

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

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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:

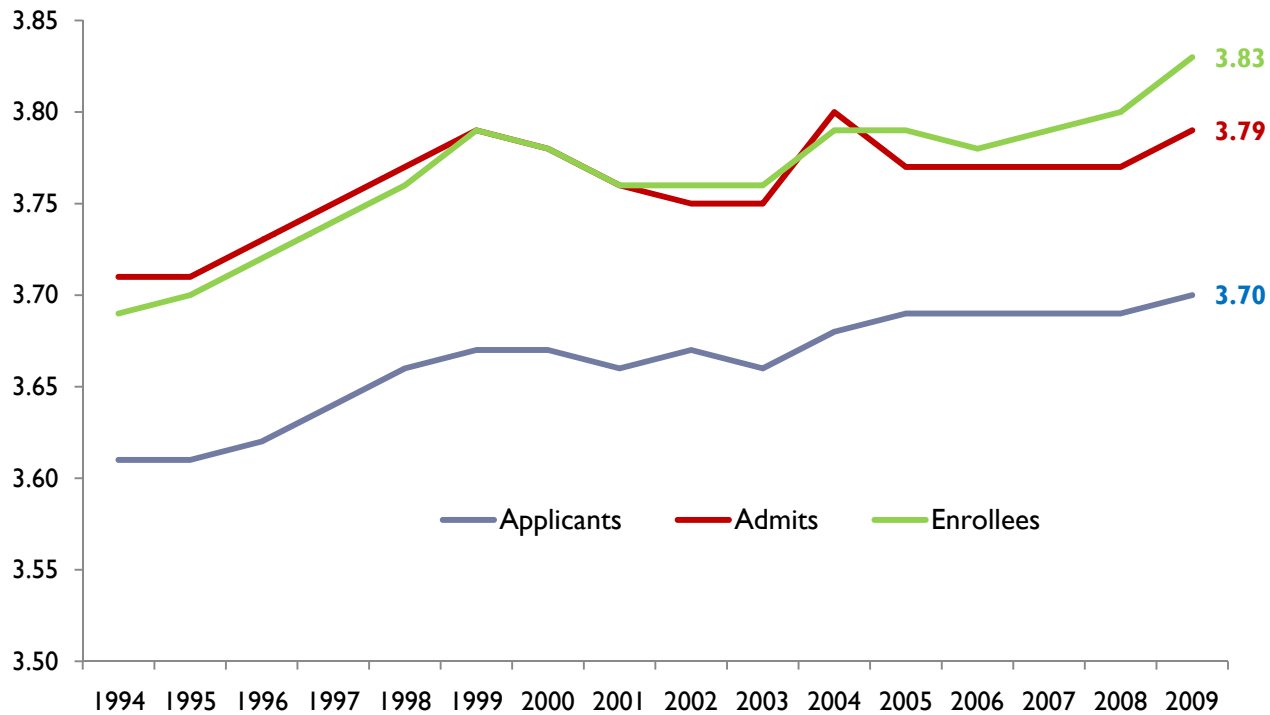
<http://www.universityofcalifornia.edu/admissions/freshman/how-applications-reviewed/index.html>

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.

