HOLISTIC REVIEW IN FRESHMAN ADMISSIONS AT UCLA

EXECUTIVE SUMMARY

This report is an analysis of holistic review in Freshman admissions at UCLA.

Commissioned by the Committee on Undergraduate Admissions and Relations with

Schools (CUARS) in 2008, the study is intended to cast light on the workings of the

holistic review process, including the degree to which readers of Freshman applications

apply the criteria for review that are set out in the CUARS guidelines and the relative

weights that are given to the many factors that are considered in holistic ranking of

applications. Additionally, in view of continuing discussion on the UCLA campus and in

the public at large about equity, diversity, and transparency in the admissions process, the

study also considers differences in admissions outcomes among ethnic identity groups in

the applicant pool. The study consisted of a quantitative analysis of a large body of

administrative data produced by the Freshman admissions process for Fall 2007 and 2008

and a reread study of a sample of 2008 applications. My analysis consisted of a

description of UCLA applicant pool and an analysis of the associations between the

characteristic of applicants and their outcomes on holistic ranking and admissions. The

latter analysis rests on a model of admissions that examines its several stages: Regular,

Final, Supplemental, and School Reviews. The analysis quantifies the weights that are

placed on the prescribed criteria for holistic rank. Additionally, I examine variation

among ethnic identity groups in how they fare in the admissions process. The principle

findings of my analyses are:

1. Holistic ranks in Regular Review are assigned according to the admissions criteria

    set out by UARS. Grades in high school, weighted for honors and advanced

    placement classes and measured relative to the local applicant pool, and

standardized test scores have the largest impact upon holistic ranking. Other measures of high school academic accomplishment, including college preparatory coursework and performance on Advanced Placement tests, also have substantial beneficial effects on holistic ranking.

2. Grades and test scores do not alone determine favorable ranks or admission. Other factors, such as whether an applicant has an impressive profile of extracurricular activities, shows involvement in the high school or local community, or works outside of school either in a way that is academically enriching or that contributes to family finances, all make small contributions to favorable holistic ranking. In the intense competition for favorable holistic ranking among the many applicants who have strong GPAs and standardized test scores, an applicant who has many of these assets will win out against an applicant who lacks them.

3. Disparities among ethnic identity groups in holistic ranking in Regular Review are very small, although readers do appear to give consideration to the challenges of coming from socioeconomically disadvantaged families.

4. Applicants whose admission decision occurs in Final Review, typically when they received discrepant scores between their two readers in Regular Review, receive holistic ranks in much the same way as in Regular Review. The relative weights given to GPA, test scores, and other personal qualities are similar to those in Regular Review.

5. In Supplemental Review, UARS staff place considerable weight on socioeconomic hardship, challenges, and limits to academic achievement. Among applicants who are otherwise similar in measured academic qualifications and

challenges, African American and Latino applicants are disproportionately

represented in Supplemental Review.

6. In both Final and Supplemental Review, African American applicants receive

   somewhat more favorable and "North Asian" (Chinese, Japanese, Korean,

   Indian/Pakistani American) applicants receive somewhat less favorable holistic

   read scores than applicants in other ethnic identity groups who are otherwise

   similar in academic qualifications, personal characteristics, and measured

   challenges and hardships.

7. Relative to their representation in the applicant pool, White and North Asian

   applicants are more heavily represented among admitted students than African

   American, Latino, and Southeast Asian applicants. These disparities arise

   principally in Regular Review and are dampened, to some degree, in Final and

   Supplemental reviews.

8. If we adjust for ethnic identity group differences in the characteristics of

   applicants, a different pattern of ethnic disparity emerges. Among otherwise

   equivalent applicants, Whites, African Americans, and Latinos are

   overrepresented among those admitted and Asian American applicants are

   underrepresented. For Black and Latino Applicants, these disparities arise

   principally in Final and Supplemental Review, whereas for Whites they occur in

   Regular Review. The disadvantages of Asian applicants occur, with varying

   magnitudes, throughout the admissions process.

9. How one views the size of these disparities depends on one's frame of reference.

   Relative to the entire cohort of admitted students, these disparities are quite small

   – none as large as 2.5 percent of applicants. Relative to group-specific totals of

admitted applicants, the disparities appear larger, but this depends on the size of

the admitted group.

