9%	4.2%	4.5%	4.6%	4.1%	5.2%	29.8%	31.9%	32.5%	32.9%	31.9%	29.1%	26.8%
Japanese	1.9%	2.1%	2.1%	1.8%	1.8%	1.9%	2.0%	1.9%	2.0%	2.1%	2.0%	2.1%	2.2%	2.4%	24.2%	26.6%	27.0%	28.6%	27.5%	26.6%	26.4%
Korean	5.2%	5.5%	5.9%	5.6%	5.6%	5.3%	5.5%	5.6%	5.5%	6.0%	5.9%	5.9%	5.4%	5.5%	25.4%	27.0%	27.8%	27.8%	25.6%	23.3%	22.0%
Thai/Other Asian	2.4%	2.5%	2.7%	2.8%	2.8%	2.7%	2.0%	2.5%	2.4%	2.8%	2.7%	2.6%	2.5%	1.6%	24.6%	26.1%	27.8%	24.6%	21.7%	21.1%	17.8%
Vietnamese	4.2%	3.8%	4.2%	4.5%	4.3%	4.2%	4.3%	4.8%	3.6%	4.9%	4.9%	3.8%	3.9%	4.4%	26.5%	26.2%	31.7%	28.6%	21.3%	21.4%	22.6%
Filipino	4.7%	4.8%	4.8%	4.6%	4.7%	4.6%	4.5%	3.2%	3.5%	3.1%	2.9%	3.2%	3.3%	3.6%	15.8%	20.0%	17.8%	16.3%	16.6%	16.4%	17.8%
Pacific Islander	0.5%	0.4%	0.4%	0.4%	0.3%	0.4%	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.3%	0.2%	10.3%	20.2%	16.8%	15.8%	16.9%	16.8%	19.6%
White	32.7%	32.2%	32.8%	31.7%	31.7%	31.1%	30.5%	32.1%	34.3%	33.6%	32.0%	33.1%	33.2%	32.4%	23.2%	29.0%	27.8%	26.2%	25.0%	24.4%	23.5%
Other/Decline to State	9.6%	8.8%	7.0%	6.6%	6.3%	6.8%	5.5%	10.1%	9.6%	8.2%	7.9%	7.4%	8.6%	6.7%	24.9%	29.7%	32.0%	30.7%	28.1%	29.1%	27.0%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

⁴Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Appendix B

UC MERCED FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants						Admits						Admit Rates								
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number			14,091	14,118	15,145	19,205	20,910			12,166	12,325	13,522	17,347	19,060			86.3%	87.3%	89.3%	90.3%	91.2%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses			23.0	23.0	22.8	23.0	23.0			23.0	23.0	23.0	23.0	23.1							
Mean # Semesters of Honors			9.3	9.1	9.1	9.2	9.4			9.7	9.6	9.5	9.6	9.7							
Mean HSGPA ¹			3.46	3.46	3.46	3.46	3.49			3.53	3.53	3.54	3.52	3.55							
Mean SAT/ACT ²			1114	1101	1093	1103	1104			1133	1118	1108	1118	1118							
Mean ACT			22.4	22.8	22.5	23.0	23.1			22.9	23.2	22.9	23.3	23.5							
Mean SAT I			1108	1088	1084	1091	1089			1127	1106	1098	1106	1102							
Mean SAT I Writing ³			531	532	529	534	535			538	541	537	541	542							
ELC Students			8.0%	7.4%	6.0%	4.8%	4.0%			8.6%	8.4%	6.7%	5.4%	4.4%			93.3%	98.9%	99.6%	100.0%	99.8%
Academic Prep. Programs ⁴			8.8%	7.0%	6.4%	5.6%	N/A			8.4%	6.7%	6.4%	5.5%	N/A			83.0%	83.6%	89.3%	87.7%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵			38.9%	39.1%	40.8%	39.5%	40.1%			36.0%	36.8%	38.9%	37.6%	37.9%			79.9%	82.2%	85.1%	86.0%	86.4%
Low Parent Income ⁶			27.9%	28.4%	30.2%	30.2%	30.9%			24.5%	25.4%	27.9%	27.7%	28.3%			76.0%	78.1%	82.4%	82.8%	83.8%
First-Generation College and Low Parent Income			20.8%	20.7%	22.8%	22.5%	23.6%			17.7%	18.2%	20.8%	20.3%	21.2%			73.4%	76.4%	81.4%	81.7%	82.1%
Income less than \$40,000 ⁷	Campus Opens in 2005-06		28.7%	30.0%	31.7%	30.3%	32.1%			25.4%	26.9%	29.4%	27.8%	29.6%	Campus Opens in 2005-06		76.3%	78.2%	82.7%	82.9%	84.1%
Income \$40,000 - \$79,999			21.3%	21.2%	21.1%	20.4%	19.5%			21.9%	21.8%	21.5%	20.9%	20.0%			88.7%	89.5%	90.7%	92.5%	93.7%
Income \$80,000 - \$119,999			13.5%	14.6%	13.0%	13.5%	12.7%			14.2%	15.5%	13.6%	14.1%	13.2%			91.0%	92.8%	93.1%	94.2%	95.1%
Income \$120,000 and above			14.2%	15.2%	14.8%	15.4%	16.4%			15.0%	16.0%	15.6%	16.1%	17.1%			91.4%	92.0%	93.7%	94.3%	95.2%
Income Not Reported			22.3%	19.0%	19.3%	20.4%	19.2%			23.5%	19.8%	20.0%	21.2%	20.0%			90.9%	91.2%	92.6%	93.5%	95.3%
High School Rank on API 1 - 2 ⁸			8.6%	7.8%	9.0%	8.5%	7.9%			7.0%	6.7%	7.9%	7.4%	6.7%			69.9%	74.5%	79.0%	78.6%	77.3%
High School Rank on API 3 - 4			11.0%	9.4%	11.2%	8.8%	8.8%			10.2%	8.7%	10.8%	8.3%	8.4%			79.5%	80.9%	85.9%	84.4%	87.4%
High School Rank on API 5 - 6			12.0%	13.5%	12.3%	12.3%	12.6%			12.0%	13.5%	12.4%	12.2%	12.5%			86.7%	87.1%	89.7%	89.9%	90.8%
High School Rank on API 7 - 8			16.2%	16.1%	16.9%	17.4%	16.8%			17.0%	16.6%	17.6%	18.0%	17.4%			90.3%	89.7%	92.6%	93.3%	94.4%
High School Rank on API 9 - 10			33.8%	34.7%	31.3%	32.9%	30.7%			34.9%	35.7%	32.0%	34.3%	31.7%			89.2%	89.9%	91.3%	94.0%	94.3%
No API (out-state, private HS)			18.4%	18.4%	19.2%	20.1%	23.3%			19.0%	18.8%	19.3%	19.9%	23.4%			89.1%	89.1%	89.5%	89.5%	91.7%
First Language Not English			15.9%	16.0%	15.7%	13.6%	13.3%			15.1%	15.0%	15.1%	13.2%	12.5%			81.5%	81.5%	86.0%	87.6%	86.4%
California Residents			98.5%	98.7%	98.3%	97.6%	98.1%			99.3%	99.2%	98.8%	98.4%	98.8%			87.0%	87.7%	89.7%	91.1%	91.9%
Domestic Out-of-State Students			0.6%	0.8%	0.8%	0.9%	0.5%			0.4%	0.5%	0.5%	0.6%	0.4%			50.0%	49.1%	52.4%	55.3%	66.1%
International Students			0.8%	0.5%	0.9%	1.4%	1.4%			0.3%	0.4%	0.8%	1.0%	0.9%			36.5%	72.7%	74.6%	62.0%	58.1%
California Rural Students			8.5%	7.5%	8.4%	8.3%	8.3%			8.5%	7.5%	8.5%	8.4%	8.5%			86.7%	86.8%	89.4%	90.5%	93.0%
Underrepresented Minorities ⁹			26.7%	26.8%	29.8%	31.2%	32.5%			24.2%	25.1%	28.2%	29.2%	30.4%			78.9%	81.8%	84.4%	84.9%	85.9%

Appendix B

UC MERCED FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants						Admits						Admit Rates									
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	
Total Number			14,091	14,118	15,145	19,205	20,910			12,166	12,325	13,522	17,347	19,060			86.3%	87.3%	89.3%	90.3%	91.2%	
DETAILED ETHNIC BREAKDOWN																						
Underrepresented Minorities ⁹			26.7%	26.8%	29.8%	31.2%	32.5%			24.2%	25.1%	28.2%	29.2%	30.4%			78.9%	81.8%	84.4%	84.9%	85.9%	
American Indian			0.6%	0.6%	0.7%	0.7%	0.8%			0.6%	0.7%	0.7%	0.7%	0.8%			89.0%	92.1%	91.0%	93.0%	95.5%	
African American			4.9%	5.1%	5.4%	5.7%	5.6%			4.2%	4.6%	4.9%	4.9%	4.9%			74.2%	77.6%	81.5%	77.4%	80.7%	
Chicano-Latino			21.2%	21.0%	23.8%	24.8%	26.2%			19.5%	19.8%	22.6%	23.7%	24.7%			79.7%	82.5%	84.9%	86.5%	86.7%	
Asian, Filipino, Pacific Islander			34.7%	36.5%	33.1%	31.0%	30.5%			34.4%	35.8%	32.6%	30.9%	30.5%			86.0%	85.9%	88.0%	90.6%	91.9%	
Asian			28.0%	30.2%	27.1%	24.9%	24.5%			27.3%	29.3%	26.3%	24.6%	24.3%			84.5%	84.9%	86.8%	89.8%	91.1%	
Chinese		Campus Opens in 2005-06	11.7%	13.4%	11.3%	10.1%	9.8%			11.8%	13.2%	10.9%	10.1%	9.7%			Campus Opens in 2005-06	87.4%	85.9%	86.9%	90.9%	90.4%
East Indian/Pakistani			3.4%	3.2%	3.0%	2.7%	3.5%			3.1%	3.2%	2.9%	2.7%	3.5%			79.7%	86.0%	85.8%	90.7%	91.7%	
Japanese			1.6%	1.6%	1.5%	1.5%	1.6%			1.7%	1.6%	1.6%	1.6%	1.6%			94.6%	91.0%	96.5%	96.1%	95.9%	
Korean			3.8%	3.9%	3.5%	3.7%	3.1%			3.6%	3.6%	3.2%	3.6%	3.0%			80.9%	80.4%	81.6%	87.5%	88.9%	
Thai/Other Asian			3.3%	3.5%	3.7%	3.1%	2.6%			3.0%	3.2%	3.5%	2.9%	2.5%			79.3%	79.4%	86.5%	85.7%	89.0%	
Vietnamese			4.2%	4.5%	4.1%	3.8%	3.9%			4.1%	4.5%	4.1%	3.8%	4.0%			83.7%	87.3%	88.4%	89.2%	93.6%	
Filipino			6.2%	5.9%	5.6%	5.6%	5.7%			6.7%	6.1%	5.9%	5.8%	5.9%			93.4%	91.1%	94.1%	94.6%	95.5%	
Pacific Islander			0.5%	0.4%	0.4%	0.5%	0.3%			0.4%	0.4%	0.4%	0.5%	0.3%			78.5%	80.0%	87.9%	86.8%	92.8%	
White			33.2%	31.0%	31.4%	32.1%	32.9%			35.9%	33.3%	33.6%	34.1%	34.9%			93.8%	93.6%	95.4%	96.5%	97.2%	
Other/Decline to State			5.5%	5.7%	5.6%	5.7%	4.1%			5.5%	5.8%	5.7%	5.7%	4.2%			87.1%	89.3%	90.5%	90.4%	93.6%	

IMPORTANT NOTES: Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

⁴Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated as a fraction of domestic students only.

Appendix B

UC RIVERSIDE FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	26,641	22,943	24,425	25,907	26,896	30,199	31,888	22,300	17,218	19,481	22,380	23,304	25,445	26,710	83.7%	75.0%	79.8%	86.4%	86.6%	84.3%	83.8%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	23.2	21.3	23.1	23.0	23.1	23.1	23.1	23.2	20.8	23.0	23.1	23.1	23.1	23.1	23.2	20.8	23.0	23.1	23.1	23.1	23.1
Mean # Semesters of Honors	9.4	9.6	9.9	9.8	9.9	9.8	10.5	10.2	10.6	10.7	10.5	10.5	10.4	11.2	10.2	10.6	10.7	10.5	10.5	10.4	11.2
Mean HSGPA ¹	3.48	3.47	3.48	3.48	3.47	3.46	3.53	3.57	3.58	3.59	3.56	3.55	3.55	3.63	3.57	3.58	3.59	3.56	3.55	3.55	3.63
Mean SAT/ACT ²	1102	1102	1116	1102	1098	1096	1105	1127	1134	1143	1121	1117	1119	1130	1127	1134	1143	1121	1117	1119	1130
Mean ACT	22.0	21.8	22.2	22.6	22.5	22.7	23.0	22.7	22.5	22.9	23.0	22.9	23.2	23.6	22.7	22.5	22.9	23.0	22.9	23.2	23.6
Mean SAT I	1095	1099	1110	1091	1090	1086	1092	1120	1133	1137	1111	1108	1107	1115	1120	1133	1137	1111	1108	1107	1115
Mean SAI Writing ³	532	535	537	535	532	532	536	542	548	548	545	542	543	548	542	548	545	542	543	543	548
ELC Students	8.9%	8.4%	7.9%	7.7%	7.2%	6.6%	6.6%	10.6%	10.3%	9.5%	8.7%	8.2%	7.5%	7.8%	99.0%	91.8%	95.7%	97.8%	98.8%	96.5%	99.0%
Academic Prep. Programs ⁴	11.7%	10.7%	8.7%	7.6%	6.4%	6.0%	N/A	11.6%	10.1%	8.7%	7.6%	6.4%	6.0%	N/A	82.7%	70.7%	80.2%	86.1%	86.5%	84.1%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	43.0%	41.1%	41.3%	42.1%	42.8%	43.5%	44.6%	40.2%	37.4%	38.9%	40.1%	40.8%	41.0%	41.7%	78.2%	68.2%	75.1%	82.3%	82.5%	79.4%	78.5%
Low Parent Income ⁶	26.0%	29.4%	30.7%	31.3%	32.0%	34.0%	35.4%	23.3%	27.2%	28.0%	29.0%	29.9%	31.1%	32.1%	75.1%	69.5%	72.8%	80.1%	81.0%	77.1%	75.9%
First-Generation College and Low Parent Income	19.4%	21.3%	22.5%	23.3%	23.9%	25.8%	27.3%	17.0%	19.0%	20.2%	21.2%	21.8%	23.1%	24.3%	73.3%	66.7%	71.7%	78.9%	79.2%	75.4%	74.5%
Income less than \$40,000 ⁷	30.1%	32.7%	31.6%	33.0%	33.6%	34.1%	36.9%	27.2%	30.6%	28.9%	30.7%	31.5%	31.2%	33.5%	75.8%	70.1%	72.9%	80.4%	81.2%	77.1%	76.1%
Income \$40,000 - \$79,999	21.8%	21.1%	21.8%	22.3%	21.7%	21.3%	20.4%	22.2%	21.3%	22.3%	22.7%	21.9%	21.6%	21.0%	85.0%	75.8%	81.5%	88.1%	87.4%	85.7%	86.3%
Income \$80,000 - \$119,999	14.6%	12.1%	12.4%	14.0%	12.8%	12.8%	12.1%	15.3%	12.7%	13.0%	14.7%	13.4%	13.6%	12.9%	88.1%	78.6%	83.6%	90.9%	90.9%	89.5%	89.5%
Income \$120,000 and above	14.2%	12.1%	13.2%	13.9%	13.8%	13.8%	14.1%	15.2%	12.9%	13.9%	14.5%	14.5%	14.7%	15.1%	89.7%	80.1%	84.0%	90.0%	91.2%	89.5%	89.6%
Income Not Reported	19.4%	22.0%	21.0%	16.9%	18.1%	18.0%	16.5%	20.1%	22.6%	21.9%	17.4%	18.6%	18.9%	17.4%	86.8%	76.9%	83.4%	89.2%	89.3%	88.3%	88.7%
High School Rank on API 1 - 2 ⁸	11.8%	10.6%	8.4%	9.3%	9.7%	10.0%	9.5%	10.0%	9.3%	7.1%	8.2%	8.5%	8.4%	8.0%	71.2%	66.2%	67.0%	76.2%	75.5%	71.0%	70.8%
High School Rank on API 3 - 4	13.6%	13.5%	12.0%	10.0%	11.2%	9.6%	10.3%	12.6%	12.7%	11.0%	9.3%	10.5%	9.1%	9.7%	78.0%	70.8%	72.7%	80.2%	81.2%	79.3%	78.6%
High School Rank on API 5 - 6	12.2%	11.1%	10.5%	11.5%	11.1%	12.5%	12.9%	12.5%	11.0%	10.5%	11.6%	11.2%	12.3%	12.8%	85.7%	74.5%	80.0%	87.4%	87.1%	82.8%	83.4%
High School Rank on API 7 - 8	15.3%	16.9%	16.1%	15.8%	16.7%	16.4%	15.6%	16.0%	17.3%	16.6%	16.2%	17.4%	17.2%	16.3%	87.7%	77.0%	82.3%	88.8%	89.9%	88.6%	87.5%
High School Rank on API 9 - 10	28.7%	29.4%	34.5%	35.4%	32.5%	32.4%	29.5%	30.7%	31.9%	36.7%	37.1%	34.2%	34.6%	31.5%	89.5%	81.4%	84.9%	90.4%	91.2%	90.0%	89.7%
No API (out-state, private HS)	18.3%	18.6%	18.5%	17.9%	18.8%	19.1%	22.2%	18.0%	17.7%	18.2%	17.5%	18.4%	18.4%	21.6%	82.2%	71.7%	78.2%	84.4%	84.6%	81.2%	81.4%
First Language Not English	18.9%	20.3%	18.4%	18.5%	17.7%	15.5%	15.7%	18.2%	20.1%	18.1%	18.0%	17.3%	15.2%	15.2%	80.6%	74.3%	78.5%	84.0%	84.6%	82.5%	81.3%
California Residents	96.5%	94.8%	96.9%	96.6%	96.6%	96.4%	96.6%	97.4%	95.6%	98.0%	97.6%	97.6%	97.6%	97.9%	84.4%	75.6%	80.7%	87.3%	87.5%	85.4%	84.9%
Domestic Out-of-State Students	2.0%	3.2%	1.2%	1.3%	1.4%	1.3%	1.1%	1.4%	2.8%	0.6%	0.7%	0.8%	0.6%	60.2%	66.1%	40.1%	48.8%	52.9%	51.9%	42.1%	
International Students	1.5%	1.9%	2.0%	2.1%	2.0%	2.3%	2.2%	1.2%	1.6%	1.5%	1.6%	1.6%	1.5%	1.5%	68.5%	61.0%	59.0%	68.0%	67.7%	56.4%	56.7%
California Rural Students	7.0%	6.6%	6.4%	5.7%	6.3%	6.8%	6.7%	7.2%	6.3%	6.4%	5.7%	6.4%	6.9%	6.8%	85.2%	72.3%	80.0%	86.2%	87.7%	85.5%	85.6%
Underrepresented Minorities ⁹	28.2%	29.6%	28.9%	29.7%	30.9%	33.9%	35.8%	25.2%	26.6%	26.2%	27.6%	28.5%	31.0%	32.4%	75.0%	67.8%	72.6%	80.6%	80.2%	77.5%	76.4%