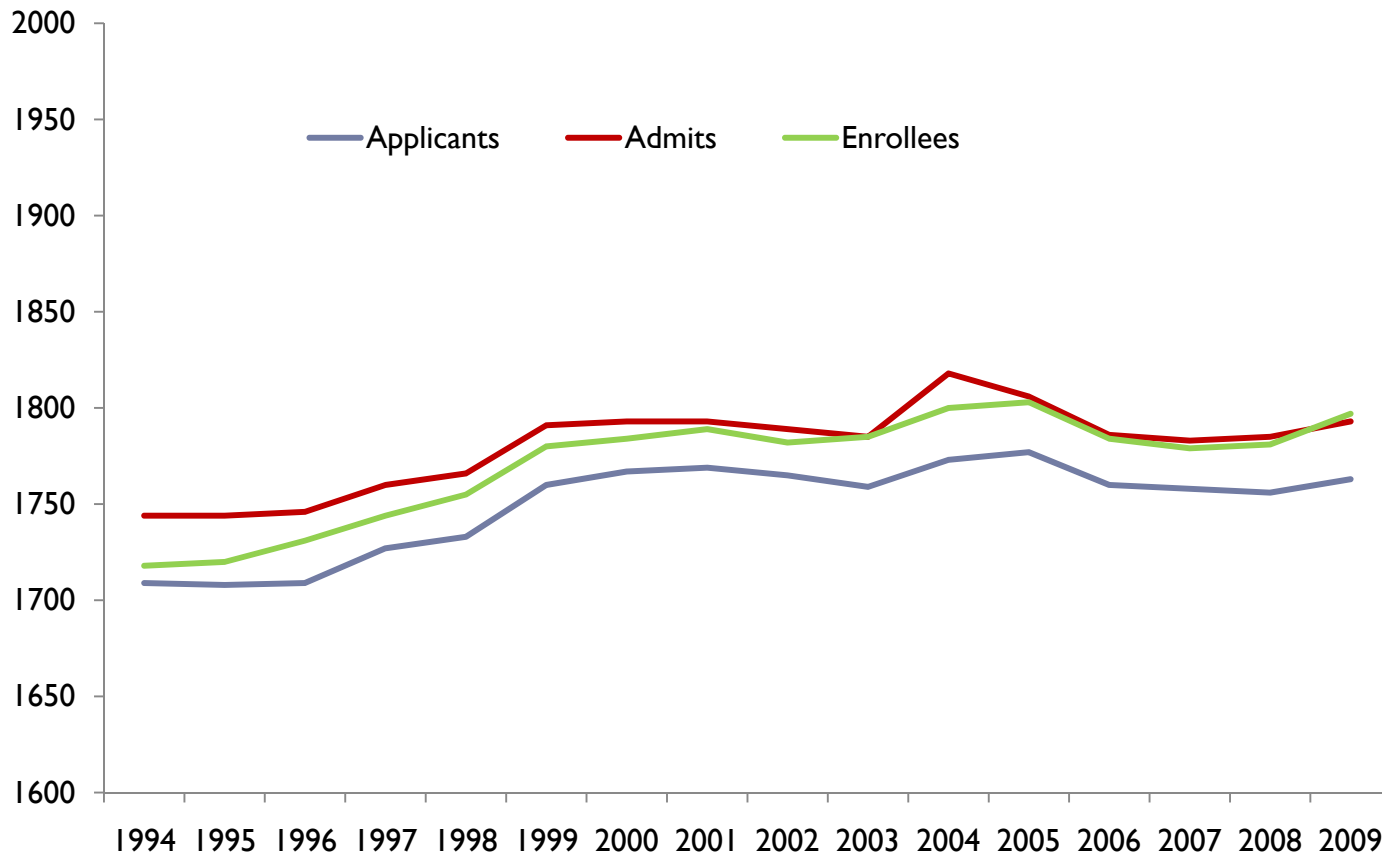
Current Policy—Comprehensive Review

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



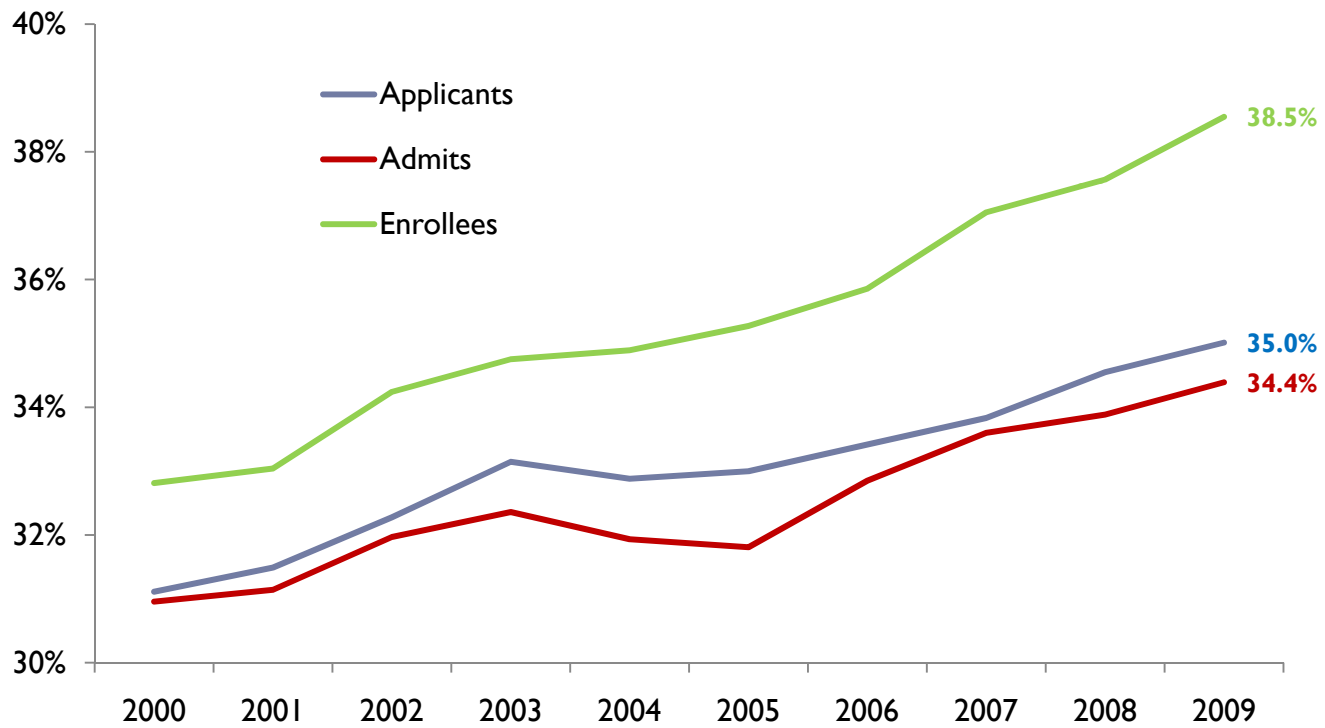
Current Policy—Comprehensive Review

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



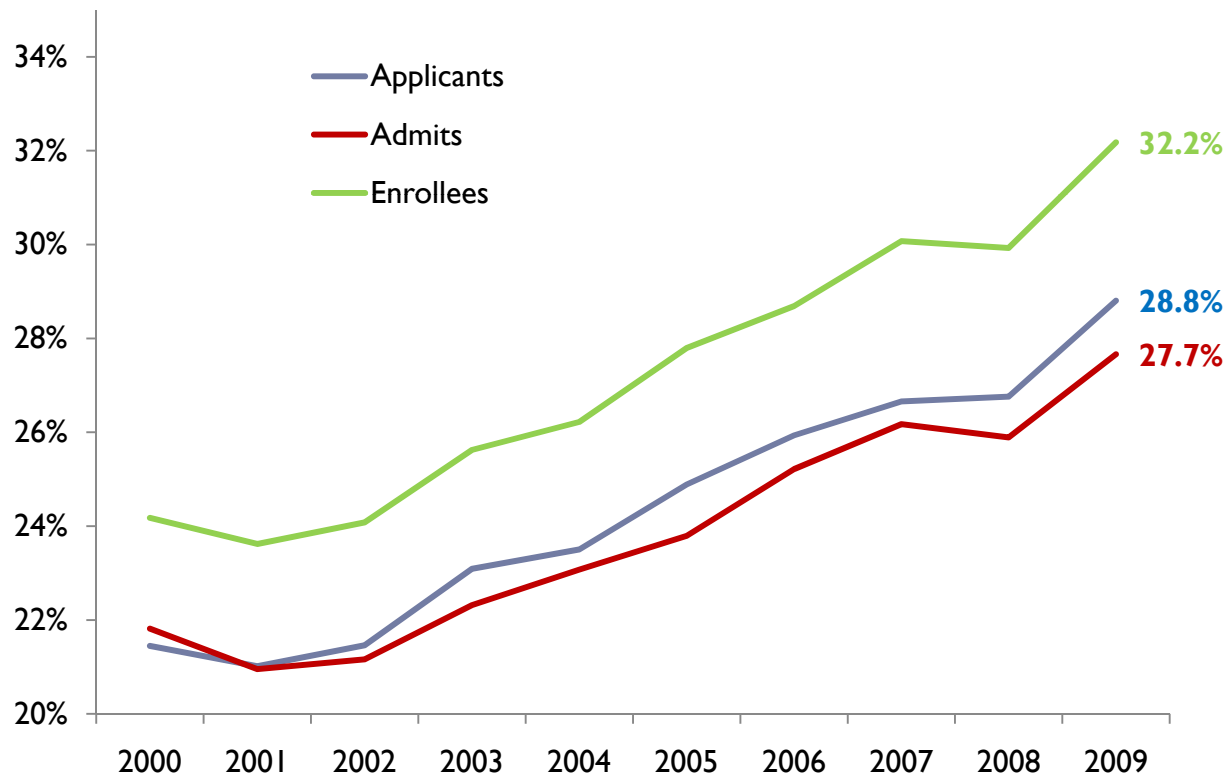
Current Policy—Comprehensive Review