The holistic ranking process for Freshman admissions at UCLA appears to work

much as intended. Academic achievement and other personal qualities that contribute to

a stimulating, diverse campus environment govern holistic ranking. In Regular Review,

which is carried out by qualified members of the education community in the southern

California region in conjunction with UARS staff, the importance of academic merit is

paramount and I find no important differences along lines that depart from the prescribed

ranking criteria. In Final and Supplemental Review, which are conducted by UARS staff,

I do find some disparities in outcomes that favor some groups and disfavor others among

applicants who are otherwise similar on their measured characteristics. Whether these

disparities are considered small or large is a normative, policy issue – not a scientific one.

HOLISTIC REVIEW IN FRESHMAN ADMISSIONS

AT THE UNIVERSITY OF CALIFORNIA--LOS ANGELES

Prepared for the Committee on

Undergraduate Admissions and Relations with Schools (CUARS)

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January 2012

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ACKNOWLEDGEMENTS

HOLISTIC REVIEW IN FRESHMAN ADMISSIONS AT UCLA

1. INTRODUCTION

In the summer of 2008 I was approached by the Chair of CUARS to provide an independent study of the holistic Freshman admissions process at UCLA. At that time the holistic review system had been in place at UCLA for two years and CUARS wished to take stock of the system. CUARS sought an analysis of the relative weights being given in the holistic review process to high school achievement, to other personal characteristics of applicants that might bode well for success at UCLA, to personal challenges and hardships that may have limited the achievements of otherwise promising applicants, and to social and demographic factors such as race and ethnicity. CUARS members noted that a study of this kind had been done in 2005 at the University of California – Berkeley by sociologist Michael Hout and suggested that Hout's research design might be an appropriate point of departure for a UCLA study. CUARS, in cooperation with the staff of the office of Undergraduate Admissions and Relations with Schools (UARS) agreed to provide comprehensive administrative data on admissions for the Fall 2007 and 2008 cohorts and to facilitate whatever additional data collection I might request in connection with the study. This document is a report on the results of this study.[1]

The study consists of: (1) a description of the applicant and admitted populations to UCLA for the Fall of 2008; (2) the development of a model for the admissions process, which takes account of the unique features of the several stages of review – Regular, Final, Supplementary, and School Review; (3) using admissions data for Fall 2007 and

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[1] As originally planned, this study was to have been submitted by Fall 2009. Owing to a number of unforeseen professional and personal circumstances, I have been forced to delay submission of the report until Fall 2011.

2008, examination of the ways in which the characteristics of applicants affect their

holistic ranking and eventual admission decision in these several review stages; (4) from

a reread survey study of a sample of 2008 applications, examination of the effects of

characteristics of applicants that are not part of the standard application "Readsheet" but

are detectable from a holistic reading; (5) quantification of the weights that readers give

to various academic and nonacademic factors in the holistic reading process; (6)

quantification of ethnic variation in admissions outcomes and their implications for the

makeup of the admitted Freshman cohort.

The outline of this report is as follows. In the balance of this introductory section,

I compare my study to Hout's Berkeley study and discuss what the UCLA and Berkeley

studies can and cannot contribute to our understanding of the admissions process.

Section 2 of this report describes the several sources of data that were available to me in

carrying out this study. Section 3 provides a descriptive overview of the 2008 Freshman

applicant population at UCLA. Section 4 describes the stages of holistic review for

Freshman admissions. Section 5 outlines the models that I use to analyze the review

process. These include both an accounting model of how the several stages of review

combine to produce a cohort of admitted applicants and a statistical model of the effects

of applicant characteristics on their holistic rank and assignment to different review

stages. Section 6 describes the reread study that was intended to find additional

characteristics of applicants that influence their holistic review. Section 7 provides

considerable detail about the specification of the statistical models, including a

description of variables included in the model and how the model was selected. Section 8

summarizes my analysis of holistic ranking in Regular Review, the review stage that

determines most admission decisions. Section 9 examines assignment to and holistic

ranking in Final, Supplemental, and School Review. Section 10 presents an analysis of disparities in admissions among ethnic identity groups, quantifying these disparities and showing where in the admissions process they occur. Section 11 presents a summary and conclusion.