Appendix B

UC RIVERSIDE FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	26,641	22,943	24,425	25,907	26,896	30,199	31,888	22,300	17,218	19,481	22,380	23,304	25,445	26,710	83.7%	75.0%	79.8%	86.4%	86.6%	84.3%	83.8%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	28.2%	29.6%	28.9%	29.7%	30.9%	33.9%	35.8%	25.2%	26.6%	26.2%	27.6%	28.5%	31.0%	32.4%	75.0%	67.8%	72.6%	80.6%	80.2%	77.5%	76.4%
American Indian	0.5%	0.5%	0.5%	0.5%	0.6%	0.6%	0.6%	0.4%	0.4%	0.5%	0.5%	0.6%	0.6%	0.6%	79.2%	65.1%	74.6%	86.8%	91.3%	84.1%	84.0%
African American	6.2%	6.2%	5.7%	6.0%	6.2%	6.7%	6.6%	5.0%	4.9%	4.5%	5.1%	5.3%	5.4%	5.4%	68.0%	60.1%	63.4%	74.1%	75.3%	68.8%	68.9%
Chicano-Latino	21.5%	22.9%	22.7%	23.2%	24.2%	26.6%	28.7%	19.7%	21.3%	21.2%	22.0%	22.6%	25.0%	26.5%	76.9%	70.0%	74.8%	82.2%	81.2%	79.6%	77.9%
Asian, Filipino, Pacific Islander	36.4%	39.3%	38.3%	39.9%	38.5%	35.4%	35.9%	37.0%	41.6%	39.2%	40.3%	39.2%	36.3%	37.1%	85.2%	79.7%	82.0%	87.6%	88.8%	87.1%	87.2%
Asian	29.8%	32.4%	32.0%	33.6%	32.1%	29.5%	30.1%	30.1%	34.5%	32.8%	33.8%	32.6%	30.1%	31.0%	84.8%	80.2%	82.1%	87.4%	88.4%	86.7%	86.9%
Chinese	12.4%	14.4%	13.3%	14.9%	13.7%	12.3%	12.5%	12.6%	15.7%	13.7%	15.2%	14.1%	12.7%	13.0%	85.2%	82.2%	82.9%	88.5%	89.6%	87.6%	88.0%
East Indian/Pakistani	2.9%	3.2%	3.4%	3.4%	3.3%	3.0%	3.9%	2.9%	3.5%	3.5%	3.3%	3.4%	3.0%	3.9%	84.8%	81.7%	81.1%	85.4%	87.9%	85.6%	84.9%
Japanese	1.6%	1.7%	1.7%	1.5%	1.6%	1.5%	1.6%	1.7%	1.8%	1.8%	1.5%	1.7%	1.7%	1.7%	89.4%	80.4%	86.3%	90.0%	92.8%	91.7%	92.8%
Korean	5.1%	5.7%	5.8%	5.5%	5.3%	5.0%	4.7%	5.1%	6.1%	5.8%	5.4%	5.2%	5.0%	4.7%	84.1%	79.5%	80.9%	85.0%	85.7%	84.9%	83.1%
Thai/Other Asian	2.8%	2.8%	2.9%	3.1%	3.2%	2.9%	2.4%	2.6%	2.8%	2.9%	3.1%	3.1%	2.8%	2.4%	79.3%	75.6%	78.3%	86.1%	86.1%	83.0%	83.2%
Vietnamese	5.0%	4.6%	4.9%	5.2%	5.0%	4.7%	5.0%	5.2%	4.7%	5.1%	5.3%	5.1%	4.9%	5.3%	86.1%	76.9%	82.9%	88.0%	88.3%	87.6%	89.2%
Filipino	6.1%	6.5%	5.9%	5.9%	5.9%	5.5%	5.5%	6.4%	6.7%	6.1%	6.1%	6.2%	5.8%	5.8%	87.5%	78.1%	82.6%	89.4%	91.2%	89.4%	88.9%
Pacific Islander	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.3%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	83.1%	68.3%	71.2%	83.3%	87.6%	82.2%	80.7%
White	27.0%	24.0%	27.2%	25.2%	25.5%	25.7%	24.2%	29.3%	24.6%	29.0%	26.7%	27.0%	27.6%	26.4%	91.1%	77.0%	85.5%	92.0%	92.2%	91.1%	91.9%
Other/Decline to State	8.4%	7.1%	5.6%	5.2%	5.1%	5.0%	4.0%	8.5%	7.2%	5.6%	5.4%	5.2%	5.2%	4.1%	85.4%	76.5%	80.6%	89.9%	89.4%	87.8%	85.6%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

⁴Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Appendix B

UC SAN DIEGO FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	43,461	41,626	40,546	43,596	45,090	47,400	47,061	17,504	17,186	17,776	21,135	19,052	19,560	17,579	40.3%	41.3%	43.8%	48.5%	42.3%	41.3%	37.4%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	24.3	23.8	24.4	24.5	24.5	24.6	24.8	24.9	24.1	24.8	25.0	25.2	25.2	25.3							
Mean # Semesters of Honors	13.0	13.4	13.6	13.6	13.7	13.8	14.4	16.9	17.2	17.2	16.9	17.4	17.5	18.3							
Mean HSGPA ¹	3.73	3.74	3.76	3.76	3.76	3.76	3.78	4.04	4.05	4.05	4.03	4.06	4.06	4.08							
Mean SAT/ACT ²	1210	1221	1229	1218	1218	1217	1229	1299	1310	1316	1300	1312	1312	1331							
Mean ACT	24.8	25.0	25.2	25.2	25.6	25.9	26.2	26.7	27.0	27.2	26.9	27.6	27.9	28.5							
Mean SAT I	1204	1215	1223	1208	1209	1204	1214	1291	1302	1308	1291	1302	1298	1313							
Mean SAI Writing ³	590	598	598	593	591	592	597	639	648	648	636	639	641	650							
ELC Students	17.8%	18.6%	19.4%	18.8%	18.1%	17.4%	17.3%	39.2%	40.3%	39.7%	35.7%	38.0%	37.9%	39.8%	88.9%	89.5%	89.6%	91.8%	88.9%	89.9%	85.7%
Academic Prep. Programs ⁴	8.5%	7.5%	6.7%	5.7%	4.8%	4.8%	N/A	10.4%	9.5%	8.2%	6.8%	5.9%	6.5%	N/A	49.2%	52.2%	53.4%	57.8%	51.9%	55.7%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	30.8%	29.9%	30.0%	30.5%	31.0%	32.0%	31.8%	31.4%	30.1%	30.0%	29.9%	30.6%	31.0%	31.2%	41.1%	41.5%	43.9%	47.5%	41.7%	40.0%	36.7%
Low Parent Income ⁶	19.1%	20.0%	23.0%	23.4%	24.4%	25.8%	26.1%	21.4%	21.9%	24.7%	24.2%	26.9%	27.2%	28.1%	45.1%	45.1%	47.0%	50.2%	46.5%	43.5%	40.3%
First-Generation College and Low Parent Income	13.1%	13.8%	15.4%	15.9%	16.4%	17.8%	18.1%	14.9%	14.9%	16.6%	16.7%	18.1%	18.8%	19.5%	45.8%	44.7%	47.2%	50.8%	46.5%	43.5%	40.4%
Income less than \$40,000 ⁷	22.4%	22.6%	23.8%	24.7%	25.7%	25.9%	27.4%	24.9%	24.8%	25.5%	25.5%	28.2%	27.3%	29.5%	44.9%	45.2%	47.1%	50.1%	46.3%	43.5%	40.3%
Income \$40,000 - \$79,999	19.6%	18.7%	19.3%	19.4%	19.2%	19.1%	18.4%	19.1%	18.3%	18.4%	18.7%	17.6%	17.4%	17.1%	39.4%	40.4%	41.8%	46.6%	38.7%	37.8%	34.7%
Income \$80,000 - \$119,999	15.8%	13.8%	13.9%	15.3%	13.4%	13.7%	13.2%	14.4%	12.7%	13.2%	14.2%	12.3%	12.9%	12.2%	36.9%	38.2%	41.5%	45.1%	38.6%	38.8%	34.5%
Income \$120,000 and above	19.3%	16.7%	17.5%	18.0%	17.9%	17.8%	18.7%	18.2%	15.8%	17.0%	18.0%	17.1%	17.3%	18.0%	37.9%	38.9%	42.5%	48.5%	40.3%	40.0%	35.9%
Income Not Reported	23.0%	28.2%	25.4%	22.6%	23.7%	23.5%	22.3%	23.3%	28.4%	25.9%	23.6%	24.9%	25.1%	23.2%	40.9%	41.6%	44.6%	50.6%	44.3%	44.0%	38.9%
High School Rank on API 1 - 2 ⁸	7.0%	5.7%	5.2%	5.1%	5.4%	5.7%	4.8%	7.6%	6.0%	5.2%	5.0%	5.8%	5.9%	5.2%	43.8%	43.2%	44.2%	47.0%	45.0%	42.4%	39.9%
High School Rank on API 3 - 4	9.3%	9.0%	8.3%	7.0%	7.7%	7.0%	7.1%	10.6%	9.9%	9.1%	7.3%	8.2%	8.3%	8.4%	45.9%	45.5%	47.9%	50.7%	45.0%	48.8%	44.0%
High School Rank on API 5 - 6	10.5%	8.9%	9.5%	10.3%	9.2%	9.7%	9.3%	11.6%	9.5%	9.8%	10.6%	9.3%	9.4%	9.4%	44.2%	44.3%	45.2%	50.0%	42.9%	39.7%	37.5%
High School Rank on API 7 - 8	15.0%	16.3%	15.6%	14.9%	16.2%	15.7%	14.2%	15.1%	16.8%	15.4%	14.7%	15.4%	14.7%	14.5%	40.5%	42.5%	43.2%	47.8%	40.1%	38.8%	38.2%
High School Rank on API 9 - 10	32.9%	34.4%	37.2%	38.5%	36.8%	36.3%	33.6%	34.7%	36.2%	38.6%	40.0%	39.0%	38.7%	38.6%	42.5%	43.5%	45.4%	50.4%	44.8%	44.1%	42.8%
No API (out-state, private HS)	25.2%	25.7%	24.2%	24.2%	24.7%	25.6%	30.9%	20.4%	21.5%	21.9%	22.4%	22.3%	23.1%	24.0%	32.6%	34.6%	39.8%	44.9%	38.1%	37.2%	29.1%
First Language Not English	16.9%	17.5%	16.6%	17.1%	17.5%	16.2%	16.8%	18.9%	19.2%	19.1%	19.1%	20.3%	18.9%	19.8%	45.2%	45.4%	50.5%	54.1%	49.1%	48.2%	44.0%
California Residents	91.0%	90.1%	91.4%	90.6%	90.6%	89.4%	88.2%	94.1%	92.9%	92.0%	91.3%	90.9%	90.1%	90.0%	41.7%	42.6%	44.1%	48.9%	42.4%	41.6%	38.1%
Domestic Out-of-State Students	7.2%	7.7%	6.2%	6.7%	6.3%	6.8%	6.9%	5.2%	5.5%	6.1%	6.6%	6.6%	6.8%	6.3%	28.8%	29.6%	43.4%	47.8%	44.3%	41.5%	34.1%
International Students	1.8%	2.2%	2.5%	2.7%	3.1%	3.8%	4.9%	0.7%	1.6%	1.9%	2.1%	2.5%	3.1%	3.8%	15.6%	30.3%	34.1%	37.6%	34.1%	33.7%	28.8%
California Rural Students	6.2%	5.6%	5.8%	5.3%	5.5%	5.5%	5.1%	6.9%	6.3%	6.0%	5.6%	5.6%	5.4%	5.3%	44.7%	45.8%	46.0%	50.7%	42.9%	40.4%	39.2%
Underrepresented Minorities ⁹	17.7%	17.8%	18.1%	18.3%	18.9%	20.8%	21.5%	14.8%	14.4%	14.7%	14.5%	15.4%	16.2%	16.6%	33.9%	33.6%	36.0%	38.6%	34.7%	32.3%	29.1%

Appendix B

UC SAN DIEGO FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	43,461	41,626	40,546	43,596	45,090	47,400	47,061	17,504	17,186	17,776	21,135	19,052	19,560	17,579	40.3%	41.3%	43.8%	48.5%	42.3%	41.3%	37.4%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	17.7%	17.8%	18.1%	18.3%	18.9%	20.8%	21.5%	14.8%	14.4%	14.7%	14.5%	15.4%	16.2%	16.6%	33.9%	33.6%	36.0%	38.6%	34.7%	32.3%	29.1%
American Indian	0.5%	0.6%	0.6%	0.6%	0.6%	0.5%	0.6%	0.4%	0.5%	0.5%	0.6%	0.5%	0.4%	0.4%	33.5%	33.5%	38.8%	43.2%	34.7%	28.1%	26.7%
African American	3.5%	3.3%	3.2%	3.3%	3.4%	3.6%	3.6%	2.1%	1.8%	2.0%	1.9%	2.1%	1.8%	1.9%	24.0%	22.6%	27.6%	27.2%	26.3%	21.3%	20.3%
Chicano-Latino	13.7%	14.0%	14.3%	14.4%	15.0%	16.7%	17.4%	12.3%	12.1%	12.3%	12.1%	12.9%	14.0%	14.2%	36.6%	36.1%	37.7%	41.0%	36.6%	34.9%	31.0%
Asian, Filipino, Pacific Islander	36.0%	37.5%	39.2%	41.4%	41.6%	40.3%	42.1%	38.4%	40.6%	42.4%	44.6%	45.3%	44.8%	47.5%	43.4%	44.9%	47.7%	52.5%	46.4%	46.2%	42.6%
Asian	30.5%	32.2%	33.7%	36.1%	36.2%	35.0%	37.0%	34.3%	36.4%	38.3%	40.6%	41.8%	40.8%	44.0%	45.8%	47.0%	50.0%	54.9%	49.1%	48.4%	44.9%
Chinese	14.1%	14.9%	15.0%	16.9%	16.7%	16.2%	16.7%	16.8%	17.6%	17.9%	20.1%	20.2%	20.0%	21.6%	48.6%	49.0%	52.6%	58.0%	51.5%	51.4%	48.8%
East Indian/Pakistani	2.7%	3.2%	3.3%	3.5%	3.5%	3.4%	4.4%	3.0%	3.7%	3.6%	3.9%	4.3%	3.9%	5.3%	44.6%	47.1%	48.2%	54.4%	51.7%	48.4%	45.3%
Japanese	2.0%	2.2%	2.3%	2.0%	2.0%	2.0%	2.1%	1.9%	2.1%	2.4%	2.1%	2.1%	2.1%	2.2%	40.0%	41.0%	46.3%	50.3%	44.1%	43.3%	40.5%
Korean	5.2%	5.6%	6.0%	5.8%	6.0%	5.9%	6.3%	5.5%	6.1%	6.5%	6.4%	7.0%	7.0%	7.4%	43.2%	45.2%	48.2%	53.1%	49.9%	48.7%	44.2%
Thai/Other Asian	2.3%	2.4%	2.7%	2.8%	2.9%	2.7%	2.1%	2.3%	2.3%	2.7%	2.8%	2.9%	2.6%	1.8%	41.0%	41.4%	44.9%	48.6%	41.8%	40.6%	31.9%
Vietnamese	4.3%	3.9%	4.5%	5.0%	5.0%	4.9%	5.3%	4.8%	4.5%	5.1%	5.3%	5.2%	5.2%	5.6%	45.9%	48.1%	50.2%	51.8%	44.4%	44.7%	40.0%
Filipino	5.1%	5.0%	5.1%	4.9%	5.0%	4.9%	4.8%	3.8%	4.0%	3.8%	3.7%	3.3%	3.7%	3.3%	30.2%	33.0%	32.3%	36.9%	28.0%	31.4%	25.9%
Pacific Islander	0.5%	0.3%	0.4%	0.4%	0.4%	0.4%	0.3%	0.4%	0.2%	0.4%	0.2%	0.3%	0.3%	0.2%	30.0%	29.3%	41.6%	33.1%	28.7%	29.6%	30.5%
White	36.3%	35.4%	35.9%	33.7%	33.3%	32.0%	31.0%	36.5%	35.0%	35.6%	33.7%	32.3%	31.3%	29.7%	41.0%	41.0%	43.6%	48.9%	41.3%	40.6%	36.2%
Other/Decline to State	10.0%	9.2%	6.8%	6.6%	6.3%	6.9%	5.4%	10.3%	10.0%	7.3%	7.2%	6.9%	7.7%	6.2%	42.1%	44.9%	47.5%	53.0%	46.8%	46.8%	44.0%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

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⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Appendix B