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



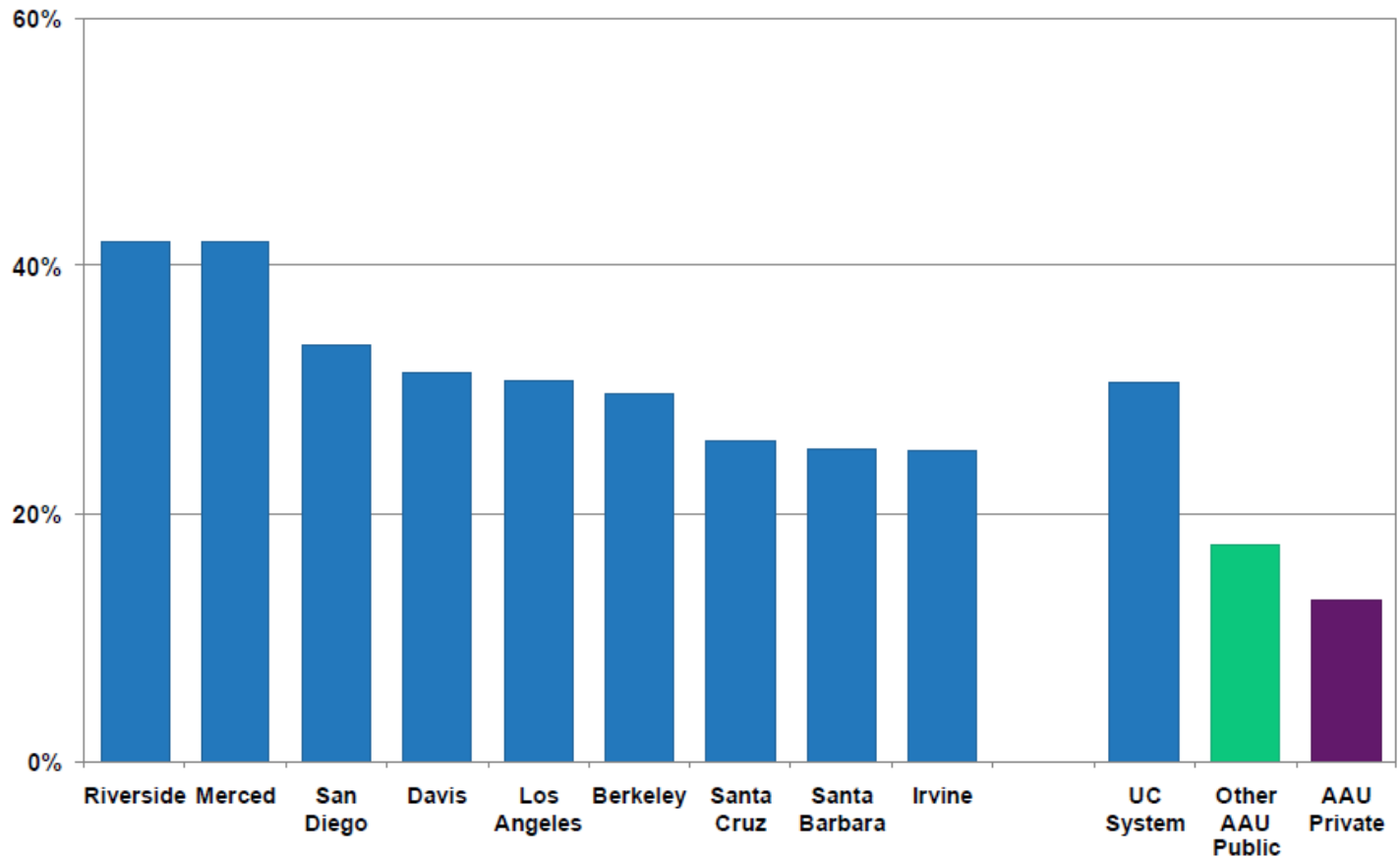
Current Policy—Comprehensive Review

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



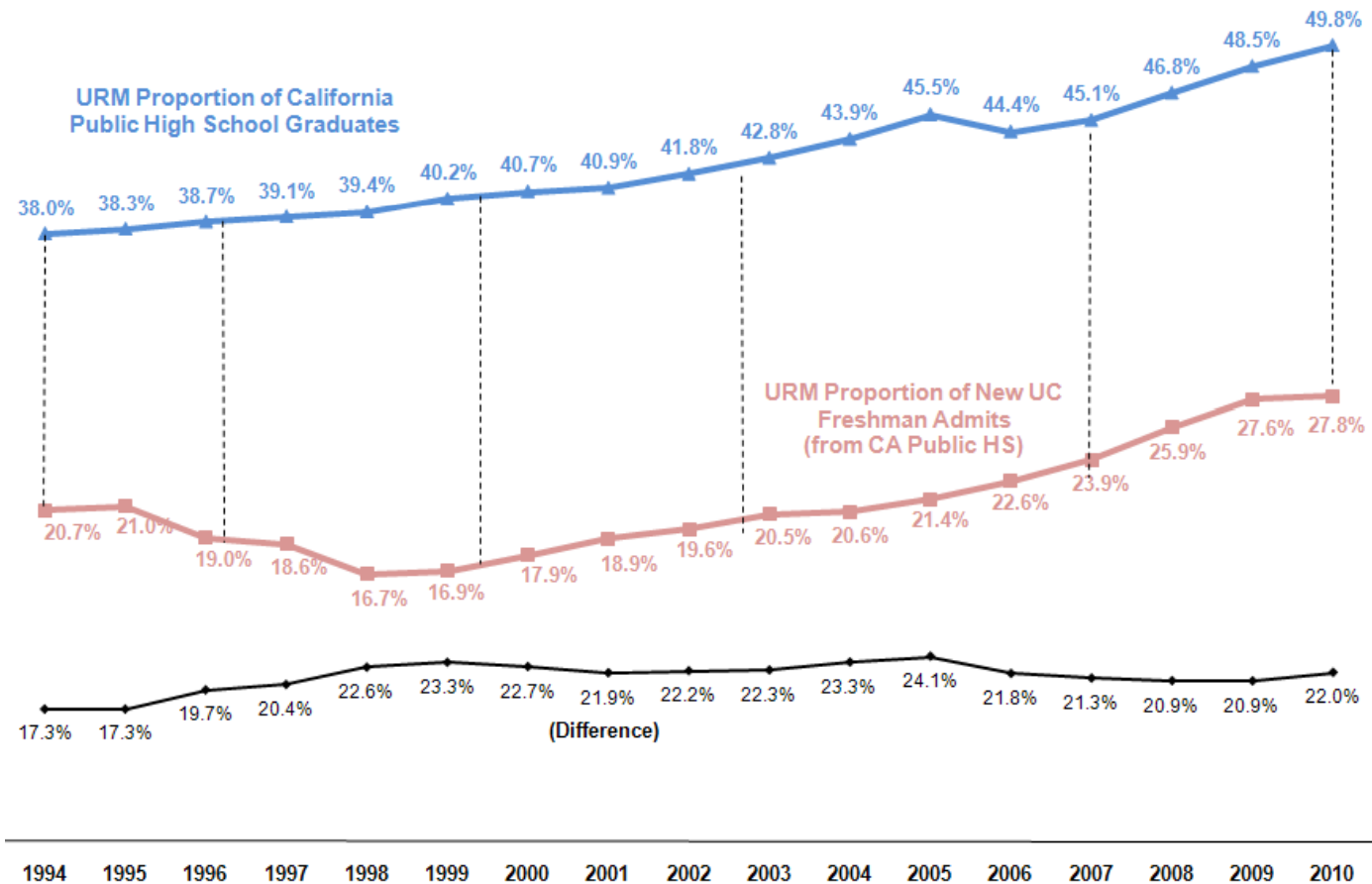
Current Policy—Comprehensive Review

▶ Pell Grant Recipients as % of All Fall Enrolled Students, 2008-09