Relation to Berkeley Report

In 2005 the University of California, Berkeley commissioned a study by sociologist Michael Hout of the "Comprehensive Review" process for undergraduate admissions at that campus for the 2004-05 academic year (Hout 2005).[2] The present study is similar in design to Hout's in that it seeks to understand the behavior of readers and uses a probability subsample of applications to ascertain readers' perceptions of applications that go beyond the Readsheet. In preparing this report, I have benefitted greatly from Hout's work on developing methods of data collection, analysis, and reporting of results for this type of study. The present study, however, differs from Hout's in a number of respects. First, whereas Hout's study focused on admissions data for the fall of 2004, the present study uses data from the fall of two years, 2007 and 2008. This provides some evidence of year to year variability in the admissions process, as well as showing how the process changed from its initial implementation year to its second year. Second, unlike Hout's study, the present study obtained data on characteristics of the readers of the Fall 2007 and 2008 applications. Third, compared to Hout's study, this study places more emphasis on the entire population of applications and less on the probability subsample, which provides more information (power) for estimating

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[2] "Comprehensive Review" at Berkeley is approximately the same review process as "Holistic Review" at UCLA. It should not be confused with the comprehensive review process employed by UCLA prior to the implementation of holistic review.

statistical relationships. Fourth, compared to the Hout study, my reread study collected a somewhat different set of measures from a somewhat larger subsample. On the one hand, having the benefit of the Hout study, I was able to discard some of his measures in advance because they showed no relationship to the outcomes of the study. It was also possible to machine code some of his measures directly from the computerized Readsheet data, thereby providing the information for the entire population and obviating the need to obtain codes from readers of the subsample. On the other hand, the present reread study included measures of readers' perceptions of the characteristics of applicants, which were not included in Hout's study. Finally, the present study employs a number of differences in statistical methodology and measurement that are discussed at various points in this report.

Scope of Study

As commissioned by CUARS, this study is intended to examine the workings of the holistic review process at UCLA. I obtained data on the applicants and their reviews for Fall 2008 and Fall 2007 admission, as well as information about the readers of the applications. For a sample of Fall 2008 applications to the College of Letters and Sciences I obtained supplementary information about how readers perceived some of the qualitative information provided in the applications. Because I focus on the associations between the academic, demographic, and other characteristics of applicants on the one hand and how they are evaluated on the other, this study is, strictly speaking, an examination of the behavior of the readers of applications during the holistic reviews of 2007 and 2008. With this research design I describe variation in holistic ranking and admission rates, including variation across ethnic identity, socioeconomic, and other

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groups. I am able to show whether readers of applications to UCLA employ the criteria

that they are instructed to use and whether they avoid using some criteria that they should

not use. I also am able to account for differences among groups through statistical

controls for characteristics that are correlated with both group membership and

admission. This lets us answer, within the limits of a non-experimental statistical

analysis, various *counterfactual* propositions, such as, for example, if groups did not

differ on their distributions of socioeconomic characteristics, would their admission rates

be the same. Conversely, it shows whether group differences in holistic ranking or

admission remain once other factors are controlled. The value of this study lies in its

description of recent admission practices at UCLA. It may prove useful in efforts to

make incremental changes in the admissions process for the purposes of improving

efficiency or fairness or altering the weights given to various criteria of holistic ranking.

I stress that this is *not* a study of the *effects* of the holistic review process. The

latter type of investigation would require a broader comparative perspective; that is,

historical comparisons between the holistic review process that is currently in place at

UCLA and the review criteria and procedures used in years past, or comparisons between

institutions that use holistic review as currently practiced at UCLA and otherwise similar

institutions that use other criteria and procedures. Such a study would help show how

holistic review *as a system* affects the composition of applicants who are admitted to

college. It might also show how variation in review policies and procedures affect who

applies to UCLA, who gets admitted among those who apply, who attends given

acceptance, and how well cohorts admitted under holistic review succeed once they

attend. As important as such issues may be, they are beyond the scope of the present

study.

2. DATA

The data for this study come from several related sources. For applicants for Fall 2008, these include (1) the Readsheet data for each applicant, (2) holistic rankings provided by each reader of an application plus additional information on the admission process, (3) data on the characteristics of each reader, and, (4) for a probability subsample of applications, data on reader perceptions of the applicant based on a reread of the application. For Fall 2007, the same data are available except that no reread subsample on reader perceptions was drawn.