UC SANTA BARBARA FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	37,585	36,977	37,527	39,859	40,939	47,078	44,737	18,779	19,592	19,833	21,286	22,273	23,188	21,542	50.0%	53.0%	52.8%	53.4%	54.4%	49.3%	48.2%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	24.0	23.6	24.0	24.1	24.0	24.0	24.1	24.6	23.8	24.1	24.3	24.2	24.3	24.5							
Mean # Semesters of Honors	11.0	11.5	11.7	11.7	11.8	12.0	12.3	13.8	14.3	14.4	14.2	14.4	14.9	15.2							
Mean HSGPA ¹	3.61	3.64	3.66	3.66	3.66	3.66	3.65	3.86	3.90	3.91	3.90	3.91	3.94	3.93							
Mean SAT/ACT ²	1173	1185	1194	1183	1179	1175	1177	1238	1244	1257	1247	1249	1252	1259							
Mean ACT	24.1	24.4	24.6	24.6	24.8	25.0	25.0	25.7	25.8	26.0	25.9	26.3	26.7	27.0							
Mean SAT I	1165	1177	1186	1171	1168	1161	1160	1229	1235	1249	1236	1237	1236	1240							
Mean SAI Writing ³	573	582	582	579	576	575	575	610	618	619	610	610	615	619							
ELC Students	10.8%	12.7%	13.5%	13.0%	12.7%	13.8%	10.6%	19.9%	23.2%	25.0%	23.8%	23.0%	27.8%	21.6%	92.2%	97.0%	97.7%	97.9%	98.4%	98.9%	98.1%
Academic Prep. Programs ⁴	7.8%	6.8%	6.4%	5.6%	4.8%	5.1%	N/A	8.9%	8.9%	7.9%	7.1%	5.8%	6.6%	N/A	57.3%	69.4%	65.8%	67.3%	66.2%	63.2%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	31.2%	30.5%	30.1%	30.5%	31.4%	33.3%	34.0%	30.0%	31.9%	31.3%	31.1%	31.5%	33.7%	33.7%	48.1%	55.4%	54.9%	54.4%	54.4%	49.9%	47.7%
Low Parent Income ⁶	18.3%	18.9%	21.8%	22.3%	23.2%	25.2%	27.0%	18.4%	20.1%	22.7%	22.6%	23.4%	25.6%	26.3%	50.4%	56.5%	54.8%	54.1%	55.0%	50.0%	46.9%
First-Generation College and Low Parent Income	13.0%	13.5%	15.0%	15.6%	16.4%	18.3%	20.0%	13.2%	15.0%	15.9%	16.5%	17.2%	19.2%	19.9%	50.9%	59.0%	56.3%	56.6%	56.8%	51.7%	47.9%
Income less than \$40,000 ⁷	21.3%	21.3%	22.5%	23.5%	24.3%	25.3%	28.1%	21.4%	22.6%	23.3%	23.8%	24.4%	25.7%	27.4%	50.1%	56.4%	54.8%	54.1%	54.7%	50.0%	47.0%
Income \$40,000 - \$79,999	18.7%	18.1%	18.5%	18.4%	18.2%	18.1%	16.9%	17.9%	17.5%	17.7%	17.8%	17.1%	16.8%	16.2%	47.9%	51.3%	50.3%	51.8%	51.2%	45.9%	46.2%
Income \$80,000 - \$119,999	15.8%	13.6%	13.8%	15.0%	13.2%	13.3%	12.3%	15.6%	13.4%	13.7%	14.6%	12.8%	13.1%	12.4%	49.4%	52.2%	52.5%	51.8%	52.8%	48.5%	48.3%
Income \$120,000 and above	20.6%	17.5%	18.8%	19.5%	19.2%	18.8%	19.6%	20.1%	17.2%	18.4%	19.2%	19.1%	18.4%	19.3%	48.6%	51.8%	51.9%	52.5%	53.9%	48.1%	47.4%
Income Not Reported	23.6%	29.5%	26.4%	23.6%	25.1%	24.5%	23.0%	25.0%	29.3%	26.8%	24.6%	26.7%	26.0%	24.6%	53.1%	52.6%	53.8%	55.7%	57.7%	52.3%	51.6%
High School Rank on API 1 - 2 ⁸	7.4%	6.3%	5.8%	6.0%	6.5%	7.2%	6.6%	7.6%	7.8%	6.6%	7.0%	6.9%	8.0%	6.7%	51.1%	65.0%	60.2%	62.4%	57.9%	54.7%	48.6%
High School Rank on API 3 - 4	8.7%	8.8%	8.5%	6.9%	7.9%	7.4%	7.2%	9.6%	10.2%	9.9%	8.3%	8.8%	8.6%	8.6%	55.2%	62.0%	61.8%	64.5%	60.7%	56.8%	57.5%
High School Rank on API 5 - 6	10.3%	9.0%	9.1%	10.1%	9.0%	10.0%	9.5%	11.5%	10.3%	11.0%	11.8%	9.9%	11.3%	10.8%	56.1%	60.4%	63.8%	62.4%	60.4%	55.6%	55.1%
High School Rank on API 7 - 8	14.8%	15.6%	15.8%	15.4%	16.3%	15.5%	13.8%	15.4%	15.4%	16.4%	15.9%	17.0%	15.5%	15.0%	52.1%	52.4%	54.6%	55.2%	56.5%	49.2%	52.1%
High School Rank on API 9 - 10	33.2%	34.0%	35.8%	36.7%	35.3%	34.4%	30.8%	31.9%	32.5%	34.3%	35.4%	34.8%	33.8%	32.7%	48.1%	50.7%	50.7%	51.5%	53.6%	48.4%	51.2%
No API (out-state, private HS)	25.7%	26.3%	25.0%	24.9%	25.0%	25.6%	32.1%	24.0%	23.8%	21.9%	21.6%	22.5%	23.0%	26.2%	46.7%	47.9%	46.2%	46.2%	49.1%	44.3%	39.3%
First Language Not English	13.7%	14.5%	13.3%	13.3%	13.4%	12.4%	12.9%	14.4%	15.4%	14.1%	14.1%	14.0%	13.6%	14.2%	52.3%	56.4%	55.9%	56.4%	56.9%	54.0%	53.0%
California Residents	91.9%	91.6%	92.0%	91.9%	92.1%	91.6%	90.9%	92.7%	92.5%	93.4%	93.2%	93.0%	92.5%	91.2%	50.4%	53.5%	53.7%	54.2%	54.9%	49.7%	48.3%
Domestic Out-of-State Students	7.0%	6.8%	6.3%	6.3%	5.9%	6.0%	6.4%	6.4%	6.3%	5.3%	5.4%	5.5%	5.8%	6.5%	45.7%	48.9%	44.6%	45.6%	50.8%	47.0%	49.0%
International Students	1.1%	1.5%	1.8%	1.8%	2.0%	2.3%	2.6%	0.9%	1.2%	1.3%	1.4%	1.5%	1.7%	2.3%	37.4%	41.7%	39.5%	41.7%	41.2%	36.4%	41.8%
California Rural Students	7.3%	6.9%	7.1%	7.0%	6.9%	7.1%	6.0%	9.0%	8.3%	8.8%	9.0%	8.1%	8.3%	7.8%	61.6%	64.3%	65.3%	68.2%	64.7%	58.2%	62.5%
Underrepresented Minorities ⁹	20.2%	20.4%	20.6%	21.6%	22.7%	26.1%	28.0%	18.4%	19.2%	19.3%	20.2%	20.7%	23.6%	24.9%	45.7%	49.9%	49.7%	50.3%	49.8%	44.8%	43.1%

Appendix B

UC SANTA BARBARA FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	37,585	36,977	37,527	39,859	40,939	47,078	44,737	18,779	19,592	19,833	21,286	22,273	23,188	21,542	50.0%	53.0%	52.8%	53.4%	54.4%	49.3%	48.2%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	20.2%	20.4%	20.6%	21.6%	22.7%	26.1%	28.0%	18.4%	19.2%	19.3%	20.2%	20.7%	23.6%	24.9%	45.7%	49.9%	49.7%	50.3%	49.8%	44.8%	43.1%
American Indian	0.6%	0.7%	0.6%	0.7%	0.7%	0.6%	0.8%	0.6%	0.6%	0.6%	0.7%	0.7%	0.6%	0.8%	50.0%	44.6%	50.0%	55.3%	51.2%	43.9%	50.6%
African American	3.4%	3.4%	3.3%	3.4%	3.4%	4.8%	5.0%	2.5%	2.4%	2.5%	2.3%	2.5%	3.3%	3.4%	37.0%	36.8%	39.5%	37.3%	41.2%	34.8%	32.6%
Chicano-Latino	16.1%	16.3%	16.6%	17.5%	18.6%	20.7%	22.2%	15.3%	16.2%	16.2%	17.2%	17.5%	19.7%	20.8%	47.4%	52.8%	51.8%	52.5%	51.4%	47.2%	45.2%
Asian, Filipino, Pacific Islander	25.8%	26.9%	28.0%	28.6%	28.0%	26.9%	27.2%	24.9%	25.8%	27.3%	27.8%	27.3%	27.3%	28.0%	48.3%	51.0%	51.7%	52.0%	53.3%	50.3%	49.7%
Asian	21.5%	22.7%	23.8%	24.7%	23.7%	22.9%	23.5%	21.3%	21.9%	23.8%	24.4%	23.7%	23.8%	24.9%	49.5%	51.3%	53.0%	53.0%	54.7%	51.5%	51.1%
Chinese	9.7%	10.4%	10.2%	11.3%	10.7%	9.9%	10.2%	10.0%	10.4%	10.5%	11.4%	11.4%	10.7%	11.4%	51.4%	53.1%	54.7%	53.8%	58.1%	53.7%	53.7%
East Indian/Pakistani	1.8%	2.1%	2.4%	2.4%	2.3%	2.2%	2.9%	1.9%	2.0%	2.2%	2.5%	2.4%	2.3%	3.4%	52.9%	50.5%	49.5%	56.8%	56.5%	52.3%	55.9%
Japanese	1.8%	2.0%	2.1%	1.9%	1.8%	2.0%	1.9%	1.9%	2.1%	2.3%	1.9%	1.9%	2.0%	1.9%	52.1%	54.1%	57.7%	52.5%	55.8%	51.0%	48.9%
Korean	3.9%	4.2%	4.4%	4.2%	4.0%	3.8%	3.7%	3.2%	3.5%	3.9%	3.8%	3.3%	3.6%	3.6%	41.4%	44.6%	46.7%	48.3%	45.6%	46.8%	46.4%
Thai/Other Asian	1.7%	1.8%	2.0%	2.0%	2.0%	2.0%	1.6%	1.7%	1.8%	1.9%	1.9%	1.9%	1.9%	1.4%	49.6%	52.6%	52.4%	52.0%	51.8%	46.4%	39.9%
Vietnamese	2.6%	2.2%	2.8%	2.9%	2.8%	3.1%	3.1%	2.6%	2.2%	3.0%	3.0%	2.8%	3.3%	3.3%	50.1%	52.7%	56.1%	54.9%	54.1%	53.0%	50.7%
Filipino	3.8%	3.8%	3.8%	3.6%	3.9%	3.7%	3.4%	3.2%	3.5%	3.2%	3.1%	3.2%	3.3%	2.9%	42.1%	49.7%	45.0%	46.4%	45.8%	44.3%	41.1%
Pacific Islander	0.5%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	45.3%	48.5%	42.0%	38.7%	43.5%	33.3%	39.8%
White	44.0%	43.4%	44.4%	43.1%	42.9%	40.4%	39.6%	46.5%	45.5%	46.1%	44.7%	45.2%	41.8%	41.5%	53.0%	55.6%	55.1%	55.7%	57.6%	51.3%	50.7%
Other/Decline to State	10.1%	9.3%	7.0%	6.7%	6.4%	6.7%	5.2%	10.2%	9.6%	7.4%	7.3%	6.8%	7.3%	5.5%	51.0%	55.0%	55.9%	57.9%	58.4%	54.7%	51.3%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

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⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Appendix B

UC SANTA CRUZ FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	21,803	25,068	23,032	24,550	24,466	27,840	27,252	17,230	16,054	17,108	19,520	19,850	19,962	17,321	79.0%	64.0%	74.3%	79.5%	81.1%	71.7%	63.6%
ACADEMIC INDICATORS																					
Mean # Full-Year A-G Courses	24.2	23.7	24.0	24.1	24.1	24.0	24.0	24.3	24.1	24.2	24.2	24.2	24.2	24.3							
Mean # Semesters of Honors	9.6	10.0	10.4	10.5	10.5	10.5	10.7	10.5	11.9	11.6	11.5	11.4	11.8	12.6							
Mean HSGPA ¹	3.50	3.54	3.56	3.56	3.56	3.55	3.56	3.63	3.72	3.69	3.68	3.67	3.71	3.76							
Mean SAT/ACT ²	1153	1161	1177	1176	1162	1159	1163	1182	1208	1210	1200	1186	1198	1214							
Mean ACT	23.3	23.8	24.1	24.3	24.3	24.5	24.6	24.1	24.8	24.8	24.7	24.8	25.3	25.7							
Mean SAT I	1147	1154	1171	1157	1151	1146	1147	1175	1199	1203	1182	1175	1183	1197							
Mean SAI Writing ³	565	571	575	571	568	567	568	580	597	592	585	580	587	595							
ELC Students	6.6%	7.6%	7.6%	8.2%	7.0%	6.2%	6.0%	8.4%	11.5%	9.7%	10.1%	8.5%	8.6%	9.1%	99.4%	96.9%	93.9%	98.4%	99.0%	98.8%	97.3%
Academic Prep. Programs ⁴	7.0%	6.4%	5.6%	5.1%	4.4%	4.2%	N/A	7.0%	7.0%	5.9%	5.4%	4.7%	4.7%	N/A	78.5%	70.9%	77.6%	83.8%	86.1%	80.4%	N/A
DEMOGRAPHIC INDICATORS																					
First-Generation College ⁵	32.1%	31.6%	30.6%	31.4%	31.7%	32.9%	33.8%	29.4%	31.1%	29.8%	31.0%	31.6%	32.3%	33.7%	72.5%	63.1%	72.3%	78.6%	80.9%	70.4%	63.3%
Low Parent Income ⁶	19.7%	19.8%	22.7%	23.6%	23.6%	25.5%	26.4%	17.6%	19.0%	21.4%	22.9%	22.9%	24.3%	24.4%	70.9%	61.4%	70.0%	77.2%	78.7%	68.2%	58.8%
First-Generation College and Low Parent Income	14.2%	14.3%	15.9%	16.7%	17.1%	18.5%	19.7%	12.7%	14.1%	15.2%	16.7%	17.1%	18.0%	18.9%	70.7%	63.3%	70.8%	79.3%	80.8%	69.6%	60.9%
Income less than \$40,000 ⁷	22.9%	22.2%	23.5%	24.8%	24.9%	25.6%	27.6%	20.7%	21.2%	22.2%	24.2%	24.2%	24.4%	25.7%	71.4%	61.4%	70.1%	77.3%	78.8%	68.2%	59.2%
Income \$40,000 - \$79,999	19.1%	18.6%	18.4%	18.3%	18.3%	18.1%	17.0%	18.8%	18.3%	18.1%	17.9%	17.9%	17.7%	17.0%	77.5%	62.9%	73.4%	77.8%	79.6%	70.2%	63.3%
Income \$80,000 - \$119,999	15.0%	13.2%	13.7%	14.7%	13.3%	13.3%	12.6%	15.6%	13.5%	13.8%	14.8%	13.5%	13.5%	12.8%	82.3%	65.6%	75.2%	80.4%	82.2%	72.6%	64.3%
Income \$120,000 and above	19.7%	16.8%	18.3%	18.5%	18.5%	18.5%	19.5%	20.7%	17.1%	18.8%	18.9%	18.8%	19.2%	20.2%	83.3%	65.3%	76.3%	81.2%	82.8%	74.1%	66.0%
Income Not Reported	23.2%	29.2%	26.2%	23.7%	25.1%	24.4%	23.3%	24.1%	29.8%	27.0%	24.2%	25.6%	25.3%	24.3%	82.1%	65.4%	76.8%	81.3%	82.8%	74.2%	66.5%
High School Rank on API 1 - 2 ⁸	8.0%	6.1%	5.8%	5.4%	6.1%	6.2%	6.2%	6.7%	5.6%	5.0%	5.1%	5.9%	6.0%	6.0%	66.3%	58.7%	63.6%	75.1%	78.3%	69.4%	61.2%
High School Rank on API 3 - 4	8.8%	8.6%	8.1%	6.8%	8.0%	7.0%	7.6%	8.1%	8.5%	7.6%	6.8%	8.0%	7.5%	7.9%	73.2%	63.2%	69.4%	79.5%	82.0%	76.3%	66.7%
High School Rank on API 5 - 6	10.2%	9.4%	10.0%	10.6%	8.7%	9.6%	9.4%	10.3%	9.6%	10.3%	10.8%	9.0%	9.5%	9.1%	79.5%	65.6%	76.6%	81.0%	83.9%	71.4%	61.9%
High School Rank on API 7 - 8	15.6%	16.5%	15.8%	16.2%	17.0%	16.3%	16.7%	16.5%	17.1%	16.2%	16.6%	17.4%	16.3%	16.7%	83.8%	66.2%	76.0%	81.5%	82.9%	71.7%	63.3%
High School Rank on API 9 - 10	31.6%	32.4%	35.6%	36.9%	34.9%	35.5%	34.5%	33.4%	33.6%	37.5%	37.5%	35.5%	36.9%	35.5%	83.7%	66.3%	78.4%	80.9%	82.5%	74.5%	65.4%
No API (out-state, private HS)	25.9%	26.9%	24.7%	24.1%	25.3%	25.4%	25.7%	25.0%	25.6%	23.4%	23.1%	24.2%	23.8%	24.8%	76.2%	60.9%	70.4%	76.4%	77.5%	67.2%	61.5%
First Language Not English	13.9%	14.3%	13.1%	13.4%	13.3%	11.6%	11.8%	12.7%	14.5%	13.2%	13.3%	13.3%	11.6%	12.2%	72.2%	65.0%	74.8%	79.1%	81.2%	72.0%	65.7%
California Residents	92.1%	92.1%	93.0%	92.9%	93.1%	92.7%	93.2%	94.0%	93.4%	94.7%	94.0%	94.5%	94.6%	93.9%	80.7%	64.9%	75.7%	80.5%	82.3%	73.2%	64.0%
Domestic Out-of-State Students	7.0%	6.5%	5.6%	5.5%	5.1%	5.4%	4.9%	5.6%	5.7%	4.3%	4.9%	4.3%	4.3%	4.8%	63.2%	56.8%	56.7%	70.7%	68.0%	57.2%	62.8%
International Students	1.0%	1.4%	1.4%	1.7%	1.8%	2.0%	2.0%	0.4%	0.9%	1.0%	1.1%	1.3%	1.1%	1.3%	35.4%	39.5%	53.5%	53.8%	56.7%	41.4%	42.7%
California Rural Students	7.2%	7.1%	6.8%	6.6%	6.9%	6.9%	5.0%	7.7%	7.8%	7.0%	7.0%	7.4%	7.5%	4.8%	84.5%	69.9%	76.0%	83.4%	86.1%	78.4%	62.1%
Underrepresented Minorities ⁹	20.5%	20.4%	19.3%	20.4%	21.4%	23.6%	25.2%	18.0%	18.0%	17.1%	18.8%	20.1%	21.7%	22.4%	69.8%	56.7%	65.9%	73.8%	76.4%	66.4%	56.9%

Appendix B

UC SANTA CRUZ FIRST-TIME FRESHMEN FULL-YEAR (Fall, Winter, and Spring Terms Combined)