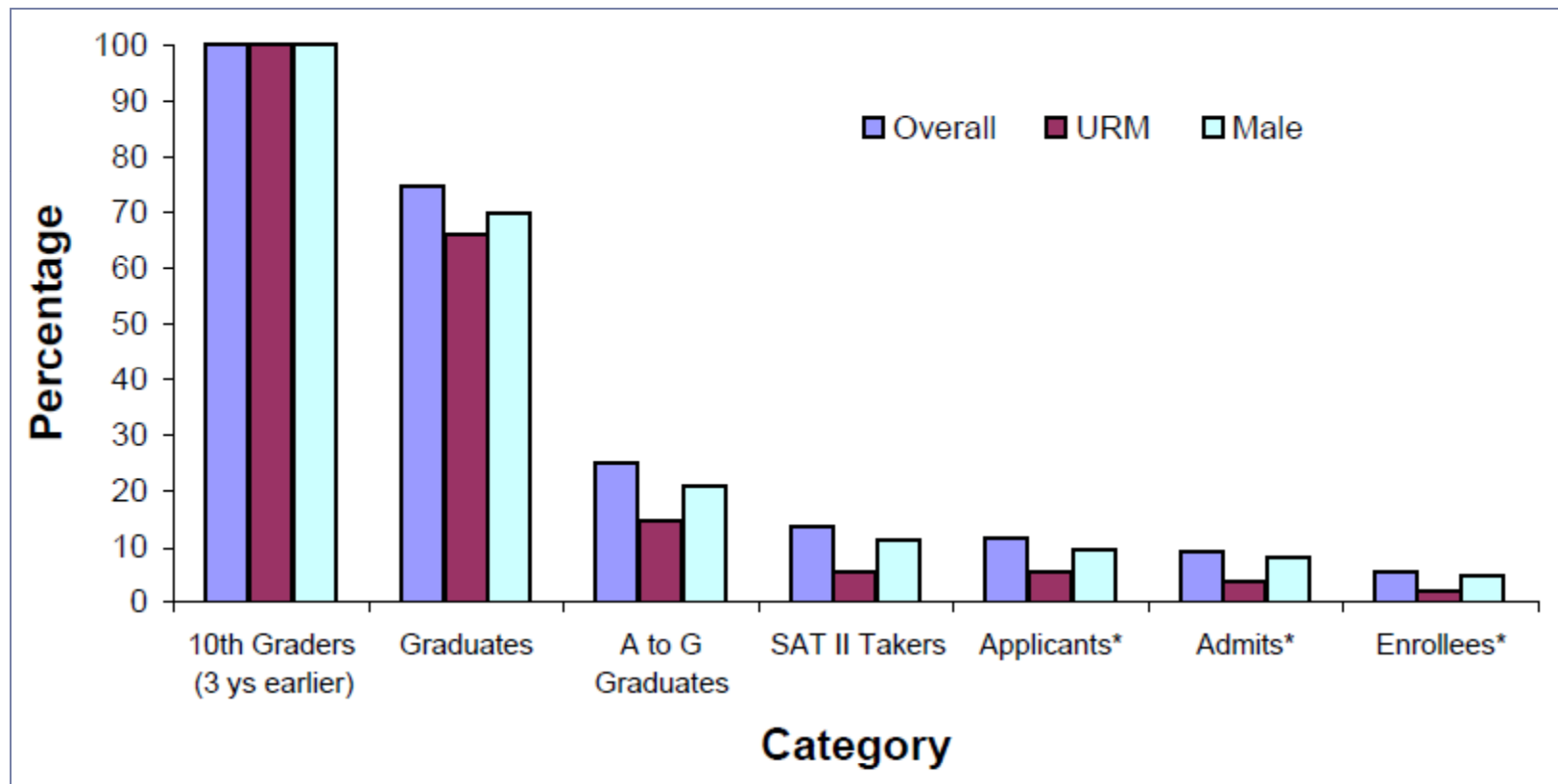
Current Policy—Comprehensive Review

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



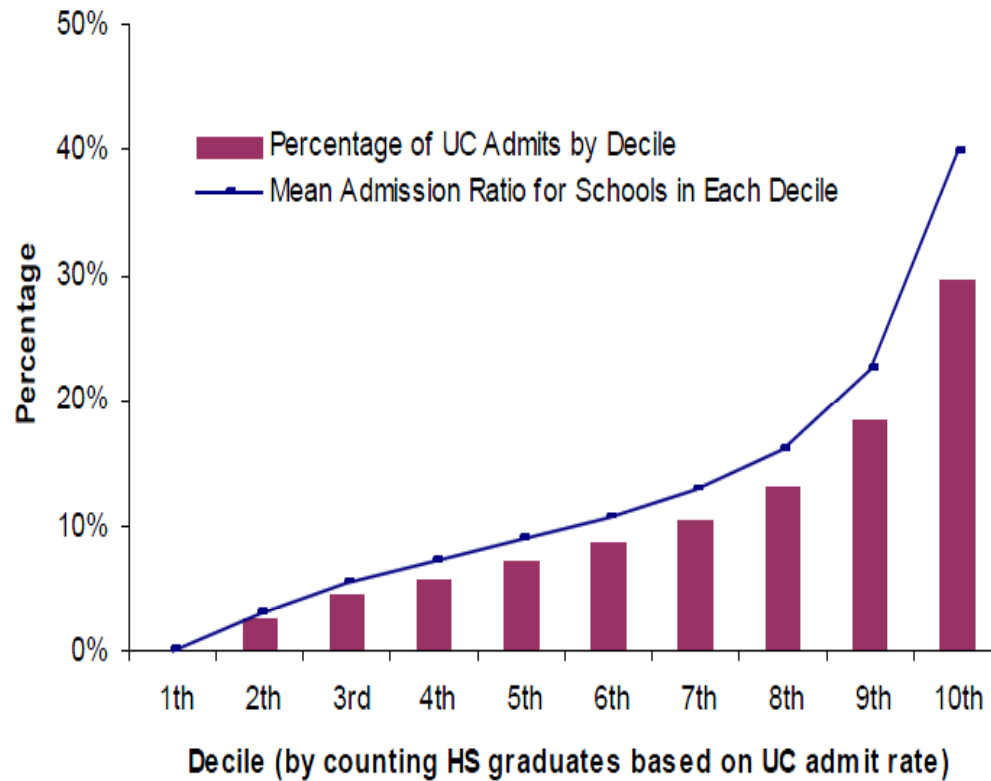
Current Policy—Comprehensive Review

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



Current Policy—Comprehensive Review

