The University of California’s New Freshman Admissions Policy:
Entitled to Review

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University of California, Office of the President
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Topics

- UC’s Admissions Goals: Excellence and Inclusivity
- Current Policy—Comprehensive Review
- New Policy—Entitled to Review
UC’s Goals: Excellence and Inclusivity

“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 background characteristics of California.”

-UC Policy on Undergraduate Admissions (1998)
Current Policy—Comprehensive Review

- Determine eligibility—three paths to guaranteed admissions systemwide
  - Statewide path—Eligibility Index
  - Local path (ELC—Eligibility in the Local Context, top 4% of graduating class)
  - Examination path
Current Policy—Comprehensive Review

- Review applications comprehensively
  - Criteria: 14 categories
    - Academic quality
    - Special talents, e.g. leadership, community service, etc.
    - Accomplishments in light of applicant’s life experiences and special circumstances
    - Educational opportunities

Full list of criteria is available at:
http://www.universityofcalifornia.edu/admissions/freshman/how-applications-reviewed/index.html
Current Policy—Comprehensive Review

- Review applications comprehensively
  - Review process
    - Single score holistic review processes, UCB and UCLA
    - Two stage or multiple score processes, UCD, UCI, UCSD, and UCSB
    - Fixed weight methods and supplemental read process, UCR, UCSC, and UCM
  - Eligible students who are not be admitted to their choice of campuses are put in referral pool.
Current Policy—Comprehensive Review

- Average weighted, capped high school GPA, Fall 1994 to Fall 2009

![Graph showing average weighted, capped high school GPA from 1994 to 2009.](image-url)
Current Policy—Comprehensive Review

- Average SAT score (Math, Reading, and Writing), Fall 1994 to Fall 2009

![Graph showing average SAT scores over time for applicants, admits, and enrollees from 1994 to 2009.](image-url)
**Current Policy—Comprehensive Review**

- New Freshmen from Diverse Backgrounds--First Generation Status, Fall 2000- Fall 2009

![Graph showing the percentage of applicants, admits, and enrollees from diverse backgrounds from 2000 to 2009. The lines show an increase over time, with the% for applicants, admits, and enrollees ending at 38.5%, 35.0%, and 34.4% respectively.](image-url)
Current Policy—Comprehensive Review

- New Freshmen from Diverse Backgrounds—Family Income Less Than $40,000, Fall 2000- Fall 2009

![Graph showing trends in applicants, admits, and enrollees from 2000 to 2009.](image-url)
Current Policy—Comprehensive Review

- Pell Grant Recipients as % of All Fall Enrolled Students, 2008-09
Current Policy—Comprehensive Review

- Underrepresented Minorities as a Percentage of California Public High School Graduates and New UC Freshman Admits, Systemwide, Fall 1994 to Fall 2009

![Graph showing the proportion of underrepresented minorities in California public high school graduates and new UC freshman admits from Fall 1994 to Fall 2009.](Image)
Current Policy—Comprehensive Review

- Inclusiveness indicators for all 2004 CA public schools with grade 12: number of students progressing through each stage toward UC enrollment

![Graph showing percentage progression through stages toward UC enrollment](image)

- 10th Graders (3 yrs earlier)
- Graduates
- A to G Graduates
- SAT II Takers
- Applicants*
- Admits*
- Enrollees*

Legend:
- Overall
- URM
- Male

Inclusiveness indicators for all 2004 CA public schools with grade 12: number of students progressing through each stage toward UC enrollment.
Current Policy—Comprehensive Review