	Applicants							Admits							Admit Rates						
	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10	2003-04	2004-05*	2005-06	2006-07	2007-08	2008-09	2009-10
Total Number	21,803	25,068	23,032	24,550	24,466	27,840	27,252	17,230	16,054	17,108	19,520	19,850	19,962	17,321	79.0%	64.0%	74.3%	79.5%	81.1%	71.7%	63.6%
DETAILED ETHNIC BREAKDOWN																					
Underrepresented Minorities ⁹	20.5%	20.4%	19.3%	20.4%	21.4%	23.6%	25.2%	18.0%	18.0%	17.1%	18.8%	20.1%	21.7%	22.4%	69.8%	56.7%	65.9%	73.8%	76.4%	66.4%	56.9%
American Indian	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.8%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.9%	76.4%	56.2%	63.9%	73.7%	71.7%	65.4%	69.9%
African American	3.5%	3.5%	3.0%	3.2%	3.3%	3.7%	3.8%	2.5%	2.2%	2.1%	2.4%	2.6%	2.8%	2.5%	56.6%	41.0%	52.5%	61.3%	64.9%	53.5%	41.4%
Chicano-Latino	16.3%	16.2%	15.6%	16.5%	17.4%	19.2%	20.6%	14.8%	15.1%	14.4%	15.7%	16.8%	18.3%	19.1%	72.4%	60.1%	68.6%	76.2%	78.8%	69.0%	59.3%
Asian, Filipino, Pacific Islander	25.7%	26.7%	28.4%	29.0%	28.0%	27.0%	27.2%	24.5%	25.9%	28.2%	29.1%	27.8%	26.6%	26.9%	75.8%	62.5%	74.0%	80.1%	80.8%	71.3%	63.4%
Asian	21.4%	22.3%	24.2%	25.3%	24.0%	23.2%	23.7%	20.3%	22.4%	24.3%	25.5%	23.9%	23.1%	24.0%	75.2%	64.5%	74.6%	80.5%	81.1%	72.0%	64.7%
Chinese	10.3%	11.0%	11.6%	13.0%	11.6%	11.1%	11.1%	9.8%	11.4%	12.2%	13.4%	11.8%	11.4%	11.6%	75.7%	66.6%	78.3%	82.4%	82.4%	74.2%	66.8%
East Indian/Pakistani	2.0%	2.1%	2.4%	2.3%	2.5%	2.4%	2.7%	1.9%	2.0%	2.2%	2.2%	2.4%	2.4%	2.5%	75.4%	62.0%	67.7%	77.6%	78.0%	72.1%	59.8%
Japanese	1.7%	1.8%	2.0%	1.9%	1.8%	1.9%	1.9%	1.8%	2.0%	2.2%	2.0%	1.9%	2.0%	2.0%	82.2%	70.3%	80.0%	84.2%	90.1%	78.7%	67.8%
Korean	3.0%	3.1%	3.2%	3.3%	3.1%	2.8%	2.7%	2.6%	2.9%	3.0%	3.1%	2.7%	2.5%	2.5%	68.7%	61.8%	69.4%	75.0%	71.6%	64.2%	58.6%
Thai/Other Asian	1.7%	1.8%	2.0%	2.0%	2.2%	2.1%	2.4%	1.6%	1.7%	1.9%	1.9%	2.2%	1.9%	2.5%	74.0%	60.6%	70.3%	76.3%	81.2%	66.2%	65.2%
Vietnamese	2.7%	2.5%	2.9%	2.8%	2.8%	3.0%	2.9%	2.6%	2.3%	2.7%	2.9%	2.9%	3.0%	2.9%	76.7%	59.3%	70.9%	81.2%	82.9%	70.8%	64.8%
Filipino	3.8%	4.0%	3.7%	3.3%	3.7%	3.4%	3.2%	3.8%	3.2%	3.5%	3.2%	3.6%	3.1%	2.7%	79.5%	52.4%	70.8%	78.0%	79.5%	67.8%	54.2%
Pacific Islander	0.5%	0.4%	0.4%	0.3%	0.3%	0.4%	0.3%	0.5%	0.3%	0.4%	0.3%	0.3%	0.3%	0.2%	74.5%	48.4%	68.2%	71.1%	74.1%	63.8%	52.0%
White	43.0%	43.4%	44.7%	43.3%	43.8%	42.4%	41.5%	46.6%	46.0%	46.7%	44.7%	45.3%	44.3%	43.6%	86.1%	68.3%	77.9%	82.5%	84.4%	75.6%	67.2%
Other/Decline to State	10.8%	9.5%	7.6%	7.3%	6.7%	7.0%	6.1%	10.9%	10.1%	8.0%	7.5%	6.8%	7.4%	7.1%	80.1%	68.5%	78.9%	81.3%	82.8%	76.3%	73.4%

***IMPORTANT NOTES:** Applicant and admit counts include the referral pool. For internal consistency, percentages have been calculated as a fraction of ALL students, including international and domestic. This will result in minor differences with other UC publications (e.g., see http://www.ucop.edu/news/factsheets/2009/fall_2009_app_table_10_bar_charts.pdf) that report on domestic or CA resident students only. One exception is that URMS are calculated as a percentage of domestic students. 2004-05 is an exceptional year when UC cut freshman enrollment, including a partially implemented a Guaranteed Transfer Option. Academic indicators for admits rise, measures of diversity decline as a result.

¹HSGPA is weighted by up to 8-semesters of honors, AP, IB, or college level course work.

²For 2003-2005 represents Highest average of SAT Math+Verbal or total ACT. For 2006-2009 represents highest average of SAT Critical Reading+Math or ACT Total without Writing. Averages scores on SAT I dropped nationally with modifications made to the SAT beginning in 2006.

³For 2003-2005 represents SAT II Writing subject exam. For 2006-2009 represents SAT-Reasoning Test (Writing Section). Average scores dropped nationally with implementation of revised SAT-Reasoning Test (Writing Section) in 2006.

⁴Academic Preparation counts include students who participated in EAOP, MESA, Puente, School University Partnership program. Information for 2009-10 is not available yet.

⁵Neither parent has a four-year college degree.

⁶Applicants reporting household income (weighted) at or below the 30th percentile on the March supplement of the California Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003, \$37,199 or less in Fall 2004, \$40,000 or less in Fall 2005, \$40,000 or less in Fall 2006, \$43,000 or less in Fall 2007, \$46,000 or less in Fall 2008, and \$45,000 or less in Fall 2009. Used in UCOP and UCLA admission reports.

⁷Parent income bands are expressed in 2001 constant dollars.

⁸API is the California Department of Education's Academic Performance Index, calculated annually for most public high schools in the state, reported here in deciles from 1 through 10, where 1 is low, and 10 high.

⁹American Indian, African American, Chicano, or Latino. Following longstanding UC reporting practices, this indicator has been calculated a a fraction of domestic students only.

Enrollment Trends for the University of California CA Admits

Fall 2003 to Fall 2008

Institutional Research
UC Office of the President
February 10, 2010

Enrollment Trends for the University of California CA Admits

Methodology of Data Analysis

This analysis combined data from a variety of sources to track the first-year college destinations of California high school graduates who applied to and were admitted by UC for the 2003 through 2008 fall terms. The UC Corporate Student System Undergraduate Admissions Database provides systemwide and campus-specific application, admission, and enrollment information for all UC applicants. To identify these students' college destinations in the fall term of the year they applied for UC, we submitted a file with student name and birthdate to the National Student Clearinghouse (NSC) for them to match the file to their data. The NSC is the most comprehensive source for post-secondary school enrollment information. In 2003, about 2,800 institutions participated in the Clearinghouse, which enrolled about 91% of all higher education students. By December 2008, the number of participating institutions had increased to about 3,100, representing about 96% of all higher education enrollments. With the enrollment information from the NSC, we examined the college destinations of all UC admits, including those who did not enroll at UC and also those who applied to UC Berkeley and/or UC Los Angeles, but were denied by these two campuses.

Population

The population includes UC California admits from the applicant pool in the fall terms from 2003 to 2008. Those who applied to UC Berkeley and San Diego in the fall term, but were admitted as a rollover to the winter/spring term were included in this analysis. Those who were admitted to Riverside and/or Merced from the referral pool were excluded.

Definitions

Academic Index: The Academic Index is the sum of high school grade point average (GPA, weighted and capped at eight extra honors points) multiplied by 1000, and test scores. Prior to 2005, test scores include the SAT I (Math and Verbal) or ACT, and three SAT II scores. From 2006, the test scores include the SAT Reasoning or ACT Composite and English with Writing, and the two highest SAT subject test scores. Admits from the entire UC admit pool for each year

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were ranked based on their academic index and assigned to the top, middle, or bottom third of the admit pool based on the ranking.

Low Socioeconomic Status (SES): Low SES students were defined by family income and parents' educational level. To be considered low SES, 1) an applicant has reported a family income at or below the 30th percentile of family income on the March supplement of the Current Population Survey (CPS) for Californians aged 30-65. It is \$35,202 or less for 2003, \$37,199 or less for 2004, \$40,000 or less for 2005, \$40,000 or less for 2006, \$43,000 or less for 2007, and \$46,000 or less for 2008; and 2) an applicant has reported that he or she was a first-generation-college student, which means that neither of their parents had received a bachelor's degree by the time they applied for UC.

College Destinations: College destination refers to the institution a UC admit enrolled for the immediate fall term he or she was admitted. The college destinations of those who did not enroll at UC were determined based on the information provided by the NSC. The enrollment information of those who enrolled at UC was extracted from UC Corporate Student System Undergraduate Admissions Database. For those enrolling at multiple institutions, the classification was based on a hierarchy: UC, CSU, CCC, private selective universities, and other colleges/universities.

- *University of California (UC):* All nine undergraduate UC campuses (eight campuses before 2005) are included in this classification, and enrollment numbers are derived from the UC Undergraduate Admissions Data System.
- *California State University (CSU):* All 23 CSU campuses have participated in the Clearinghouse since 2003.
- *California Community College (CCC):* In 2003, 102 community colleges participated in the Clearinghouse. In 2008, 105 of 112 California community colleges/centers participated in the Clearinghouse.
- *Private Selective Institution:* Private selective institutions include both in-state and out-of-state bachelor-granting private universities with an admission rate equal to or less than 50% in the year the data were analyzed. This information was derived from Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics data.

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- *Other*: This category includes non-CA public and less selective private colleges and universities (admission rate above 50%).
- *Unknown*: The “Unknown” category includes those: 1) who might not enroll anywhere, so the Clearinghouse data system does not have these students’ enrollment information; 2) those who might enroll somewhere, but the institution did not participate in the Clearinghouse or students/college might not allow the Clearinghouse to release their enrollment information.

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University of California Office of the President

Display 1

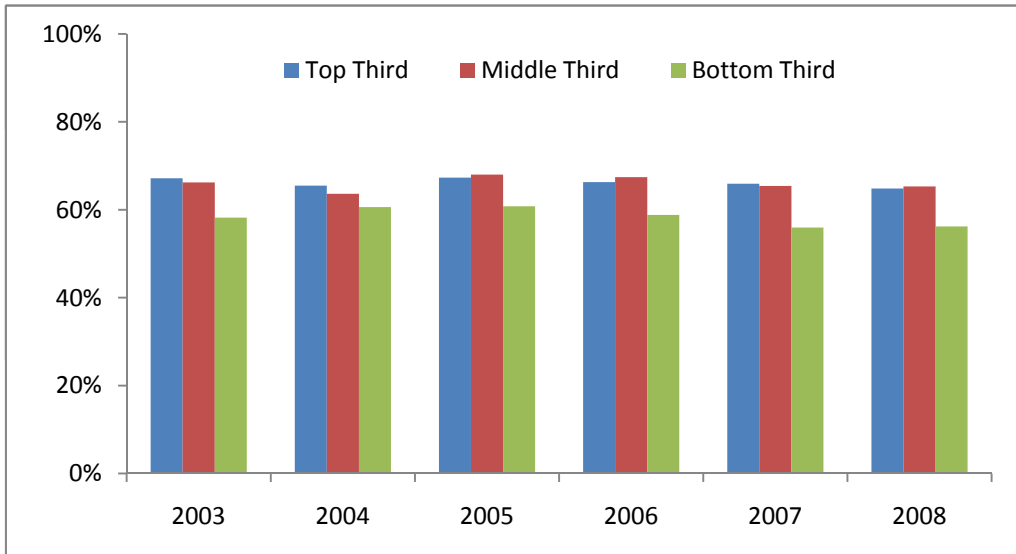
College Destinations of Top Third of UC Admit Pool, Fall 2003 to Fall 2008

	2003	2004	2005	2006	2007	2008	Change in Proportion 2003 to 2008
UC	67.2%	65.5%	67.3%	66.3%	65.9%	64.8%	-2.4%
CSU	5.3%	4.9%	4.7%	4.5%	4.8%	5.1%	-0.2%
CCC	2.2%	1.7%	0.9%	1.7%	1.5%	1.3%	-0.8%
Private Selective	17.1%	19.0%	19.3%	19.5%	19.7%	20.8%	3.6%
Other	8.3%	8.9%	7.7%	8.0%	8.0%	8.0%	-0.3%

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Display 2
Enrollment Trends for Top, Middle, and Bottom Third of UC Admit Pool
Fall 2003 to Fall 2008

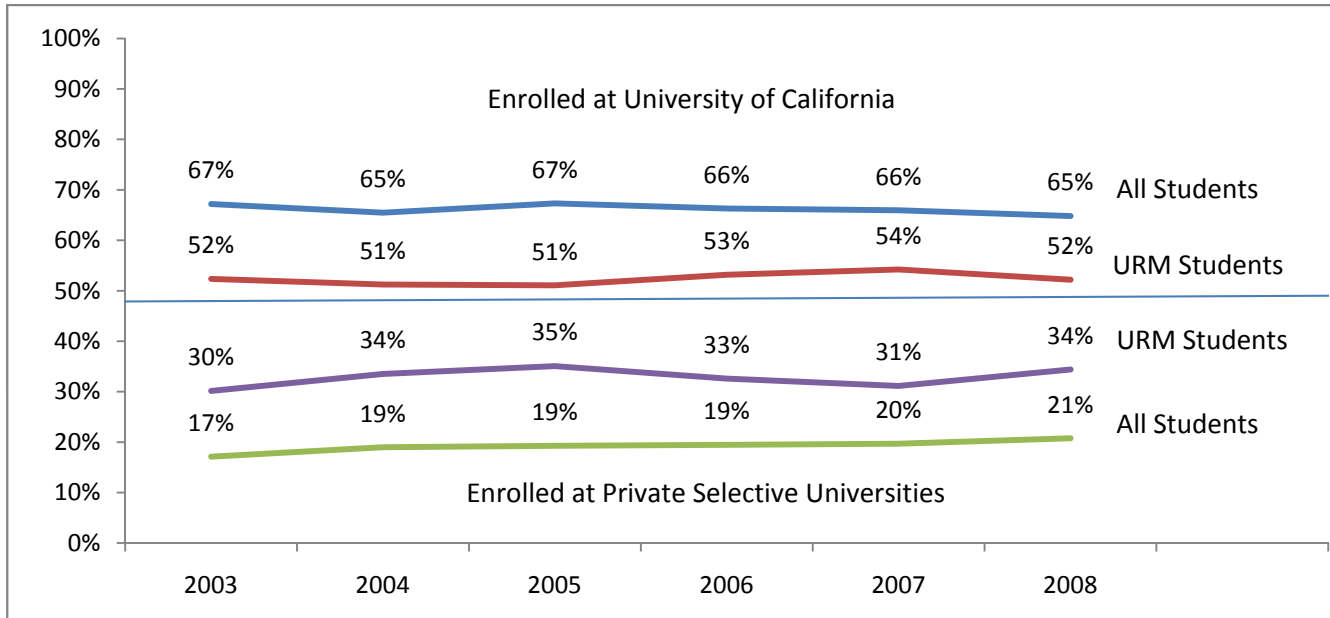


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Display 3

College Destinations of Top Third of UC Admit Pool, Fall 2003 to Fall 2008



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Display 4

Top 20 College Destinations for "No Shows" in Top Third of UC Admit Pool, Fall 2008

All "No Shows"		URM "No Shows"	
UNIVERSITY OF SOUTHERN CALIFORNIA	862	UNIVERSITY OF SOUTHERN CALIFORNIA	174
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	611	STANFORD UNIVERSITY	120
STANFORD UNIVERSITY	317	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	56
NEW YORK UNIVERSITY	215	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	36
UNIVERSITY OF THE PACIFIC	140	HARVARD UNIVERSITY	34
CORNELL UNIVERSITY	137	PRINCETON UNIVERSITY	26
NORTHWESTERN UNIVERSITY	114	YALE UNIVERSITY	26
HARVARD UNIVERSITY	108	BROWN UNIVERSITY	24
BROWN UNIVERSITY	105	UNIVERSITY OF PENNSYLVANIA	23
SANTA CLARA UNIVERSITY	102	DUKE UNIVERSITY	22
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	96	CORNELL UNIVERSITY	20
UNIVERSITY OF PENNSYLVANIA	94	DARTMOUTH COLLEGE	18
UNIVERSITY OF SAN DIEGO	87	CALIFORNIA STATE UNIVERSITY - LONG BEACH	16
GEORGETOWN UNIVERSITY	83	NEW YORK UNIVERSITY	15
DUKE UNIVERSITY	83	POMONA COLLEGE	14
UNIVERSITY OF WASHINGTON - SEATTLE	76	NORTHWESTERN UNIVERSITY	13
JOHNS HOPKINS UNIVERSITY ARTS,SCIENCES ENGINEERIN	73	JOHNS HOPKINS UNIVERSITY ARTS,SCIENCES ENGINEERIN	13
CHAPMAN UNIVERSITY-ORANGE	69	WELLESLEY COLLEGE	12
CALIFORNIA STATE UNIVERSITY - LONG BEACH	68	SANTA CLARA UNIVERSITY	12
OCCIDENTAL COLLEGE	64	CLAREMONT MCKENNA COLLEGE	11

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Display 5

College Destinations of Top Third Applicants Denied Admission to Berkeley and UCLA, Fall 2003 to Fall 2008

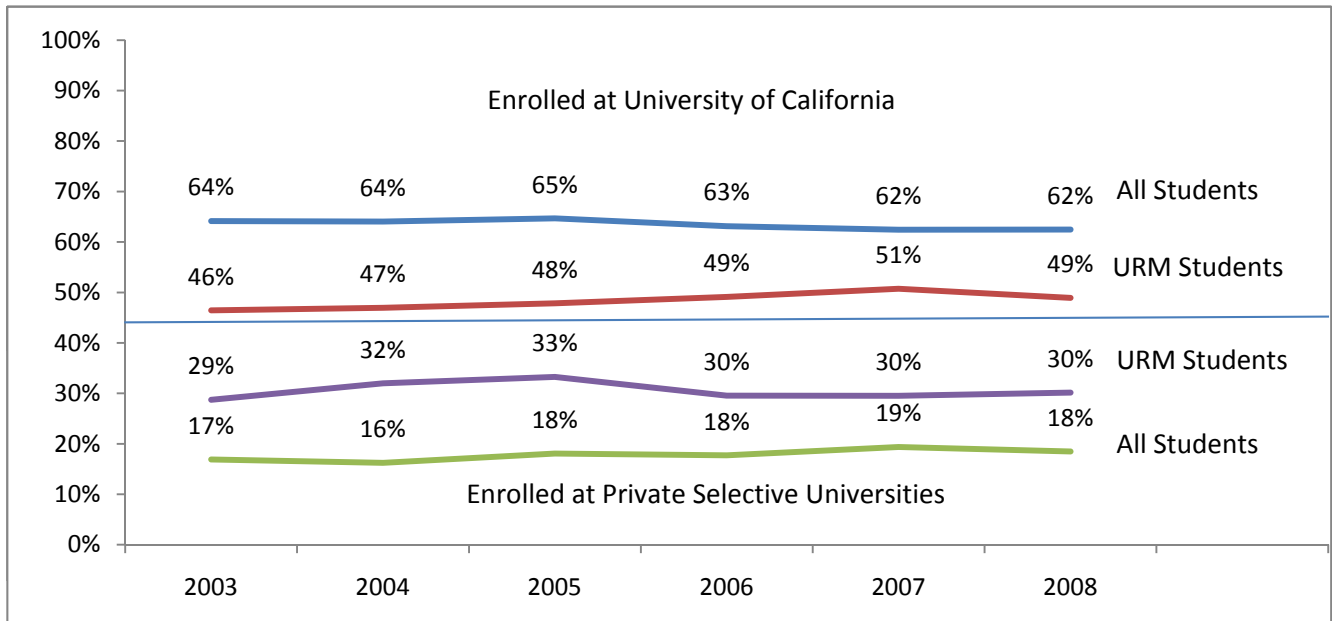
	2003	2004	2005	2006	2007	2008	Change in Proportion 2003 to 2008
UC	64.1%	64.1%	64.7%	63.1%	62.4%	62.5%	-1.7%
CSU	6.6%	6.6%	6.2%	6.2%	6.2%	6.6%	0.0%
CCC	3.3%	2.6%	1.6%	2.9%	2.5%	2.2%	-1.2%
Private Selective	16.9%	16.2%	18.1%	17.7%	19.4%	18.5%	1.6%
Other	9.1%	10.5%	9.4%	10.1%	9.5%	10.3%	1.3%