▶ Percentage of 2004 admits by decile of school

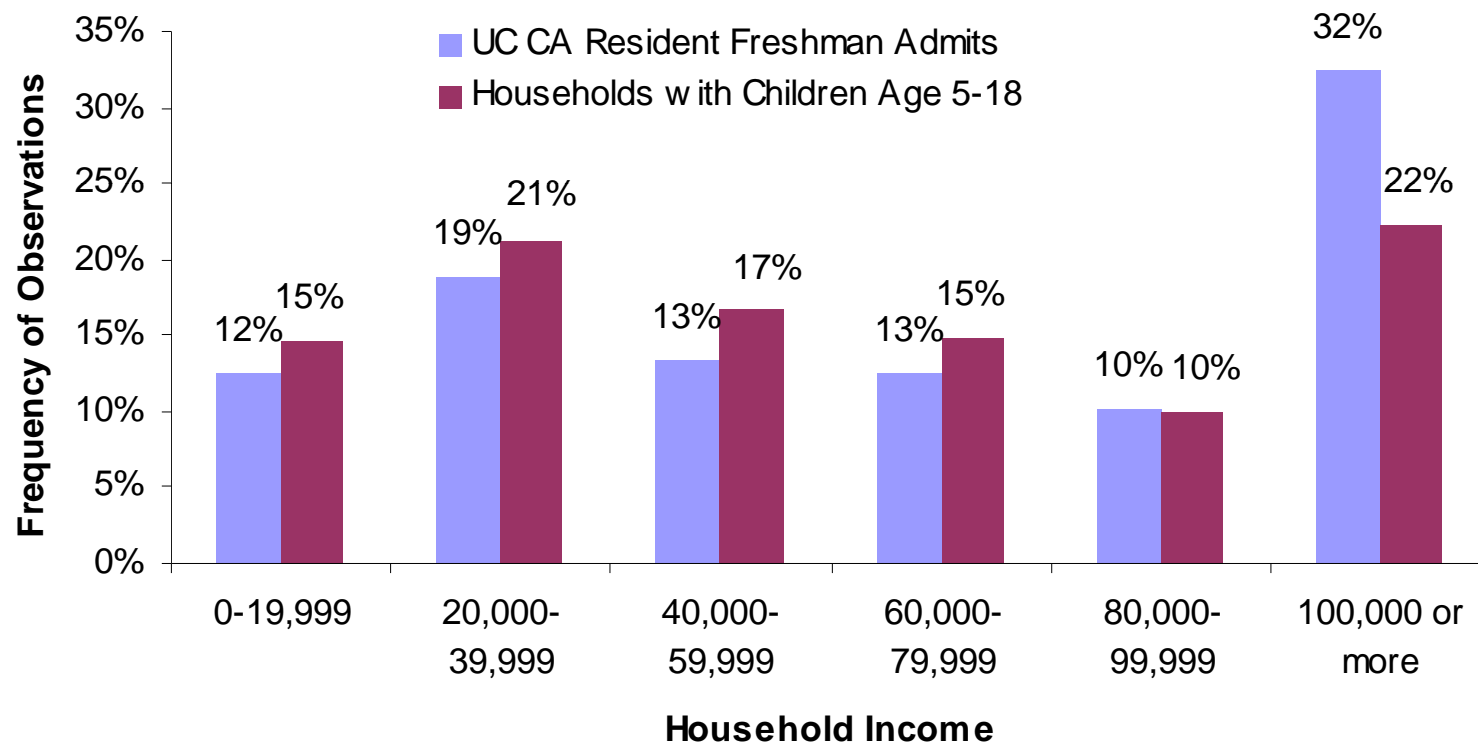


Data Table

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

Current Policy—Comprehensive Review

- ▶ Household and UC admits distributions by income, 2004



Current Policy—Comprehensive Review

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