- Percentage of 2004 admits by decile of school

Data Table

<table>
<thead>
<tr>
<th>Decile</th>
<th># of Schools</th>
<th>% of Admits</th>
<th>Admission Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>790</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2nd</td>
<td>321</td>
<td>2.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>3rd</td>
<td>111</td>
<td>4.5%</td>
<td>5.6%</td>
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<tr>
<td>4th</td>
<td>96</td>
<td>5.7%</td>
<td>7.1%</td>
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<tr>
<td>5th</td>
<td>101</td>
<td>7.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>6th</td>
<td>86</td>
<td>8.7%</td>
<td>10.7%</td>
</tr>
<tr>
<td>7th</td>
<td>89</td>
<td>10.3%</td>
<td>12.8%</td>
</tr>
<tr>
<td>8th</td>
<td>102</td>
<td>13.2%</td>
<td>16.2%</td>
</tr>
<tr>
<td>9th</td>
<td>84</td>
<td>18.2%</td>
<td>22.5%</td>
</tr>
<tr>
<td>10th</td>
<td>100</td>
<td>29.6%</td>
<td>39.9%</td>
</tr>
<tr>
<td>Total</td>
<td>1880</td>
<td>100.0%</td>
<td>12.4%</td>
</tr>
</tbody>
</table>
Current Policy—Comprehensive Review

- Household and UC admits distributions by income, 2004

<table>
<thead>
<tr>
<th>Household Income</th>
<th>UC CA Resident Freshman Admits</th>
<th>Households with Children Age 5-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19,999</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>20,000-39,999</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>40,000-59,999</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>60,000-79,999</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>80,000-99,999</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>100,000 or more</td>
<td>32%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Current Policy—Comprehensive Review

- Disparate impact analysis—ratio of admit rate by racial/ethnic group relative to highest admit group by campus, 2009

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.
Current Policy—Comprehensive Review

- Applicants by Ethnicity and High School GPA Quintile, Fall 2009

![Graph showing applicants by ethnicity and GPA quintile.](image-url)
Current Policy—Comprehensive Review

- Applicants by Ethnicity and SAT/ACT Quintile, Fall 2009
Current Policy—Comprehensive Review

- Helped develop admissions processes to select the most academically or personally accomplished students
- Helped increase diversity of student body at UC
- Still need improvement and changes, e.g. there exist some unnecessary barriers like the SAT Subject Tests and we also need to expand opportunities for access to UC in every high school in the state
- Reaffirm that Comprehensive Review is the process that every campus uses to select all of their students
New Policy—Comprehensive Review (Entitled to Review)

- Take effect in 2012
- Rationale for Policy Changes
  Is intended to open the door of opportunity and send a welcoming message to a larger and more diverse pool of California students
New Policy—Entitled to Review

Major Changes

- No eligibility index
  - Meet the minimum subject and scholarship requirement
  - Submit ACT with Writing or SAT Reasoning scores
- No requirement for the SAT subject exam
- Applications of students meeting minimum requirements will be entitled to review
- Guaranteed admissions
  - The top 9% of their graduating class (Eligibility in Local Context)
  - The top 9% statewide by UC’s Admissions Index
Eligibility in Local Context-Top 9% of Graduating Class

- Top 15% transcripts of projected graduating class in terms of juniors from each high school
- Top 9% of projected graduating class based on courses and GPA
- To fully eligible, complete the remaining requirements, e.g. courses in 12th grade, examination (SAT/ACT)
Admissions Index-Top 9% Statewide

- The top 9% statewide
  - Projected public high school graduates in 2012: 375,731
  - Guarantee to admit: $375,731 \times 9\% = 33,816$

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>UC Score (SAT/ACT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00 - 3.04</td>
<td>263</td>
</tr>
<tr>
<td>3.05 - 3.09</td>
<td>261</td>
</tr>
<tr>
<td>3.10 - 3.14</td>
<td>259</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>4.25 - 4.29</td>
<td>180</td>
</tr>
<tr>
<td>4.30 - 4.34</td>
<td>175</td>
</tr>
<tr>
<td>4.35 &amp; above</td>
<td>171</td>
</tr>
</tbody>
</table>

Admissions Index

- Method to Define the Index—Two Steps
  - Develop a statistical model
  - Calculate a sliding index represented in terms of HS GPA and UC score total
Admissions Index

- **Step I: Develop a statistical model (scholarship requirement)**
  - **Assumptions/Conditions:**
    - Complete UC required A-G courses
    - HS weighted, capped GPA is 3.00 or higher
    - Complete pattern of SAT Reasoning/ACT
    - UC GPA must be 2.00 or higher to earn a degree
  - **Population**
    - 2007 entering students
    - Graduated from CA public schools
    - Meet the first three conditions above
    - UC GPA >=2.00: 26,159; UC GPA < 2.00: 2,014
Admissions Index