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Display 6

College Destinations of Top Third applicants Denied Admission to Berkeley and UCLA, Fall 2003 to Fall 2008



Appendix C

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Enrollment Trends for UC CA Freshman Admits, Fall 2003 - Fall 2008

Enrollment Trends for UC CA Freshman Admits in Top Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	10,478	67.2%	9,681	65.5%	10,294	67.3%	11,620	66.3%	11,763	65.9%	11,993	64.8%
CSU	825	5.3%	730	4.9%	726	4.7%	787	4.5%	859	4.8%	949	5.1%
CCC	337	2.2%	251	1.7%	143	0.9%	304	1.7%	275	1.5%	249	1.3%
Private Selective	2,668	17.1%	2,807	19.0%	2,947	19.3%	3,412	19.5%	3,513	19.7%	3,840	20.8%
Other	1,289	8.3%	1,316	8.9%	1,185	7.7%	1,405	8.0%	1,427	8.0%	1,471	8.0%
Total	15,597	100.0%	14,785	100.0%	15,295	100.0%	17,528	100.0%	17,837	100.0%	18,502	100.0%
Unknown	964	5.8%	1,090	6.9%	1,207	7.3%	913	5.0%	1,114	5.9%	1,114	5.7%

Enrollment Trends for UC CA Freshman Admits in Middle Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	10,474	66.2%	9,600	63.6%	10,528	68.0%	11,915	67.4%	11,753	65.4%	12,113	65.3%
CSU	1,619	10.2%	1,754	11.6%	1,687	10.9%	1,981	11.2%	2,280	12.7%	2,149	11.6%
CCC	945	6.0%	756	5.0%	548	3.5%	797	4.5%	788	4.4%	899	4.8%
Private Selective	1,072	6.8%	1,144	7.6%	1,032	6.7%	1,140	6.5%	1,358	7.6%	1,117	6.0%
Other	1,703	10.8%	1,830	12.1%	1,684	10.9%	1,840	10.4%	1,787	9.9%	2,267	12.2%
Total	15,813	100.0%	15,084	100.0%	15,479	100.0%	17,673	100.0%	17,966	100.0%	18,545	100.0%
Unknown	747	4.5%	791	5.0%	1,023	6.2%	767	4.2%	985	5.2%	1,071	5.5%

Enrollment Trends for UC CA Freshman Admits in Bottom Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	9,167	58.2%	9,110	60.6%	9,321	60.8%	10,308	58.8%	9,891	56.0%	10,242	56.2%
CSU	2,839	18.0%	2,654	17.7%	3,044	19.9%	3,620	20.7%	4,183	23.7%	3,945	21.6%
CCC	1,792	11.4%	1,385	9.2%	1,060	6.9%	1,581	9.0%	1,584	9.0%	1,885	10.3%
Private Selective	329	2.1%	361	2.4%	394	2.6%	451	2.6%	448	2.5%	356	2.0%
Other	1,619	10.3%	1,519	10.1%	1,513	9.9%	1,563	8.9%	1,565	8.9%	1,797	9.9%
Total	15,746	100.0%	15,029	100.0%	15,332	100.0%	17,523	100.0%	17,671	100.0%	18,225	100.0%
Unknown	818	4.9%	846	5.3%	1,169	7.1%	917	5.0%	1,279	6.7%	1,390	7.1%

Enrollment Trends for UC CA Freshman Admits

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	30,696	63.6%	28,678	62.9%	30,520	65.0%	34,247	63.8%	34,047	62.0%	34,802	61.7%
CSU	5,288	11.0%	5,142	11.3%	5,459	11.6%	6,389	11.9%	7,328	13.4%	7,050	12.5%
CCC	3,082	6.4%	2,395	5.3%	1,752	3.7%	2,688	5.0%	2,649	4.8%	3,036	5.4%
Private Selective	4,570	9.5%	4,703	10.3%	4,797	10.2%	5,539	10.3%	6,020	11.0%	5,986	10.6%
Other	4,653	9.6%	4,682	10.3%	4,420	9.4%	4,851	9.0%	4,829	8.8%	5,560	9.9%
Total	48,289	100.0%	45,600	100.0%	46,948	100.0%	53,714	100.0%	54,873	100.0%	56,434	100.0%
Unknown	2,696	5.3%	2,841	5.9%	3,560	7.0%	2,712	4.8%	3,579	6.1%	3,661	6.1%

Appendix C

University of California Office of the President

Enrollment Trends for UC CA URM Freshman Admits, Fall 2003 - Fall 2008

Enrollment Trends for UC CA URM Freshman Admits in Top Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	807	52.3%	752	51.2%	830	51.1%	1,026	53.2%	1,123	54.2%	1,141	52.2%
CSU	105	6.8%	66	4.5%	70	4.3%	82	4.2%	100	4.8%	118	5.4%
CCC	58	3.8%	33	2.2%	26	1.6%	40	2.1%	42	2.0%	29	1.3%
Private Selective	465	30.2%	492	33.5%	570	35.1%	629	32.6%	645	31.1%	752	34.4%
Other	107	6.9%	125	8.5%	129	7.9%	153	7.9%	161	7.8%	146	6.7%
Total	1,542	100.0%	1,468	100.0%	1,625	100.0%	1,930	100.0%	2,071	100.0%	2,186	100.0%
Unknown	163	9.6%	187	11.3%	187	10.3%	177	8.4%	187	8.3%	200	8.4%
HBCUs*	2	0.8%	3	1.5%	2	0.9%	4	1.5%	2	0.6%	2	0.7%
HSIs*	2	0.1%	6	0.4%	2	0.1%	6	0.3%	4	0.2%	9	0.5%

Enrollment Trends for UC CA URM Freshman Admits in Middle Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	1,918	62.4%	1,700	59.3%	1,970	65.0%	2,298	63.0%	2,579	63.4%	2,774	63.8%
CSU	321	10.4%	351	12.2%	325	10.7%	468	12.8%	523	12.9%	516	11.9%
CCC	186	6.1%	160	5.6%	108	3.6%	159	4.4%	184	4.5%	215	4.9%
Private Selective	340	11.1%	353	12.3%	336	11.1%	354	9.7%	420	10.3%	394	9.1%
Other	309	10.1%	303	10.6%	291	9.6%	370	10.1%	360	8.9%	451	10.4%
Total	3,074	100.0%	2,867	100.0%	3,030	100.0%	3,649	100.0%	4,066	100.0%	4,350	100.0%
Unknown	173	5.3%	195	6.4%	253	7.7%	204	5.3%	261	6.0%	286	6.2%
HBCUs*	5	1.0%	13	3.0%	11	2.5%	11	2.2%	7	1.2%	5	0.9%
HSIs*	23	0.9%	22	0.9%	20	0.7%	23	0.7%	25	0.7%	31	0.8%

Enrollment Trends for UC CA URM Freshman Admits in Bottom Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	2,793	57.7%	2,748	58.4%	2,876	59.0%	3,381	56.4%	3,524	55.3%	4,155	56.3%
CSU	928	19.2%	907	19.3%	1,037	21.3%	1,408	23.5%	1,602	25.2%	1,753	23.8%
CCC	519	10.7%	419	8.9%	326	6.7%	527	8.8%	516	8.1%	671	9.1%
Private Selective	139	2.9%	165	3.5%	162	3.3%	182	3.0%	188	3.0%	160	2.2%
Other	464	9.6%	468	9.9%	477	9.8%	495	8.3%	537	8.4%	642	8.7%
Total	4,843	100.0%	4,707	100.0%	4,878	100.0%	5,993	100.0%	6,367	100.0%	7,381	100.0%
Unknown	304	5.9%	323	6.4%	473	8.8%	398	6.2%	564	8.1%	643	8.0%
HBCUs*	24	2.2%	40	4.1%	26	2.7%	34	2.8%	36	2.8%	40	2.7%
HSIs*	55	1.4%	50	1.3%	71	1.7%	50	1.0%	64	1.2%	71	1.1%

Enrollment Trends for UC CA URM Freshman Admits

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	5,523	58.2%	5,204	57.4%	5,686	59.4%	6,711	57.8%	7,236	57.6%	8,078	57.8%
CSU	1,354	14.3%	1,325	14.6%	1,432	15.0%	1,958	16.9%	2,227	17.7%	2,387	17.1%
CCC	764	8.0%	612	6.7%	460	4.8%	726	6.3%	742	5.9%	915	6.6%
Private Selective	971	10.2%	1,030	11.4%	1,090	11.4%	1,191	10.3%	1,294	10.3%	1,347	9.6%
Other	880	9.3%	897	9.9%	900	9.4%	1,018	8.8%	1,060	8.4%	1,239	8.9%
Total	9,492	100.0%	9,068	100.0%	9,568	100.0%	11,604	100.0%	12,559	100.0%	13,966	100.0%
Unknown	645	6.4%	709	7.3%	922	8.8%	784	6.3%	1,022	7.5%	1,133	7.5%
HBCUs*	31	1.7%	56	3.5%	39	2.3%	49	2.5%	45	2.0%	47	2.0%
HSIs*	80	1.0%	78	1.0%	93	1.1%	79	0.8%	93	0.8%	111	0.9%

* HBCU: Historically Black Colleges and Universities. HIS: Hispanic Serving Institutions. These two categories do not include CA public institutions.

Enrollment Trends for UC CA Low SES Freshman Admits, Fall 2003 - Fall 2008

Enrollment Trends for UC CA Low SES Freshman Admits in Top Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	792	74.5%	757	73.9%	985	75.6%	1,175	78.2%	1,181	74.7%	1,175	72.6%
CSU	43	4.0%	38	3.7%	38	2.9%	39	2.6%	53	3.4%	52	3.2%
CCC	27	2.5%	19	1.9%	12	0.9%	29	1.9%	34	2.2%	26	1.6%
Private Selective	159	15.0%	163	15.9%	212	16.3%	205	13.6%	249	15.8%	309	19.1%
Other	42	4.0%	47	4.6%	56	4.3%	55	3.7%	63	4.0%	56	3.5%
Total	1,063	100.0%	1,024	100.0%	1,303	100.0%	1,503	100.0%	1,580	100.0%	1,618	100.0%
Unknown	58	5.2%	68	6.2%	67	4.9%	64	4.1%	70	4.2%	91	5.3%

Enrollment Trends for UC CA Low SES Freshman Admits in Middle Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	1,752	75.9%	1,592	73.1%	2,006	79.0%	2,410	77.0%	2,584	76.8%	2,673	75.1%
CSU	165	7.1%	196	9.0%	218	8.6%	281	9.0%	326	9.7%	362	10.2%
CCC	149	6.5%	133	6.1%	84	3.3%	148	4.7%	146	4.3%	165	4.6%
Private Selective	106	4.6%	117	5.4%	93	3.7%	122	3.9%	149	4.4%	153	4.3%
Other	136	5.9%	139	6.4%	139	5.5%	170	5.4%	158	4.7%	208	5.8%
Total	2,308	100.0%	2,177	100.0%	2,540	100.0%	3,131	100.0%	3,363	100.0%	3,561	100.0%
Unknown	102	4.2%	115	5.0%	146	5.4%	130	4.0%	167	4.7%	192	5.1%

Enrollment Trends for UC CA Low SES Freshman Admits in Bottom Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	2,355	61.8%	2,539	63.8%	2,960	65.0%	3,399	62.6%	3,498	59.2%	4,090	60.2%
CSU	745	19.5%	746	18.7%	872	19.1%	1,165	21.4%	1,474	24.9%	1,603	23.6%
CCC	432	11.3%	402	10.1%	367	8.1%	545	10.0%	579	9.8%	676	9.9%
Private Selective	44	1.2%	59	1.5%	69	1.5%	73	1.3%	98	1.7%	77	1.1%
Other	236	6.2%	233	5.9%	286	6.3%	251	4.6%	264	4.5%	351	5.2%
Total	3,812	100.0%	3,979	100.0%	4,554	100.0%	5,433	100.0%	5,913	100.0%	6,797	100.0%
Unknown	197	4.9%	237	5.6%	351	7.2%	326	5.7%	472	7.4%	536	7.3%

Enrollment Trends for UC CA Low SES Freshman Admits

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	4,912	68.1%	4,892	68.1%	5,957	70.8%	6,990	69.3%	7,274	66.8%	7,942	66.2%
CSU	953	13.2%	980	13.6%	1,128	13.4%	1,485	14.7%	1,853	17.0%	2,017	16.8%
CCC	609	8.4%	554	7.7%	463	5.5%	722	7.2%	759	7.0%	867	7.2%
Private Selective	319	4.4%	343	4.8%	382	4.5%	408	4.0%	518	4.8%	554	4.6%
Other	416	5.8%	419	5.8%	481	5.7%	477	4.7%	486	4.5%	615	5.1%
Total	7,209	100.0%	7,188	100.0%	8,411	100.0%	10,082	100.0%	10,890	100.0%	11,995	100.0%
Unknown	361	4.8%	422	5.5%	565	6.3%	521	4.9%	713	6.1%	820	6.4%

Enrollment Trends for UCB.LA CA Freshman Denials, Fall 2003 - Fall 2008

Enrollment Trends for UCB.LA CA Freshman Denials in Top Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	3,823	64.1%	3,482	64.1%	3,199	64.7%	4,144	63.1%	4,637	62.4%	4,980	62.5%
CSU	392	6.6%	360	6.6%	307	6.2%	406	6.2%	460	6.2%	523	6.6%
CCC	199	3.3%	141	2.6%	78	1.6%	190	2.9%	182	2.5%	172	2.2%
Private Selective	1,007	16.9%	883	16.2%	894	18.1%	1,162	17.7%	1,439	19.4%	1,474	18.5%
Other	540	9.1%	570	10.5%	467	9.4%	661	10.1%	709	9.5%	823	10.3%
Total	5,961	100.0%	5,436	100.0%	4,945	100.0%	6,563	100.0%	7,427	100.0%	7,972	100.0%
Unknown	347	5.5%	344	6.0%	373	7.0%	316	4.6%	455	5.8%	517	6.1%

Enrollment Trends for UCB.LA CA Freshman Denials in Middle Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	6,496	66.0%	6,198	64.1%	6,450	68.3%	7,552	67.7%	7,834	66.4%	8,205	66.4%
CSU	925	9.4%	1,026	10.6%	918	9.7%	1,142	10.2%	1,356	11.5%	1,296	10.5%
CCC	644	6.5%	516	5.3%	377	4.0%	557	5.0%	564	4.8%	630	5.1%
Private Selective	746	7.6%	809	8.4%	720	7.6%	789	7.1%	952	8.1%	794	6.4%
Other	1,030	10.5%	1,125	11.6%	972	10.3%	1,121	10.0%	1,086	9.2%	1,435	11.6%
Total	9,841	100.0%	9,674	100.0%	9,437	100.0%	11,161	100.0%	11,792	100.0%	12,360	100.0%
Unknown	454	4.4%	502	4.9%	640	6.4%	512	4.4%	649	5.2%	747	5.7%

Enrollment Trends for UCB.LA CA Freshman Denials in Bottom Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	4,717	58.9%	4,960	60.7%	4,716	61.9%	5,597	60.3%	5,204	57.2%	5,489	57.2%
CSU	1,337	16.7%	1,366	16.7%	1,404	18.4%	1,792	19.3%	2,001	22.0%	2,001	20.8%
CCC	1,002	12.5%	792	9.7%	575	7.5%	902	9.7%	868	9.5%	1,049	10.9%
Private Selective	183	2.3%	234	2.9%	219	2.9%	250	2.7%	240	2.6%	206	2.1%
Other	772	9.6%	813	10.0%	705	9.3%	736	7.9%	783	8.6%	858	8.9%
Total	8,011	100.0%	8,165	100.0%	7,619	100.0%	9,277	100.0%	9,096	100.0%	9,603	100.0%
Unknown	379	4.5%	447	5.2%	598	7.3%	483	4.9%	709	7.2%	743	7.2%

Enrollment Trends for UCB.LA CA Freshman Denials

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	15,039	63.1%	14,641	62.9%	14,365	65.3%	17,297	64.0%	17,682	62.4%	18,678	62.4%
CSU	2,656	11.1%	2,752	11.8%	2,629	11.9%	3,340	12.4%	3,817	13.5%	3,820	12.8%
CCC	1,846	7.7%	1,449	6.2%	1,030	4.7%	1,649	6.1%	1,614	5.7%	1,852	6.2%
Private Selective	1,949	8.2%	1,931	8.3%	1,839	8.4%	2,207	8.2%	2,640	9.3%	2,481	8.3%
Other	2,342	9.8%	2,508	10.8%	2,144	9.7%	2,519	9.3%	2,578	9.1%	3,117	10.4%
Total	23,832	100.0%	23,281	100.0%	22,007	100.0%	27,012	100.0%	28,331	100.0%	29,948	100.0%
Unknown	1,185	4.7%	1,293	5.3%	1,613	6.8%	1,314	4.6%	1,817	6.0%	2,010	6.3%

Enrollment Trends for UCB/LA CA Low SES Freshman Denials, Fall 2003 - Fall 2008

Enrollment Trends for UCB/LA CA Low SES Freshman Denials in Top Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	207	72.9%	182	68.9%	174	79.1%	227	73.7%	400	76.5%	382	77.6%
CSU	15	5.3%	18	6.8%	9	4.1%	14	4.5%	19	3.6%	18	3.7%
CCC	16	5.6%	9	3.4%	7	3.2%	16	5.2%	19	3.6%	16	3.3%
Private Selective	30	10.6%	38	14.4%	18	8.2%	32	10.4%	57	10.9%	48	9.8%
Other	16	5.6%	17	6.4%	12	5.5%	19	6.2%	28	5.4%	28	5.7%
Total	284	100.0%	264	100.0%	220	100.0%	308	100.0%	523	100.0%	492	100.0%
Unknown	13	4.4%	16	5.7%	12	5.2%	17	5.2%	20	3.7%	29	5.6%

Enrollment Trends for UCB/LA CA Low SES Freshman Denials in Middle Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	813	71.4%	825	69.7%	871	75.7%	1,175	73.5%	1,573	75.1%	1,667	74.5%
CSU	105	9.2%	130	11.0%	116	10.1%	175	10.9%	214	10.2%	244	10.9%
CCC	108	9.5%	95	8.0%	55	4.8%	107	6.7%	114	5.4%	127	5.7%
Private Selective	36	3.2%	48	4.1%	40	3.5%	57	3.6%	92	4.4%	78	3.5%
Other	77	6.8%	85	7.2%	68	5.9%	85	5.3%	102	4.9%	123	5.5%
Total	1,139	100.0%	1,183	100.0%	1,150	100.0%	1,599	100.0%	2,095	100.0%	2,239	100.0%
Unknown	51	4.3%	58	4.7%	82	6.7%	83	4.9%	117	5.3%	135	5.7%