Admission Rate (%) by Campus and Ethnicity

	BK	DV	IV	LA	MD	RV	SD	SB	SC	All
African American	17.3	30.3	23.1	15.1	80.7	68.9	20.3	32.6	41.4	60.2
Asian	30	49.7	49.1	24.9	91.9	87.2	42.6	49.7	63.4	84.7
Chicano/Latino	21	45.3	33.3	15.6	86.7	77.9	31	45.2	59.3	76.4
White	29.1	47.9	48.2	23.5	97.2	91.9	36.2	50.7	67.2	81.9
min	17.3	30.3	23.1	15.1	80.7	68.9	20.3	32.6	41.4	60.2
max	30	49.7	49.1	24.9	97.2	91.9	42.6	50.7	67.2	84.7

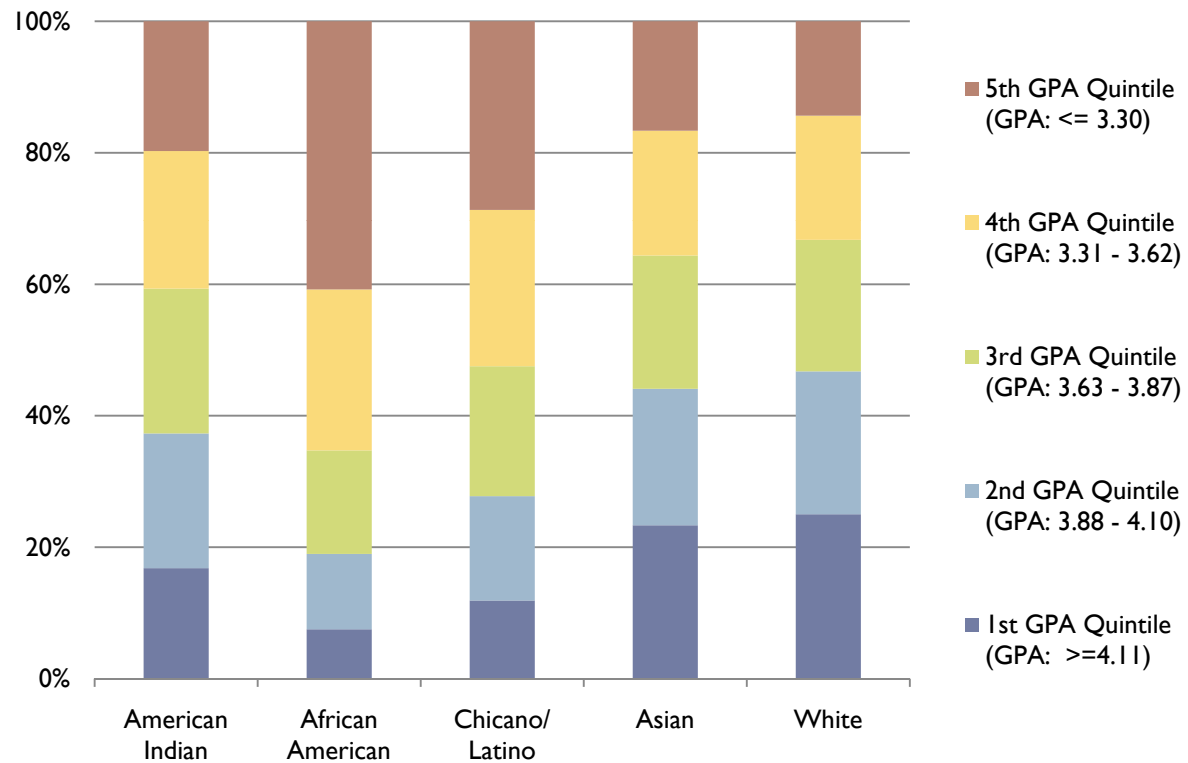
Ratio of Admission Rate by Ethnicity to the Highest Admission Rate on a Campus

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%

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.