- Step I (Cont’d): Develop a statistical model
  - Statistical Model: logistic regression
    - Dependent variable: UC GPA (2.00 or higher vs. below 2.00)
    - Independent variables:
      - High school weighted, capped GPA
      - Normalized test scores (UC score)
      - A quadratic term of HS GPA: adjust nonlinearity and put more weights to HS GPA
  - Procedure:
    - Convert SAT and ACT into UC score (concordance table between SAT and ACT)
    - Build model
### Step I (Cont’d): Develop a statistical model

#### Result

UC GPA = -2.7841 – 2.1525*HS_GPA + 0.0260*UC_Score (Total) + 0.5355*HS_GPA^2

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>Error</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>-2.7841</td>
<td>2.7799</td>
<td>0.3166</td>
</tr>
<tr>
<td>GPA</td>
<td>-2.1525</td>
<td>1.5306</td>
<td>0.1596</td>
</tr>
<tr>
<td>UC Score (Total)</td>
<td>0.0260</td>
<td>0.0011</td>
<td><strong>0.0001</strong></td>
</tr>
<tr>
<td>GPA^2</td>
<td>0.5355</td>
<td>0.2120</td>
<td><strong>0.0115</strong></td>
</tr>
</tbody>
</table>
Admissions Index

- **Step II:** Calculate a sliding index in terms of scholarship requirements (HS GPA and Test Score)

- **Population:**
  - 2006-07 CA public school graduates (CPEC study data)
    - A sample of 158 schools
    - 72,000 high school graduates
    - Scale up to 350,392 graduates after weights were applied
  - Complete 15 units by the end of senior year
  - Weighted, capped GPA
  - Test score (SAT/ACT)
  - 68,276 students were included
Admissions Index

- **Step II (Cont’d):** Calculate a sliding index in terms of scholarship requirements (HS GPA and Test Score)
  - Guaranteed admits: $350,951 \times 9\% = 31,535$
  - Probability that each of 68,276 students could earn a UC GPA of 2.00 or higher if they were admitted.
  - Select a cutoff probability
    - Rank students in terms of the probability from the highest to the lowest
    - Select top 31,535 students from the list
    - The probability of the last student on the list is the cutoff probability that a student can earn a UC GPA of 2.00 or higher—that is 91.7%.
Admissions Index

- Step II (Cont’d): Calculate a sliding index in terms of scholarship requirements (HS GPA and Test Score)
  - Calculate index
  - Categorize high school GPA with an increment of .04 from the minimum required GPA of 3.00, e.g. 3.00 – 3.04, 3.05 – 3.09… 4.30 – 4.34, 4.35 – above
  - Calculate a minimum UC score total for the low end of each high school GPA range, which is required to reach a probability of 91.7% to earn a UC GPA of 2.00.
Admissions Index

- Step II (Cont’d): Calculate a sliding index in terms of scholarship requirements (HS GPA and Test Score)

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## Admissions Index

### Simulation on 2010 applicants

<table>
<thead>
<tr>
<th>Projected Public High School Graduates</th>
<th>Top 9%</th>
<th>Admits based on all applicants</th>
<th>Admits based on all students with A-G courses and minimum GPA of 3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>380,153</td>
<td>34,214</td>
<td>39,578</td>
<td>34,948</td>
</tr>
</tbody>
</table>

- Top 9%: 34,214
- Admits based on all applicants: 39,578 (10.4%)
- Admits based on all students with A-G courses and minimum GPA of 3.00: 34,948 (9.2%)
A Brief Summary

- Conduct a more comprehensive review of a student’s file
- Consider a system of single-score holistic review process
- Examine the “full range of an applicant’s academic and personal achievement and likely contributions to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced.”
- Increase both excellence and diversity
- Continue to revise its admissions policy in light of new developments and challenges to meet the goal of “inclusive excellence” in selection
Questions?

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