Enrollment Trends for UCB/LA CA Low SES Freshman Denials in Bottom Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	1,419	59.7%	1,604	62.0%	1,685	64.9%	2,108	62.1%	2,093	58.7%	2,457	60.0%
CSU	485	20.4%	513	19.8%	492	18.9%	723	21.3%	884	24.8%	965	23.6%
CCC	282	11.9%	267	10.3%	219	8.4%	353	10.4%	374	10.5%	413	10.1%
Private Selective	23	1.0%	40	1.5%	41	1.6%	50	1.5%	59	1.7%	50	1.2%
Other	167	7.0%	163	6.3%	160	6.2%	161	4.7%	154	4.3%	208	5.1%
Total	2,376	100.0%	2,587	100.0%	2,597	100.0%	3,395	100.0%	3,564	100.0%	4,093	100.0%
Unknown	105	4.2%	158	5.8%	208	7.4%	201	5.6%	310	8.0%	311	7.1%

Enrollment Trends for UCB/LA CA Low SES Freshman Denials

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	2,439	64.2%	2,611	64.7%	2,730	68.8%	3,510	66.2%	4,066	65.8%	4,506	66.0%
CSU	605	15.9%	661	16.4%	617	15.6%	912	17.2%	1,117	18.1%	1,227	18.0%
CCC	406	10.7%	371	9.2%	281	7.1%	476	9.0%	507	8.2%	556	8.1%
Private Selective	89	2.3%	126	3.1%	99	2.5%	139	2.6%	208	3.4%	176	2.6%
Other	260	6.8%	265	6.6%	240	6.0%	265	5.0%	284	4.6%	359	5.3%
Total	3,799	100.0%	4,034	100.0%	3,967	100.0%	5,302	100.0%	6,182	100.0%	6,824	100.0%
Unknown	170	4.3%	232	5.4%	302	7.1%	301	5.4%	447	6.7%	475	6.5%

Enrollment Trends for UCB/LA CA URM Freshman Denials, Fall 2003 - Fall 2008

Enrollment Trends for UCB/LA CA URM Freshman Denials in Top Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	228	46.4%	223	46.9%	210	47.8%	281	49.1%	349	50.7%	383	48.9%
CSU	47	9.6%	28	5.9%	21	4.8%	35	6.1%	51	7.4%	63	8.0%
CCC	26	5.3%	14	2.9%	12	2.7%	24	4.2%	19	2.8%	20	2.6%
Private Selective	141	28.7%	152	32.0%	146	33.3%	169	29.5%	203	29.5%	236	30.1%
Other	49	10.0%	58	12.2%	50	11.4%	63	11.0%	66	9.6%	81	10.3%
Total	491	100.0%	475	100.0%	439	100.0%	572	100.0%	688	100.0%	783	100.0%
Unknown	52	9.6%	54	10.2%	57	11.5%	59	9.4%	62	8.3%	78	9.1%
HBCUs*	0	0.0%	2	1.0%	1	0.4%	1	0.4%	1	0.3%	1	0.3%
HSIs*	1	0.1%	3	0.2%	0	0.0%	1	0.1%	3	0.2%	6	0.3%

Enrollment Trends for UCB/LA CA URM Freshman Denials in Middle Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	901	55.5%	901	55.3%	949	59.6%	1,208	58.3%	1,502	60.4%	1,638	61.0%
CSU	202	12.4%	219	13.4%	188	11.8%	308	14.9%	353	14.2%	351	13.1%
CCC	128	7.9%	105	6.4%	70	4.4%	104	5.0%	133	5.4%	149	5.5%
Private Selective	206	12.7%	212	13.0%	212	13.3%	226	10.9%	269	10.8%	255	9.5%
Other	187	11.5%	193	11.8%	173	10.9%	226	10.9%	228	9.2%	292	10.9%
Total	1,624	100.0%	1,630	100.0%	1,592	100.0%	2,072	100.0%	2,485	100.0%	2,685	100.0%
Unknown	82	4.8%	117	6.7%	155	8.9%	129	5.9%	178	6.7%	199	6.9%
HBCUs*	2	0.4%	8	1.9%	5	1.1%	8	1.6%	5	0.8%	4	0.7%
HSIs*	11	0.4%	12	0.5%	15	0.5%	9	0.3%	17	0.5%	21	0.5%

Enrollment Trends for UCB/LA CA URM Freshman Denials in Bottom Third of Applicant Pool

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	1,526	54.9%	1,588	55.5%	1,540	58.4%	1,965	56.1%	1,964	54.7%	2,348	55.5%
CSU	564	20.3%	597	20.9%	576	21.8%	816	23.3%	904	25.2%	1,014	24.0%
CCC	311	11.2%	256	8.9%	171	6.5%	329	9.4%	312	8.7%	402	9.5%
Private Selective	81	2.9%	115	4.0%	92	3.5%	113	3.2%	111	3.1%	100	2.4%
Other	298	10.7%	306	10.7%	258	9.8%	278	7.9%	299	8.3%	367	8.7%
Total	2,780	100.0%	2,862	100.0%	2,637	100.0%	3,501	100.0%	3,590	100.0%	4,231	100.0%
Unknown	152	5.2%	195	6.4%	261	9.0%	242	6.5%	336	8.6%	368	8.0%
HBCUs*	20	1.8%	28	2.9%	14	1.4%	22	1.8%	22	1.7%	27	1.9%
HSIs*	45	1.1%	39	1.0%	35	0.8%	38	0.8%	38	0.7%	42	0.7%

Enrollment Trends for UCB/LA CA URM Freshman Denials

	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
UC	2,655	54.2%	2,712	54.6%	2,699	57.8%	3,454	56.2%	3,815	56.4%	4,369	56.7%
CSU	813	16.6%	844	17.0%	785	16.8%	1,159	18.9%	1,308	19.3%	1,428	18.5%
CCC	465	9.5%	375	7.5%	253	5.4%	457	7.4%	464	6.9%	571	7.4%
Private Selective	428	8.7%	479	9.6%	450	9.6%	509	8.3%	583	8.6%	593	7.7%
Other	534	10.9%	557	11.2%	481	10.3%	567	9.2%	593	8.8%	740	9.6%
Total	4,895	100.0%	4,967	100.0%	4,668	100.0%	6,146	100.0%	6,763	100.0%	7,701	100.0%
Unknown	286	5.5%	366	6.9%	473	9.2%	430	6.5%	576	7.8%	646	7.7%
HBCUs*	22	1.2%	38	2.4%	20	1.2%	31	1.6%	28	1.3%	32	1.4%
HSIs*	57	0.7%	54	0.7%	50	0.6%	48	0.5%	58	0.5%	69	0.6%

* HBCU: Historically Black Colleges and Universities. HIS: Hispanic Serving Institutions. These two categories do not include CA public institutions.

Appendix D

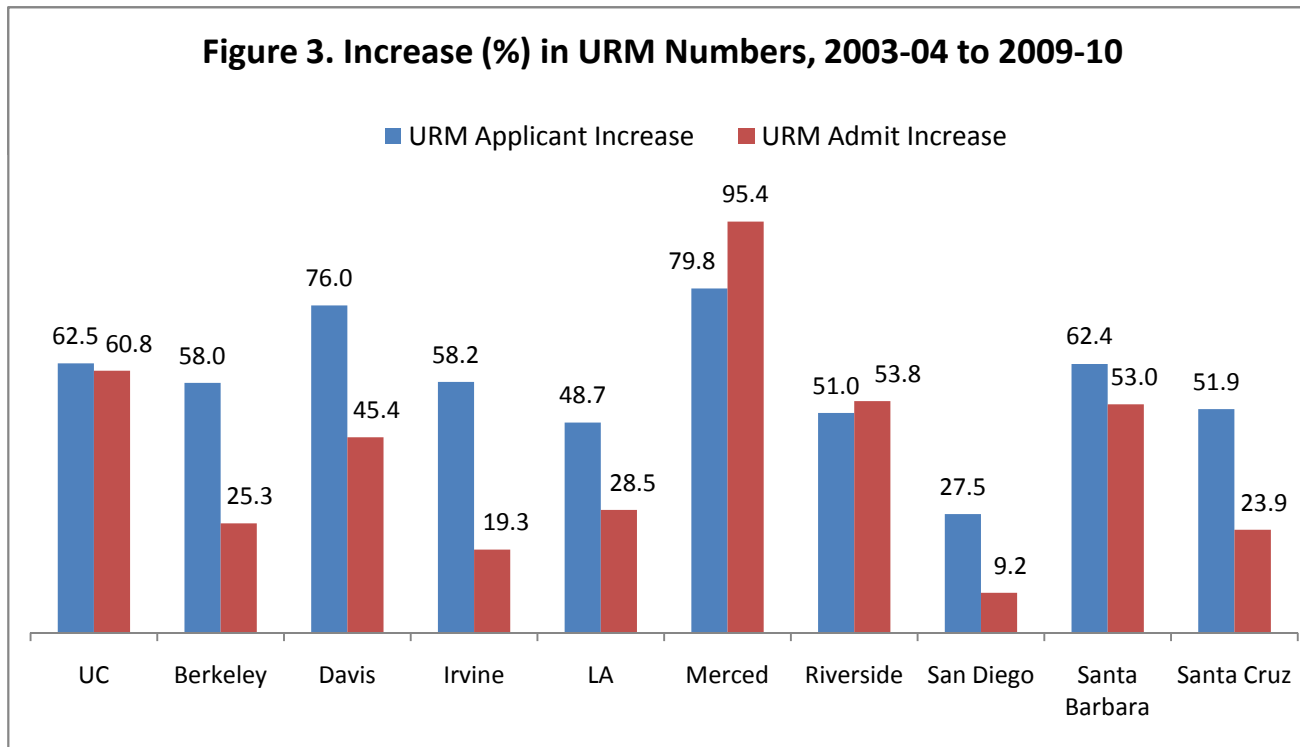
URM Applicants (CA Residents + Non-CA Domestic)

Year	UC	Berkeley	Davis	Irvine	LA	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
2003	15,877	6,575	5,254	6,962	9,250	3,727	7,402	7,565	7,506	4,426
2009	25,797	10,386	9,246	11,012	13,758	6,703	11,177	9,646	12,188	6,723
Increase	62.5	58.0	76.0	58.2	48.7	79.8	51.0	27.5	62.4	51.9

URM Admits (CA Residents + Non-CA Domestic)

Year	UC	Berkeley	Davis	Irvine	LA	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
2003	11,760	1,681	2,709	2,948	1,665	2,940	5,550	2,568	3,431	3,089
2009	18,906	2,107	3,938	3,517	2,139	5,744	8,534	2,805	5,248	3,827
Increase	60.8	25.3	45.4	19.3	28.5	95.4	53.8	9.2	53.0	23.9

* Applicants and admits for Merced in the row "2003" are from 2005.



Appendix E

UC Admission Rates by Campus and Selected Demographic Variables

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
All Applicants 2009-10	26.7	47.4	44.2	21.9	91.2	83.8	37.4	48.2	63.6	78.1
All Applicants 2003-04	29.8	56.8	53.8	23.5	86.3	83.7	40.3	50.0	79.0	80.0
Change	-3.1	-9.4	-9.6	-1.7	4.8	0.1	-2.9	-1.8	-15.5	-1.8
1st Generation 2009-10	20.8	46.9	36.2	16.8	86.4	78.5	36.7	47.7	63.3	76.6
1st Generation 2003-04	25.7	54.7	45.6	20.4	79.9	78.2	41.1	48.1	72.5	77.9
Change	-4.9	-7.8	-9.4	-3.6	6.5	0.2	-4.4	-0.4	-9.2	-1.2
Not 1st Generation 2009-10	29.1	47.8	49.4	24.3	94.7	88.3	37.8	48.3	63.9	79.2
Not 1st Generation 2003-04	31.5	57.7	58.8	25.0	90.7	88.0	40.0	50.8	82.4	81.0
Change	-2.3	-9.9	-9.3	-0.8	4.1	0.4	-2.2	-2.4	-18.6	-1.7
Low-Income 2009-10	21.7	49.5	36.6	17.6	84.1	76.1	40.3	47.0	59.2	74.9
Low-Income 2003-04	27.2	60.4	46.0	22.7	76.3	75.8	44.9	50.1	71.4	77.1
Change	-5.5	-11.0	-9.4	-5.1	7.7	0.3	-4.6	-3.2	-12.2	-2.1
High-Income 2009-10	28.4	45.9	49.5	23.0	95.1	89.5	35.3	47.8	65.3	81.0
High-Income 2003-04	30.6	56.2	59.0	24.1	91.2	88.9	37.4	48.9	82.8	81.6
Change	-2.1	-10.3	-9.5	-1.1	3.9	0.6	-2.1	-1.2	-17.5	-0.6
API Rank 1-2 2009-10	22.6	56.9	36.0	20.3	77.3	70.8	39.9	48.6	61.2	72.7
API Rank 1-2 2003-04	29.9	63.7	44.8	24.1	69.9	71.2	43.8	51.1	66.3	76.0
Change	-7.3	-6.7	-8.9	-3.8	7.4	-0.5	-3.8	-2.5	-5.1	-3.3
API Rank 9-10 2009-10	33.0	51.3	51.9	22.7	94.3	89.7	42.8	51.2	65.4	89.6
API Rank 9-10 2003-04	32.6	59.2	60.0	27.2	89.2	89.5	42.5	48.1	83.7	90.1
Change	0.4	-7.8	-8.0	-4.5	5.1	0.2	0.3	3.2	-18.3	-0.6

Notes: 1) This analysis includes all freshman applicants. 2) The statistics for UCM in the rows labeled as "2003-04" were calculated based on 2005-06 data. 3) "Low Income" was defined as applicant self-reported family income (weighted) at or below the 30th percentile on the March Supplement of the Current Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003 and \$45,000 or less in Fall 2009. 4) "High Income" was defined as applicant self-reported family income of \$80,000 or above (2001 constant dollars).

Appendix E

UC Relative Admission Rates for Subgroups Versus All Applicants by Campus

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
All Applicants 2009-10	26.7	47.4	44.2	21.9	91.2	83.8	37.4	48.2	63.6	78.1
All Applicants 2003-04	29.8	56.8	53.8	23.5	86.3	83.7	40.3	50.0	79.0	80.0
1st Generation 2009-10	0.8	1.0	0.8	0.8	0.9	0.9	1.0	1.0	1.0	1.0
1st Generation 2003-04	0.9	1.0	0.8	0.9	0.9	0.9	1.0	1.0	0.9	1.0
Not 1st Generation 2009-10	1.1	1.0	1.1	1.1	1.0	1.1	1.0	1.0	1.0	1.0
Not 1st Generation 2003-04	1.1	1.0	1.1	1.1	1.1	1.1	1.0	1.0	1.0	1.0
Low-Income 2009-10	0.8	1.0	0.8	0.8	0.9	0.9	1.1	1.0	0.9	1.0
Low-Income 2003-04	0.9	1.1	0.9	1.0	0.9	0.9	1.1	1.0	0.9	1.0
High-Income 2009-10	1.1	1.0	1.1	1.1	1.0	1.1	0.9	1.0	1.0	1.0
High-Income 2003-04	1.0	1.0	1.1	1.0	1.1	1.1	0.9	1.0	1.0	1.0
API Rank 1-2 2009-10	0.8	1.2	0.8	0.9	0.8	0.8	1.1	1.0	1.0	0.9
API Rank 1-2 2003-04	1.0	1.1	0.8	1.0	0.8	0.9	1.1	1.0	0.8	1.0
API Rank 9-10 2009-10	1.2	1.1	1.2	1.0	1.0	1.1	1.1	1.1	1.0	1.1
API Rank 9-10 2003-04	1.1	1.0	1.1	1.2	1.0	1.1	1.1	1.0	1.1	1.1

Notes: 1) This analysis includes all freshman applicants. 2) The statistics for UCM in the rows labeled as "2003-04" were calculated based on 2005-06 data. 3) "Low Income" was defined as applicant self-reported family income (weighted) at or below the 30th percentile on the March Supplement of the Current Population Survey (CPS) for Californians aged 30-65, or \$35,202 or less in Fall 2003 and \$45,000 or less in Fall 2009. 4) "High Income" was defined as applicant self-reported family income of \$80,000 or above (2001 constant dollars).

Appendix E

UC Admission Rates by Campus and Ethnicity

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
All Applicants 2009-10	26.7	47.4	44.2	21.9	91.2	83.8	37.4	48.2	63.6	78.1
All Applicants 2003-04	29.8	56.8	53.8	23.5	86.3	83.7	40.3	50.0	79.0	80.0
Change	-3.1	-9.4	-9.6	-1.7	4.8	0.1	-2.9	-1.8	-15.5	-1.8
American Indian 2009-10	24.8	46.9	42.8	18.0	95.5	84.0	26.7	50.6	69.9	78.9
American Indian 2003-04	31.8	52.1	52.3	15.2	89.0	79.2	33.5	50.0	76.4	74.5
Change	-7.0	-5.1	-9.6	2.8	6.5	4.8	-6.8	0.6	-6.4	4.4
African American 2009-10	17.3	30.3	23.1	15.1	80.7	68.9	20.3	32.6	41.4	60.2
African American 2003-04	22.3	39.7	34.5	13.9	74.2	68.0	24.0	37.0	56.6	64.0
Change	-5.0	-9.3	-11.3	1.1	6.6	0.9	-3.6	-4.4	-15.2	-3.8
Chicano/Latino 2009-10	21.0	45.3	33.3	15.6	86.7	77.9	31.0	45.2	59.3	76.4
Chicano/Latino 2003-04	26.5	55.3	43.8	19.3	79.7	76.9	36.6	47.4	72.4	76.9
Change	-5.5	-10.0	-10.5	-3.7	7.0	1.0	-5.6	-2.2	-13.1	-0.6
Asian 2009-10	31.0	51.2	50.3	25.9	91.1	86.9	44.9	51.1	64.7	85.2
Asian 2003-04	32.5	60.7	55.7	29.0	84.5	84.8	45.8	49.5	75.2	83.9
Change	-1.5	-9.5	-5.4	-3.1	6.6	2.1	-0.9	1.6	-10.4	1.3
White 2009-10	29.1	47.9	48.2	23.5	97.2	91.9	36.2	50.7	67.2	81.9
White 2003-04	31.9	58.3	61.3	23.2	93.8	91.1	41.0	53.0	86.1	83.1
Change	-2.8	-10.4	-13.1	0.3	3.4	0.8	-4.8	-2.3	-18.9	-1.1

Notes: 1) This analysis includes all freshman applicants. 2) The statistics for UCM in the rows labeled as "2003-04" were calculated based on 2005-06 data.