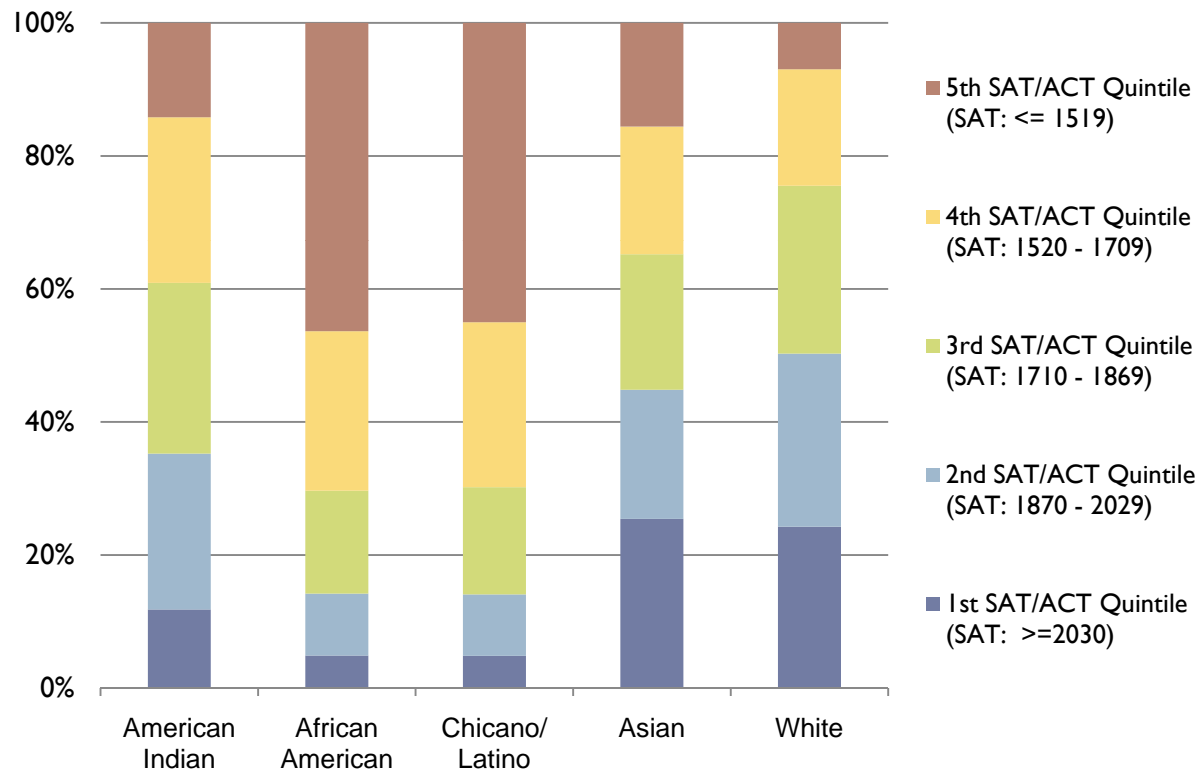
Current Policy—Comprehensive Review

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



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: **$375,731 \times 9\% = 33,816$**

HS GPA	UC Score (SAT/ACT)
3.00 - 3.04	263
3.05 - 3.09	261
3.10 - 3.14	259
...	...
4.25 - 4.29	180
4.30 - 4.34	175
4.35 & above	171

Index website: <http://www.universityofcalifornia.edu/admissions/freshman/applying-fall-2012/2012-admissions-index/index.html>

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

Admissions Index

- ▶ Step I (Cont'd): Develop a statistical model

- ▶ Result

$$\text{UC GPA} = -2.7841 - 2.1525 \cdot \text{HS_GPA} + 0.0260 \cdot \text{UC_Score (Total)} + 0.5355 \cdot \text{HS_GPA}^2$$

	Estimate	Error	<i>p</i>
Intercept	-2.7841	2.7799	0.3166
GPA	-2.1525	1.5306	0.1596
UC Score (Total)	0.0260	0.0011	0.0001
GPA ²	0.5355	0.2120	0.0115

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)
 - ▶ Admissions Index

HS GPA	UC Score
3.00 - 3.04	263
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Admissions Index

▶ Simulation on 2010 applicants

Projected Public High School Graduates	Top 9%	Admits based on all applicants		Admits based on all students with A-G courses and minimum GPA of 3.00	
380,153	34,214	39,578	10.4%	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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