1. The Fall 2008 Freshman Application form and Readsheet template are included as Appendix Figures 1 and 2 to this report. <u>Readsheet data</u> include social and demographic information for each applicant, including parents' educational attainment, income, and California residency status and applicant's family size, dependency and single parent status, citizenship, residency status, veteran status, and place and date of birth.[3] The Readsheet records the applicant's weighted and unweighted GPA, number of A-G and honors courses, and standardized test scores in both absolute terms and also relative to various applicant pools including the applicant's high school, all UCLA applicants, and all UC applicants. The Readsheet also includes high school transcript data on specific courses taken and grades received; details about SAT, ACT, and AP tests taken; honors/awards, volunteer work/community service, extracurricular activities, participation in special programs, employment, and non A-G coursework; extensive information on the applicant's high school; and two essays on personal aspirations and on

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[3] Applicant's ethnic identification and gender are also obtained in the application but are not included on the Readsheet or other information provided to readers.

personal qualities and accomplishments. These data were made available to me in electronic form by the UCLA Admissions Office.

2. The computerized data also include information on the *ethnic identity and gender* of the applicant plus the *assessment of the application*, including the holistic rank, the rating of the application by each reader, whether the application was referred to Supplemental Review (SuR) and the SuR rating provided by the Admissions Office, whether the application was referred to Final Review (FR) and the FR rating provided by the Admissions Office, whether the applicant was subject to School Review (ScR) and the ScR rating provided by the Admission Office, whether the applicant was accepted to UCLA, and whether an admitted applicant elected to attend UCLA.

3. I also obtained machine readable <u>data on the 168 readers</u> of applications in 2008 and 157 readers of applications in 2007. The data include the affiliation(s) of each reader (such as whether the reader was a UARS staff member, other campus staff or counselor, other type of UCLA affiliation, or employee of a public or private high school) and the "observed ethnicity" of the reader (a four category classification into Asian, Black, Hispanic, and White based on the assessment of UARS staff).

4. For a probability sample of 5700 Fall 2008 applicants, during the summer of 2009, I administered a *reread study to obtain the subjective assessments by readers* of factors that may have influenced the ratings that applications received. This is a stratified random sample of 5700 domestic applicants to the College of Letters and Sciences. Observations were stratified to obtain roughly equal numbers of each major ethnic group considered in the study. Population and

sample counts are summarized in Table A1. The readers for the reread study

were recruited from experienced UCLA admissions readers. Although they were

not a probability sample of all readers for Fall 2008, they were chosen to achieve

representation of all major ethnic groups and of both UCLA and non-UCLA

employees. A total of 45 readers were used for the reread study and each

application was read twice (for a total of 11,400 readings). Readers averaged

approximately 250 files each, although several read significantly more or fewer

that this. Although many of the sample readers worked on admissions for the Fall

2008 entry cohort, they were not explicitly asked to reread applications that they

had read during the actual admissions process. Rather, the 5700 sample

applications were randomly assigned to readers and I have made no effort to link

sample readers to the applications that they read for Fall 2008.

Graduate Research Assistant Yana Kucheva and I developed a

questionnaire for soliciting readers' perceptions of the applicants whose files they

read. We drew heavily on the questionnaire developed by Hout for the Berkeley

study but dropped items that either proved unrelated to the admissions process in

Hout's study or could be machine-coded from the Readsheet data. We also added

a few items that were not part of Hout's study. Most questionnaire items were

intended to capture features of the application that the actual readers of the

applications were trained to look for when they rated applications, but that cannot

be mechanically coded from the machine readable Readsheet data. Additionally,

we asked readers about their perceptions of applicant characteristics that are not

legitimate bases for evaluating the applications, including the ethnicity, gender,

religious affiliation, political beliefs, documentation status, and legacy status of

the applicants. After a period of training conducted jointly by Yana Kucheva and

Rhea Lin of UARS, sample readers were assigned applications. The

questionnaire was provided online using the Survey Monkey survey program.

Responses were automatically passed to a spreadsheet file for statistical analysis.

Appendix Figures 3 and 4 contain the questionnaire that we administered via

Survey Monkey and a summary of the training instructions we provided to

readers.