Appendix E

UC Relative Admission Rates for Ethnic Groups Versus All Applicants by Campus

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSB	UCSC	ALL
All Applicants 2009-10	26.7	47.4	44.2	21.9	91.2	83.8	37.4	48.2	63.6	78.1
All Applicants 2003-04	29.8	56.8	53.8	23.5	86.3	83.7	40.3	50.0	79.0	80.0
American Indian 2009-10	0.9	1.0	1.0	0.8	1.0	1.0	0.7	1.1	1.1	1.0
American Indian 2003-04	1.1	0.9	1.0	0.6	1.0	0.9	0.8	1.0	1.0	0.9
African American 2009-10	0.6	0.6	0.5	0.7	0.9	0.8	0.5	0.7	0.7	0.8
African American 2003-04	0.7	0.7	0.6	0.6	0.9	0.8	0.6	0.7	0.7	0.8
Chicano/Latino 2009-10	0.8	1.0	0.8	0.7	1.0	0.9	0.8	0.9	0.9	1.0
Chicano/Latino 2003-04	0.9	1.0	0.8	0.8	0.9	0.9	0.9	0.9	0.9	1.0
Asian 2009-10	1.2	1.1	1.1	1.2	1.0	1.0	1.2	1.1	1.0	1.1
Asian 2003-04	1.1	1.1	1.0	1.2	1.0	1.0	1.1	1.0	1.0	1.0
White 2009-10	1.1	1.0	1.1	1.1	1.1	1.1	1.0	1.1	1.1	1.0
White 2003-10	1.1	1.0	1.1	1.0	1.1	1.1	1.0	1.1	1.1	1.0

Notes: 1) This analysis includes all freshman applicants. 2) The statistics for UCM in the rows labeled as "2003-04" were calculated based on 2005-06 data.

Appendix F

UC Applicants and Admits by GPA Quintile, Fall 2009

Ethnicity/Campus	1st GPA Quintile (GPA: >=4.11)		2nd GPA Quintile (GPA: 3.88 - 4.10)		3rd GPA Quintile (GPA: 3.63 - 3.87)		4th GPA Quintile (GPA: 3.31 - 3.62)		5th GPA Quintile (GPA: <= 3.30)		Overall				
	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	%			
Systemwide	19,706	20.5%	19,137	19.9%	19,120	19.9%	19,377	20.2%	18,793	19.5%	96,133	100.0%			
African American	365	7.5%	558	11.5%	765	15.7%	1,191	24.5%	1,982	40.8%	4,861	100.0%			
Asian	6,073	24.2%	5,223	20.8%	5,033	20.1%	4,660	18.6%	4,065	16.2%	25,054	100.0%			
Chicano	1,707	11.2%	2,384	15.6%	3,032	19.8%	3,656	23.9%	4,522	29.6%	15,301	100.0%			
Filipino	754	17.9%	857	20.4%	899	21.4%	897	21.3%	801	19.0%	4,208	100.0%			
Latino	681	14.3%	800	16.8%	934	19.6%	1,114	23.4%	1,232	25.9%	4,761	100.0%			
Native American	110	16.8%	134	20.5%	144	22.0%	137	20.9%	129	19.7%	654	100.0%			
White	7,966	25.0%	6,923	21.7%	6,379	20.0%	6,016	18.9%	4,569	14.3%	31,853	100.0%			
Other/Unknown	1,297	27.7%	971	20.7%	900	19.2%	876	18.7%	645	13.8%	4,689	100.0%			
International	753	15.8%	1,287	27.1%	1,034	21.8%	830	17.5%	848	17.8%	4,752	100.0%			
Mean GPA	4.24		3.99		3.75		3.48		2.99		3.70				
Mean SAT	1999		1853		1759		1673		1553		1771				
	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate
Berkeley	14,507	9,135	63.0%	11,654	2,756	23.6%	9,274	610	6.6%	6,951	191	2.7%	4,833	129	2.7%
Davis	8,751	8,071	92.2%	8,736	5,998	68.7%	8,697	3,673	42.2%	8,708	1,746	20.1%	7,056	438	6.2%
Irvine	7,481	7,045	94.2%	8,648	6,907	79.9%	9,392	3,910	41.6%	9,656	1,318	13.6%	8,483	177	2.1%
Los Angeles	14,128	8,680	61.4%	12,744	2,257	17.7%	11,267	598	5.3%	9,293	261	2.8%	7,060	160	2.3%
Merced	802	796	99.3%	2,351	2,333	99.2%	4,586	4,550	99.2%	6,784	6,677	98.4%	6,231	4,644	74.5%
Riverside	1,978	1,948	98.5%	4,125	4,011	97.2%	7,333	7,125	97.2%	10,023	9,425	94.0%	8,226	4,128	50.2%
San Diego	11,134	9,415	84.6%	10,449	5,176	49.5%	9,886	2,100	21.2%	8,637	600	6.9%	6,204	89	1.4%
Santa Barbara	6,429	6,143	95.6%	8,408	6,899	82.1%	9,848	5,292	53.7%	10,537	2,487	23.6%	9,011	514	5.7%
Santa Cruz	2,564	2,476	96.6%	4,282	4,087	95.4%	5,613	5,013	89.3%	7,169	4,306	60.1%	7,347	1,332	18.1%

Notes: 1) Spring rollovers and students in the referral pool are included. 2) GPA quintiles were defined based on the systemwide applicant pool. Those with missing GPA are excluded from this analysis. 3) The systemwide count is unduplicated.

Appendix F

UC Applicants and Admits by SAT/ACT Quintile, Fall 2009

Ethnicity/Campus	1st SAT/ACT Quintile (SAT: >=2030)		2nd SAT/ACT Quintile (SAT: 1870 - 2029)		3rd SAT/ACT Quintile (SAT: 1710 - 1869)		4th SAT/ACT Quintile (SAT: 1520 - 1709)		5th SAT/ACT Quintile (SAT: <= 1519)		Overall				
	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	Apps as % of Overall	Apps	%			
Systemwide	19,651	20.8%	18,408	19.5%	19,541	20.7%	18,282	19.4%	18,558	19.7%	94,440	100.0%			
African American	223	4.9%	426	9.3%	708	15.5%	1,097	24.0%	2,121	46.4%	4,575	100.0%			
Asian	7,051	28.4%	5,002	20.1%	4,951	19.9%	4,328	17.4%	3,496	14.1%	24,828	100.0%			
Chicano	517	3.5%	1,194	8.1%	2,248	15.3%	3,749	25.5%	7,012	47.6%	14,720	100.0%			
Filipino	317	7.6%	623	15.0%	953	23.0%	1,238	29.8%	1,020	24.6%	4,151	100.0%			
Latino	416	9.1%	590	12.9%	861	18.8%	1,038	22.7%	1,674	36.6%	4,579	100.0%			
Native American	74	11.8%	147	23.4%	161	25.7%	156	24.9%	89	14.2%	627	100.0%			
White	7,446	24.3%	7,994	26.0%	7,746	25.2%	5,373	17.5%	2,142	7.0%	30,701	100.0%			
Other/Unknown	1,503	32.8%	1,034	22.6%	880	19.2%	633	13.8%	530	11.6%	4,580	100.0%			
International	2,104	37.0%	1,398	24.6%	1,033	18.2%	670	11.8%	474	8.3%	5,679	100.0%			
Mean GPA	3.87		3.72		3.62		3.50		3.30		3.70				
Mean SAT	2152		1943		1786		1615		1341		1771				
	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate	Apps	Adms	Admit Rate
Berkeley	16,033	7,789	48.6%	10,954	2,545	23.2%	8,669	1,344	15.5%	6,199	795	12.8%	47,170	12,773	27.1%
Davis	7,902	6,648	84.1%	8,843	5,223	59.1%	9,569	3,721	38.9%	8,117	2,477	30.5%	41,218	19,695	47.8%
Irvine	6,914	5,587	80.8%	8,277	5,069	61.2%	9,766	4,377	44.8%	9,295	2,740	29.5%	43,045	19,193	44.6%
Los Angeles	14,348	6,886	48.0%	12,056	2,378	19.7%	10,754	1,388	12.9%	8,521	841	9.9%	53,759	11,910	22.2%
Merced	1,024	1,010	98.6%	2,641	2,576	97.5%	4,808	4,639	96.5%	5,654	5,351	94.6%	20,199	18,547	91.8%
Riverside	2,028	1,979	97.6%	4,155	3,927	94.5%	6,897	6,346	92.0%	8,379	7,330	87.5%	31,012	26,188	84.4%
San Diego	11,367	8,294	73.0%	10,491	4,322	41.2%	9,955	2,538	25.5%	7,919	1,427	18.0%	45,800	17,278	37.7%
Santa Barbara	6,585	5,978	90.8%	9,162	6,102	66.6%	10,357	4,392	42.4%	8,999	2,765	30.7%	43,267	21,019	48.6%
Santa Cruz	3,260	2,999	92.0%	5,338	4,464	83.6%	6,570	4,448	67.7%	5,846	2,985	51.1%	26,360	16,904	64.1%

Notes: 1) Spring rollovers and students in the referral pool are included. 2) SAT/ACT quintiles (the higher score of SAT Math, Reading, and Writing or ACT Composite and Writing) were defined based on the systemwide applicant pool. Those with missing SAT and ACT are excluded from this analysis. 3) The systemwide count is unduplicated.

Appendix G

SCHOOL PROFILE DATA FIELDS from the FRESHMAN APPLICATION READ SHEET FALL 2010 – NORMING

SCHOOL PROFILE

- Location
- Setting (urban, suburban, rural)
- Year Round
- OP Approved Course List
- Grade Span, e.g. 9-12
- Socio-economically Disadvantaged
- Enrollment

PERFORMANCE

- Academic Performance Index State Rank
- Low SAT Quintile (yes/no)

SCHOOL ENVIRONMENT

- # of Teachers on Emergency Credentials
- Student/Teacher Ratio
- # English Learners
- # Eligible for Free/Reduced Meal
- # First Generation College (i.e. neither parent has graduated from college)
- 10th Grade Attrition
- # Did Not Complete “a-g”
- Average Family Income of UC Apps (from this school)

SENIORS (for a particular year)

- HS Graduates
- Apps to any UC Campus
- % Applied to UC

in Specific Campus Pool (for a particular year)

- Applicants
- Admits
- SIR

TESTING - SENIORS AVERAGE CA Percentile

- SAT Read
- SAT Math
- SAT Writing

SCHOOL HONORS

- AP Courses Offered Per Year
- Estimated Honors Courses(AP/IB/HL)

Appendix H

	UCB	UCLA	UCSB	UCI
CAMPUS PROCESSES				
General Process	Holistic Review - Each app reviewed 1 or 2 times, possibly a 3rd time to break ties or if flagged for additional attention (augmented review). All achievements, academic and non-academic, are considered in context of opportunities, any hardships or unusual circumstances, and maturity & determination with which he or she has responded to and/or overcome them. Academic accomplishments considered in context - strength of HS curriculum, including availability of honors/AP courses/ total number of college prep course available, among other indicators of the resources available within the school. % rankings for applicants from the same school and the entire UCB pool are also considered as well as significant, sustained leadership within the school and community.	Holistic Review: Each application is reviewed twice, a third time to break ties or if flagged for additional attention (supplemental review). Readers assign a single score to candidates on the basis of a review of the entire application. No single attribute or characteristic guarantees admission of any applicant. The review is based on a wide range of academic and non-academic achievements, which are considered in the context of the available high school and life opportunities, and how fully the student has taken advantage of those opportunities and resources.	All ELC applicants are admitted first. Then "school context" admissions are made (see below). These two categories comprise roughly half of applicants. The rest of this description applies to the remaining applicants. Two-step double-blind read: Each applicant assigned an academic index score called the Admissions Decision Model (ADM) based on GPA and test scores. CR consists of Academic Preparation Review (APR) and an Academic Promise Review (PPR). APR score based on academic factors comprising the ADM. The PPR score is based on a socio-economic status assessment, and applicant's curricular, co-curricular, or experiential skills, knowledge, and abilities which, when coupled with the APR, provide a comprehensive view of the student's potential for success.	Two-step Profile Review: 1) computer-assisted Academic Profile Review assesses quantitative academic information (ie., gpa, test scores, # of A-G courses completed), 2) Each application is reviewed holistically 1 or 2 times, and possibly a 3rd. All achievements, academic and non-academic, are considered in the context of opportunities, and life circumstances. Academic accomplishments are considered in context of the high school, including availability of honors/AP courses, and other factors. The contextual review also considers an applicant's potential to contribute, in light of the opportunities available to them.
Use of weights/ points	No weights assigned	No weights assigned	18 points each assigned to APR and PPR. No assigned weights except for SES factors. SES factors are explicitly scored on a 0-9 scale, while the remaining 9 points of the PPR score are assigned for the applicant's curricular, co-curricular, or experiential skills, knowledge, and abilities (with SES factors included insofar as they restrict opportunity for points in this area).	No fixed proportions or narrow criteria. PR-A and PR-B both get 8 pts (extraordinary) to 1 pt (not competitive). Students are placed in cohorts based on academic and eligibility criteria. Scores on the two PR scales are used to select students beginning at the top academic cohort. Ties are broken relying on HS GPA.
Eligibility in the Local Context	ELC is considered as a part of holistic review	ELC status is considered one of the academic elements	All ELC students are admitted, provided they satisfactorily complete remaining requirements during the senior year. UCSB also weighs geography in a special "School Context" pathway that admits top applicants from each CA public and private high school in the applicant pool (equal to 3% of high school graduating class, subject to an ADM minimum score).	ELC- eligible applicants are reviewed like all other applicants. All ELC students satisfying requirements are admitted.
Augmented Review	Secondary review for subset of applicants – constitutes approx. 5% of fall admissions. All readers may refer to AR, lead readers confirm the referrals. Internal staff read confirmed AR files (two reads for each file) Criteria for AR Referral includes evidence of academic promise and one of the following: Compound Disadvantage, Special Talent or Disability	Certain applications are reread: if scores differ by more than 1; if along the border line when not all students in the same ranking can be admitted (tie breaks); by edit messages such as high rankings with low scores and vice versa; Readers flag students for supplemental review based on unusual cases following UCB criteria.	Used for applicants in performance majors and for students identified by the highest reading score, which signifies extraordinary personal circumstance or talent. These students receive an additional review. Other applicants receiving augmented review include students who are home-schooled, are missing tests, or whose applications do not fit the standard review model.	Applicants in specific majors may also undergo a concurrent Augmented Review. Examples include Dance and Music, which require additional recommendations from faculty; selected applicants in Engineering; and all applicants in Nursing Science, who submit a supplemental application.

Appendix H

	UCB	UCLA	UCSB	UCI
Achievement in context	AEPE views: "(merit) reflects the full range of an applicant's academic and personal achievements and likely contribution to the Berkeley community, viewed in the context of opportunities and challenges that applicant faced." Indicators of rank within high school are used based on GPA, test scores, honors and a-g course-taking; When possible, applicants are compared to other applicants in the same pool and previous applicants from the same high school. Uses information about each school context as reflecting opportunity to learn.	Academic achievements considered in context of school, course taking considered "to the extent that such courses are available to the applicant"; "how fully the applicant has taken advantage of opportunities"; Indicators of rank within high school are used based on GPA, test scores, honors and a-g course-taking; When possible, applicants are compared to other applicants in same pool, previous applicants from same high school; Uses information about each school context as reflecting opportunity to learn.	School context: rank order applicants by using Academic Index Score/ADM & to admit top applicants from each California high school. In comprehensive review, readers review achievements in light of the context of individual's opportunities: socio-economic status, parental education level, school and community context, etc. Readers seek evidence during the academic promise review of challenges, special circumstances, hardships, and persistence; leadership, initiative, service, motivation; diversity of intellectual and social experience; and honors, awards, special projects, talents, creativity, and intellectual vitality.	Academic achievements considered in context of school, course taking considered "to the extent that such courses are available to the applicant"; "how fully the applicant has taken advantage of opportunities"; Indicators of rank within high school are used based on GPA, test scores, honors and a-g course-taking; When possible, applicants are compared to other applicants in same pool, previous applicants from same high school; Uses information about each school context as reflecting opportunity to learn.
Consideration of major	Readers consider additional faculty approved guidelines for College of Chemistry and Engineering as an overlay to the freshman selection guidelines	HSSEAS greater emphasis on math, Nursing, TFT, and A&A have add'l reviews	College of Engineering weighs math scores over verbal/writing, requires applicants to complete at least through pre-calculus in the senior year. Additional weight in APR is given to completion of science SAT subject exam. College of Creative Studies faculty review and select all applicants to that college (a supplemental application is required). Performance majors must pass an audition.	Augmented review by faculty for certain majors, auditions, some engineering

QUALITY CONTROL

Readers, training and oversight process	In addition to professional OUA staff, approx 75 external readers are hired each year. Many have been in the UCB pool for many years, and new readers are hired through campus HR. 70 part-time temporary readers including high school teachers, counselors, retired principals, administrators, college instructors and UC academic preparation program staff. Readers go through rigorous training prior to the start of reading, during the reading process readers are normed weekly and provided with daily updates of scoring distribution and reading progress as well as continued contact with team and lead readers. All readers and scores are monitored on a daily basis by lead readers	UCLA uses about 150 total internal and external readers. There is a five-step process: review training materials; attend training session; read 20 norm apps and attend small group norming session to discuss these cases; certification process (read up to 60; batches of 20, report back to Resource Team/trainers), if don't pass are dismissed, staff MUST pass; mid-january refreshing session for all readers. Apps are distributed randomly, if ranking from two different readers differs by more than 1 integer, reread by senior staff, reread in other cases too	UCSB uses external readers. There is a multi-step reader training, norming, and follow-up during reading process (quite similar to UCLA); readers must hold professional level positions within the University or have a significant background in education; training totals about 30 hours. Reader scores are regularly monitored and readers with high third read percentages get ongoing feedback	UCI uses about 140 total internal and external readers. Readers are trained on UCI's point system, uses a double-blind system, and are trained according to a similar process at UCLA.
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Appendix H

	UCB	UCLA	UCSB	UCI
Other quality control	After all applications are scored, senior readers view academic data related to the UCB applicants from each CA high school, including preliminary admit and deny decisions to validate decisions or identify anomalies, such as noticing an applicant with a high SAT or GPA rank denied admission when other students from the same high school with lower ranks have been identified for admission. Prior to making a final admit or deny decision, readers reexamine applications that appear to have been denied anomalously by comparing them with any admitted applicants with similar characteristics from the same school.		The Admission Decision Model (the academic index score) is revised periodically following a predictive validity study conducted by Institutional Research. Predictive validity is reviewed every year and adjustments are made when warranted. The last adjustment to the ADM was made in 2008.	
Faculty involvement	Faculty review files of the 100 applicants designated for admission with the lowest eligibility index scores. Each file is read by AEPE members with experience in UCB's CR process. If the reader concurs with the recommendation to admit the student is admitted. If not, the file is reviewed by a subcommittee: AEPE chair, a second AEPE member, and Admissions Director.	The primary role of the faculty (CUARS) has been to establish (undergraduate) admissions policy to be followed by the UARS office. Periodically, they review (after the year is over) a small sample of applications and its assessment to ensure the policy is implemented as designed.	The Senate Committee on Admissions, Enrollment and Relations with Schools (CAERS) annually sets criteria that will enable the campus to achieve its goals of improving the quality and diversity of the incoming class and achieving specified enrollment targets. CAERS reviews the process and outcomes annually.	Several faculty participate in the reader training, and actually read/score files. CUARS faculty receive a report on the selection model and set general criteria for the selection of admitted students.
Evaluation Of Process and Outcomes	May 2005 Hout Report is an extensive study of holistic review on ratings and review process, reveals academic considerations carry the most weight in review and selection. There are also annual outcome studies.	The Mare Report is in process, similar to Hout Report; Annual review of admissions results	We review our selection process every year. Particular attention is given to success (grades and persistence) for students chosen by different admissions processes (school context vs full read).	Validity studies of selection processes are conducted biennially which involve relating selection criteria to important academic outcomes, such as GPA in the first year, retention to the second year, retention to the third year, and 4-year graduation.
Evaluation of Disparate Impact	Currently under study.	No we have not conducted any "disparate impact analysis." We do however have admissions rate data for ethnic groups.	Per state law, we don't select on the basis of race or ethnicity. However, our selection process does not disadvantage federally protected groups. No formal study has been done, but comparison with other campuses makes it clear that UCSB does relatively better than other selective campuses.	No evaluation has been undertaken.
Changes since 2003 (in process)	In 07-08: added military service as part of "other evidence of achievement" 06-07: single read scores used for certain applications (1s usually admitted, 4s, 5s unlikely); middle scores get a second read; readers given the option of referring 4s to augmented review -- achieved time efficiencies.	Implemented Holistic Review in 2006	The comprehensive file reading process has been in place since 1997, although a number of changes have been effected over time following review and analysis by CAERS. Refinements include the weighting of the ADM and individual criteria, refinement of the reader rubric, socio-economic consideration and school context percentages.	The comprehensive read has been separated into two scores, and data in school context has been added.

Appendix H

	UCB	UCLA	UCSB	UCI
Changes since 2003 (efficiency)	09-10 on-line system for reading and file management; applications distributed, read and scored online	<p>a. Changing admissions notification methodology from a paper-based process to a web-based process.</p> <p>b. Changing the review of applications from paper-based to on-line process</p> <p>c. Changing the application from a comprehensive three-dimensional model (academic, life challenge, personal achievement matrix) to a comprehensive holistic approach</p> <p>d. Enhancing the training process including moving to on-line training (for returning readers) this year</p>	All applications are read and scored online-- offering greater data security, flexibility in staff scheduling, ease in document routing and energy savings. UCOP estimates online reading saves \$100k per campus/year. UCSB has led the development of collaborative processes among Admissions Offices: active membership on Admission Processing Task Force, provided leadership in the development of CETAD (collaborative transfer evaluation), working with international specialists to standardize (through training) and streamline international evaluation (through development of technical tools and shared processes), developing and supporting plans for collaborative freshman evaluation and reading.	Historically, UCLA and UCI have had a 96% overlap in acceptance in the upper cohorts of applicants. Recently UCI instituted a collaborative review with UCLA in which UCLA performs an initial review of each file and shares the results of this review with UCI. UCI does its own review of the students in the mid- and lower cohorts to identify potentially overlooked good candidates. This process streamlines the review process, but also assures a more thorough review of borderline applications.
Appeals Process	Policy established in AY 03-04, see small need for it	The appeal process is posted on the admissions webpage at http://www.admissions.ucla.edu/AppealsFr.htm . Internally, appeals are first reviewed by selected senior staff, if they deny, it stops at that level, if they recommend for a reversal, appeals are forwarded to 2 Associate Directors, if they both agree then the decisions are adopted. If there is a split decision, or some questions or some concerns, they are forward (or discussed with) to the director for a final decision.	The process for submitting an appeal is published on the admissions website (admissions.ucsb.edu). All appeals (typically upwards of 1,000 annually) are reviewed carefully. Few exceptions are made unless enrollment goals are not met.	The process for submitting an appeal is published on the admissions website (admissions.uci.edu). All appeals (typically 1,000 annually) are reviewed internally by staff. Few exceptions are made unless enrollment goals are not met.
Admit by Exception	Strong students receive competitive CR scores, potentially leading to an offer of admission, whether or not the student is technically eligible for admission to UC. The number of such cases is quite small. 1.5%-3% of freshman class.	All files are read, strong cases not eligible are	UCSB adopted a formal CAERS-endorsed revised Admissions by Exception policy in 2005. Special review categories include home-schooled students who are not eligible on the basis of scores, but demonstrate significant talent and/or achievement, students missing one or more test scores, and students who score the highest possible score in the reading process.	A by E used on an extremely limited basis for those students not eligible, yet demonstrate attributes that would otherwise lead us to believe they will be successful (e.g., athletes)
Public Information about Comprehensive Review	CR and selection process is published online: http://students.berkeley.edu/admissions/freshmen.asp?id=56&navid=N . Berkeley also has a FAQ admissions website at: http://students.berkeley.edu/admissions/general.asp?id=111&navid=N	The UCLA website has information about CR process and selection, explained to HS counselors; does not vary from process/info on how readers are trained and internal quality controls not published publicly. http://www.admissions.ucla.edu/Prospect/Adm_fr/fradms.htm	An overview of the process of admission selection is set forth on the admissions website (admissions.ucsb.edu/selectionprocess.asp), but at present it does not describe our "school context" admit pathway. This omission will be corrected before the next cycle.	Information on the website lists areas provides a general overview of the process, and highlights the various factors reviewed. http://www.admissions.uci.edu/admissions_info/not_admitted.html

	UCSD	UCD	UCSC	UCR	UCM
CAMPUS PROCESSES					
General Process	Each application is reviewed by 2 independent readers, and some by a 3rd reader if there is a scoring discrepancy. In the Academic Review process, each applicant is assigned an Academic Index score based on GPA/test scores. Additional academic factors are also considered such as ELC and performance in a low API school. A number of socioeconomic and personal characteristics are also considered--e.g. low family income, first-generation college, demonstrated leadership, special talents, achievements and awards, community and volunteer services, participation in educational preparation programs, and special circumstances, personal challenges/personal growth; 75% of the weight in the CR score is comprised of academic achievement factors.	Two-step computer-assisted review. Using a fixed weight point system, every application receives an electronic score (academic and SES criteria) for all but five of the CR criteria. Applications with sufficient electronic scores to be admitted independent of any human score are admitted. Typically, less than 25% of all applications are admitted by an electronic evaluation alone. All remaining applications, typically more than 75% of the total pool, are read once by a human and scored based on the remaining five CR criteria: leadership promise, special talents & skills, academic preparation programs, difficulties & perseverance, and significant disability. Points from the human evaluation are added to the electronically derived points to arrive at each student's CR score.	Fixed weight process uses all 14 CR criteria and is based predominantly on academic factors, supplemental review (human read of file) only for students below an initial cutoff.	UCR uses a fixed weight point process based predominantly on quantitative factors. There is a supplemental review for students below the Academic Index Score cutoff. The process involves first, either an electronic review of application information (high academic achieving applicants) or a manual review by an admission counselor to determine eligibility; and second, an electronic calculation of criteria to determine an Academic Index Score (AIS); applicants meeting AIS cutoff are admitted; others are deselected and reviewed by assistant director to determine accurate assessment and A by E	Merced admits all eligible students. CR is used for admission by exception; all ineligible applicants are also reviewed for evidence of academic and personal accomplishments in the context of the CR factors.
Use of weights/ points	Three quarters of the weight reflected in the Comprehensive Review score is based upon academic achievement. The remaining CR factors are assigned numerical scores ranging from 0, 150 to 300; for special circumstances/ personal challenges/personal growth, the max is 500 points. The maximum point total is 11,100.	An electronic evaluation (87.7% of final score) and reader evaluation (12.3% of final score) of academic and non-academic criteria determine final score. The academic score is weighted by socioeconomic characteristics (such as ELC status (#5), EOP qualification, non-traditional student status, first generation college status, veteran status, (#13), individual initiative (#12), and evidence of marked improvement (#10). If applicants have a high academic score, admitted without read	Comprehensive Review Score (CRS) has a possible total of 10,000 points. A Computed Index Score (CIS) is assigned to each applicant by summing the factors captured electronically from the UC Central Processor. A total of 8,500 points can be achieved on the CIS, leaving 1,500 points (the Reading Score) under the purview of an Admissions reader. CIS and RS are added together to form the CRS. Approximately 80% of CRS points are gained from academic factors.	UCR assigns weights to 5 criteria corresponding to UC guidelines (includes first generation, low income); determines cutoff for AIS in January from the UC eligible pool to achieve admission targets/ enrollment management.	No weights assigned
Eligibility in the Local Context	ELC-eligible applicants receive extra points. Not all ELC students are admitted.	ELC status is weighted and receives 1,000 maximum points	ELC-eligible applicants receive extra points. This criterion is determined by electronic data. UC Santa Cruz does not guarantee admission to all ELC applicants.	ELC students are assigned a weight equivalent to SAT subject exam scores	ELC students are automatically admitted
Augmented Review	Augmented Review is used for students who attend non-traditional schools, including home-schooled, early college programs, or non-accredited schools. For fall 2010, an Enhanced School Context Review is being implemented.	In November 2007, UCD's Admission and Enrollment Committee approved an Augmented Review (AR) policy, which uses comprehensive review outcomes to conduct a more contextual review for certain unusual cases.	Students below initial cutoff of CIS score receive reads	UC eligible students who do not meet the AIS cut-off receive a special manual review that includes a full read of the application	

Appendix H

	UCSD	UCD	UCSC	UCR	UCM
Achievement in context	Applicants who attend schools with low API rankings are assigned extra points for Educational Environment factor. ELC applicants who do not attend a low-API school are assigned additional points for academic achievement within the school context. Additional review is conducted of applicants who attend non-traditional schools, including "home-schooled," "early college," or have attended a non-accredited school. For competitive applicants, an additional review of standardized tests, such as AP or IB, or the completion of UC transferable units are factored into the final decision.	UCD does not currently evaluate CR in school context. But as UCD becomes more selective, admits compressed at the high end of spectrum, for more variation would need reader evaluation to have greater impact. Priority is afforded to ELC students.	1. Students from low (1-4) API schools are awarded 400 points. Since many of these schools do not offer many AP/IB/Honors courses, the 400 points can offset the GPA "bump" that students can earn. 2. Points awarded for a rigorous senior year (total a-g courses) which allows students from low API schools to compete evenly with students from higher-performing schools. 3. Students who qualify for EOP status (one qualification is coming from a low API school) are considered for Admission by Exception. 4. Readers are trained to look for references that mention school environment as a detriment to academic opportunities and/or performance.	school context is not considered in the AIS	For A by E Merced pays particular attention to the courses taken in relation to the offerings of the school and the student's biographical information; look at other qualitative indicators--e.g., non-traditional, disadvantaged, special talents, and military service.
Consideration of major	Students are first admitted to the campus. If a major is declared impacted, the CR score is used to determine whether the student is admitted directly into the major.	Intended major is not a factor in our comprehensive review process, but it is a consideration in our holistic augmented review.	The intended major listed on the application is not used for admissions purposes. Admission decisions are made without regard to an applicant's intended major.	No, all majors are considered equally in our process	Through fall11 2009 UC Merced did not screen for major except in A by E review. In those cases, students are sometimes admitted to the campus but not the major.

QUALITY CONTROL

Readers' training and oversight process	In addition to 25 professional Admissions staff, approximately 100 external readers (HS counselors, teachers, and other campus staff) support the CR process. Readers must hold professional level positions and appropriate educational backgrounds. All readers go through multi-step training and norming sessions; during the entire reading process, all readers are in constant contact with the CR coordinator. The external readers are supervised by the Associate Director and the Comprehensive Review Coordinator. The Assistant Vice Chancellor, Associate Director and the CR Coordinator screen and select all external readers. Readers go through two days of training which including reading and norming sample applications. In addition, there are weekly norming meetings, and all final decisions are sent to the entire listserv for reference.	C2 involves UA staff and other readers; potential readers must meet a certain consistency threshold before they "pass" the training and are allowed to read live applications; online reports to gauge consistency of scoring, staff intervene if applications are scored incorrectly; reliability studies; info from previous year used for following admissions cycle. For fall 2010, we had 42 readers, all of whom are staff members in Undergraduate Admissions. Although we used to recruit volunteer guest readers from among retirees, senior staff members from other departments, and faculty members, we discontinued this practice for the fall 2010 cycle. The productivity of volunteer readers proved insufficient to warrant the resources it took to train and monitor them.	Internal and External readers include admissions evaluators and outreach counselors, and certain counselors from the UCSC Educational Partnership Center who are familiar with the frosh requirements for admission. Each reader undergoes extensive 3-4 day training with many applications read and scored for norming purposes. Monitoring of individual reader scores is done by Admissions management to ensure consistency with faculty policy. Many UC-eligible students are offered admission based on their initial CIS cutoff score, without a human reading, because their CIS is high enough that a reader score would not make a difference to the final decision.	UCR does not use external readers. The assistant director reads deselected applicants. The assistant director and lead admission counselor provide evaluation training prior to each fall cycle that includes application norming sessions. Through this process, each admissions counselor must receive clearance by AD or lead admission counselor in order to independently evaluate applications. The lead admissions counselor randomly reviews the evaluations of all admissions counselors.	Merced does extensive training to ensure that evaluators (readers) and recruiters apply similar standards. All readers are admissions staff.
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Appendix H

	UCSD	UCD	UCSC	UCR	UCM
Faculty involvement	COA randomly selects files for review to determine if the scoring process and final decisions are consistent with the policy. This review process provides information and insight which enables the faculty to make recommendations regarding future changes in the Comprehensive Review process. Several Committee on Admissions (COA) members participate in CR training.	Faculty are involved in setting admissions	Senate Committee on Admission and Financial Aid reviews all policies/procedures governing undergraduate admissions. When time permits, CAFA members read a sampling of cases, and also review and provide feedback on written admissions materials, including reader training materials. Issues that are new or unclear for the Office of Admissions are brought to CAFA for review and clarification.	Faculty approve the criteria used in CR and A by E.	
Evaluation Of Process and Outcomes	The Student Research and Information Office annually provides analysis on first year academic performance. These findings are used by the faculty to make recommended policy changes.	Annual campus and BOARS review, 5-year review by the Academic Council	After each fall admissions cycle, the Office of Admissions reviews reading process outcomes with particular focus on the amount of points awarded under each criterion. The results are shared with CAFA to ensure compliance with policy. The weighting of each criterion is reviewed jointly by CAFA and Office of Admissions to measure the effectiveness of the CR method against the goals of the selection process at UCSC. While this joint review is not necessarily done annually this joint analysis also seeks to uncover any factors that might be negatively affecting specific populations, and if so, adjust the criteria to eliminate negative effects.	Phase I of CR was established in 2003 based on the AIS. In May 2005, an internal audit of CR procedures was conducted, and as a result a new process was implemented to track administrative changes to application data after initial capture. A shift to phase II CR in 2006-2007 was delayed after a review of enrollment targets by Undergraduate Council. The phase II CR process is under development for 2011 for the fall 2012 cohort by the Undergraduate Admissions Committee.	In 2010 UCM will be using analyses of first and second year outcomes to refine our CR process in anticipation of ETR.
Evaluation of Disparate Impact	UCSD has applied multiple measures to address disparate impact. The first step is to increase the applicant pool; second, continue adjusting current admission policy-e.g. adopting the Expanded School Context review, and improving yield efforts such as the Early Calling campaign.	What we currently list with SARI is probably the closest we have to evaluate our processes.	As each criterion is analyzed, CAFA and the Office of Admissions seek to eliminate disparate impacts of the awarding of points under each of the 14 criterion used for CR.	Not perceived as necessary at UCR.	
Changes since 2003 (in process)	Since implementation, changed points for academic preparation programs, special circumstances and personal challenges, expanded low income factor, provided greater clarity for volunteer & community service; and removed local geographic preference.	Binary scoring to graded scoring to allow for greater nuance; fall 06 had to make changes to reflect new SAT reasoning, consider only 2 subject exams	UCSC began CR for frosh applying to the fall quarter of 2004. Two years after the initial implementation, UCSC adjusted point totals to award more points to students from low API schools. In July 2009, CAFA adopted one-year experimental changes affecting CR by scaling down the human read component of review by 50% in favor of relying more heavily on GPA, test scores, and other academic factors.	Adopted <i>Phase I</i> of CR in 2005, test score weights modified slightly with change to test reqt but total weight for test scores remains the same; plans to adopt <i>Phase II</i> for fall 2012 admissions -- discussions for this have just begun, add'l criteria and weights TBD	The major change at Merced since 2003 is the presence of students.

Appendix H

	UCSD	UCD	UCSC	UCR	UCM
Changes since 2003 (efficiency)	The Admissions Office moved to a paperless review process several years ago. All files are read online; the system tracks all scores and identifies discrepancies resulting in third reads; readers receive feedback regarding the areas creating a significant number of third reads. Additional training and clarification is provided. All external readers receive a final report outlining the reader scores and opportunities for improvement. This web-based environment provides greater security and ease in routing and assigning files. It has enabled the office to reduce the reading time by one week.	An online read is tailored to the areas of the application for which readers are scoring, thus removing unnecessary distraction on the full application.	Since its inception, the UCSC CR was designed for maximum efficiency, using as much of the electronic data captured through the application process in awarding points. Other efficiencies have been achieved by altering the local Academic Information System to allow readers to access information more easily, thus increasing their ability to read and score applicants.	When UCR adopts the full read comprehensive review (Phase II), it expects to achieve efficiency by piggy-backing on reviews already being done at other UC campuses.	
Appeals Process	There is an online appeals process. All appeals must be received by April 15th. Students are notified of the decision within a ten-day turnaround period.	There is a formal appeals process that is actively publicized to all students denied admission. We use it to correct administrative errors and to consider new and compelling information not included in a student's initial application.	The appeal process is shared with students at the time they receive denial. Appealing students must submit an academic record that includes fall grades, any missing test scores, a letter explaining the nature of their appeal, and a single letter of recommendation (at the student's option). CAFA has established an appeals subcommittee that helps the Office of Admissions in its decisions. Appeals are granted in accordance with the same selection criteria that was used for the admitted student cohort.	We have a formal appeals process based on language and deadlines developed collaboratively by all UC campuses. Our process is presented to applicants (both freshman and transfer) electronically on MyUCR who are denied admission.	UCM has a formal appeal process. Students who are denied admission are informed of it, and the process is available on our website, admission.ucmerced.edu/appeals
Admit by Exception	UCSD adopted an Admission by Exception policy in 2006. A small percentage of competitive students who are technically ineligible are admitted AbYE.	Students who are ineligible, yet satisfy our comprehensive review criteria are admitted by exception. The number of such cases is very small. We do not have an independent admission by exception process.	A by E is used to: 1. Admit students with certain academic deficiencies who exhibit the promise of being a successful University student. 2. Further the diversity goals of the campus.	Deselected students are considered for A by E	A by E used only for those not eligible
Public Information about Comprehensive Review	CR policy is posted on the undergraduate admissions student website. The full admissions policy is provided to anyone on request, and also given to high school counselors during annual briefings. http://admissions.ucsd.edu/dev3/info/commreview.html	Website provides detailed information about the CR process, but not to such a degree that the public can compute their own CR scores. See http://admissions.ucdavis.edu/admissions/fr_selection_process.cfm	The reading policy is online at: http://senate.ucsc.edu/cafa/Fall%202010%20Reading%20Policy%20072009.pdf	CR criteria and process is published at http://my.ucr.edu/admissions/Pages/pathAdmission.aspx .	