Measurement of Ethnic Identity

Applicants to the University of California are asked to report their "ethnic

identity" on their application. The application states that this information, "will be used

for purposes of statistical analysis only; it is not used in the admissions process and will

have no bearing on your admission status. Providing this information is voluntary."

Applicants are asked to check one of 14 categories: (1) African American/Black, (2)

American Indian/Alaska Native (Specify Tribal Affiliation), (3) Chinese/Chinese

American, (4) East Indian/Pakistani, (5) Filipino/Filipino American, (6)

Japanese/Japanese American, (7) Korean/Korean American, (8) Mexican/Mexican

American/Chicano, (9) Pacific Islander (Includes Micronesian, Polynesian, other Pacific

Islanders), (10) Vietnamese/Vietnamese American, (11) White/Caucasian (Includes

Middle Eastern), (12) Other Asian (not including Middle Eastern) (Specify); (13) Other

Spanish American/Latino (Includes Cuban, Puerto Rican, Central American, South

American) (Specify), and (14) Other (Specify). This inquiry appears in question 185 of

the application form (see Appendix Figure 1). Because responses are voluntary, a sizable

number of applicants declined to answer the question. In most parts of this report, I use

an abbreviated ethnic classification, in which I combine categories 8 and 13 into one category ("Latino"); categories 3, 4, 6, and 7 into one category ("North Asian"); categories 5, 9, 10, and 12 into one category ("Southeast Asian"); and categories 2, 14, applicants who did not report an ethnic identity, and all foreign applicants one category ("other"). Table 1 reports the ethnic makeup of the Fall 2008 applicant pool using this classification, except distinguishing among several of the groups who make up the "other" category in our analysis, that is, Native Americans, "declined to state," "foreign" and "other ethnic identity." The separate Asian categories, "North" and "Southeast," made at the suggestion of some members of CUARS, is intended to distinguish a group that has lived on average a somewhat longer time in the United States and that possesses higher average level of economic status from a typically more recent and, on average, less economically advantaged group. Obviously, these are both very heterogeneous categories and their separation provides only a very general picture of the diverse outcomes among Asian applicants to UCLA. I combined Native Americans, "others," "declined to state," and "foreign" because of the small numbers in these groups. Native Americans are a distinct group, many of whose members have suffered extreme economic hardships. Despite their considerable interest from the standpoint of studying access to UCLA by traditionally disadvantaged groups, their small numbers in the UCLA applicant pool made it hard to obtain reliable estimates for them.

3. APPLICANT POOL

Applicants to UCLA are drawn disproportionately from among the most accomplished secondary school students in California, as well as a highly selective group of out of state residents. As I show below, UCLA applicants score well above average on

all measures of academic performance, including high school grades, standardized test scores, advanced placement courses, and participation in demanding extracurricular activities. Additionally, by most measures, UCLA applicants are drawn disproportionately from higher quality secondary schools, both in California and elsewhere.

To some degree UCLA applicants reflect the social and economic diversity of California, coming from all socioeconomic levels and ethnic groups. But access to high quality secondary and post-secondary education is far from equally distributed and the ULCA applicant pool shows these disparities as well. Compared to the youth population as a whole, UCLA applicants come disproportionately from upper income families, families in which parents have above average levels of educational attainment, and from race-ethnic groups that, on average, enjoy a higher level of economic well-being.[4]

The tables discussed in this section provide a broad statistical picture of applicants to UCLA for Fall 2008, focusing on their academic credentials and social and economic makeup. Because factors that affect the likelihood of application to UCLA also affect how applicants are assessed in the admissions process, this section also provides an introduction to the admissions process itself.

The top panel of Table 1 shows Fall 2008 applicants classified by gender, place of official residence, and ethnic identity. The bottom panel replaces ethnic identity with high school grade point average (GPA). Approximately 85 percent of applicants officially reside in California, although a small number of these are technically

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[4] It is beyond the scope of this study to compare in detail the applicant pool and the total population eligible to apply to UCLA. However, an idea of the selectivity UCLA applicants can be obtained by comparing applicants' families to California families as a whole. For example, in 2008 American Community Survey data for California families with children aged 5 to 18, approximately 14 percent of families have incomes in excess of $150,000, compared to 20 percent of the families of UCLA applicants. Further, 29 percent of these California families have a parent with at least four years of college education, compared to 61 percent of the families of UCLA applicants.

international students. The largest ethnic groups in the applicant pool are Asian Americans and whites. Somewhat more than one third of the applicant pool is in one of the two broad Asian groups and slightly less than a third of applicants are white. Together these two groups make up approximately 70 percent of applicants. Slightly less than 20 percent of applicants are Latino or other Hispanic ethnicity. Approximately 5 percent of applicants are African American. Had every applicant stated his or her ethnic identity, these totals would be somewhat higher, but I do not know whether this would disproportionately raise the numbers of any group. Reflecting national patterns, UCLA applicants are disproportionately female – UCLA receives roughly 12 applications from women for every 10 that it receives from men. Across ethnic groups, however, the gender disparity varies markedly. Among whites, female applicants exceed males by approximately 10 percent, among N. Asians by 15 percent, among Native Americans by 20 percent, among S.E. Asians by 30 percent, among Latinos by 50 percent, and among African Americans by 70 percent.

UCLA applicants were, for the most part, highly successful secondary school students and are drawn disproportionately from high schools with above average academic performance. Roughly 70 percent of applicants have (unweighted) GPA's in 10th and 11th grade of 3.3 or better and almost 10 percent have a perfect 4.0 GPA. The academic credentials of the applicant pool as a whole is impressive for both California residents and applicants from out of state.

Table 2 shows the distributions of California resident applicants for Fall 2008 within each broad ethnic category by (unweighted) high school grades, type of high school, and academic performance rating of high school. Differences among whites, the

two Asian groups, and "other" ethnic groups on high school GPA are negligible both on average and throughout the distribution. Average GPA's are lower for Latino groups and lower still for African Americans. For applicants as a whole, for example, 70 percent had a GPA of 3.34 or better, whereas 58 percent of Latinos and 44 percent of African Americans had GPA's this high. These disparities in grades are striking and do account for some of the differences in admission among ethnic groups. The distributions, however, also show that large numbers of applicants from every ethnic group have exceptionally high GPA's.

The great majority (over 80 percent) of in state applicants to UCLA come from public high schools. White, African American, and "other" ethnic groups are somewhat more likely to have attended private schools than Latino and Asian groups, but these differences are unlikely to be large enough to affect the admissions process. More important is the overall academic quality of California high schools. When the schools attended by UCLA applicants are broken down into their quantiles on an Academic Performance Index (API) created by the California Department of Education, we can see the level and variation in school quality of UCLA applicants. Overall, 30 percent of applicants came from schools ranked in the top 10 percent, whereas only 35 percent of applicants came from schools in the bottom 60 percent. Here too are substantial disparities among the applicants from different ethnic groups. Whites, North Asians, and "others" are more likely than average to come from schools ranked in the top of the API distribution, whereas African Americans, Latinos, and South Asians are much less likely.

Ethnic differences in academic qualifications, in types of schools attended, and in propensity to apply to UCLA reflect the differences in the life experiences of members of different groups and, more specifically, the kinds of resources to which they and their

families have access. Abundant social science research shows that the socioeconomic

characteristics of parents and families as a whole are among the most important resources

that affect how well young people do in school and their eventual level of educational

attainment. Table 3 shows the distributions of California resident applicants in ethnic

groups by the educational attainments and incomes of their parents. More highly

educated parents can advantage their sons and daughters by teaching them what they

know, not only about academic subjects, but also about the process of selecting and

applying to colleges. They are also more likely to set a tone and a level of expectations

that motivate them to achieve. Children raised in higher income families are also more

likely to do well and go further in school. Family money can, of course, pay for college,

but may also relieve a student from working and losing time that might otherwise be

devoted to study and provide a level of economic security for a family that makes it

easier for young people to concentrate on their education. Fully half of UCLA applicants

report having at least one parent who has at least a college degree and almost 90 percent

of applicants have a parent with at least a high school diploma. The distribution of these

advantages varies across applicants in different ethnic groups. White, Northern Asian,

and "other" applicants are most likely to have parents who have advanced (post-

Bachelors) degrees, African American and Southeast Asian applicants tend to have

parents around the average of the parent education distribution, and Latino applicants are

most likely to have parents with limited amounts of formal schooling. Only two thirds of

Latino applicants, for example, report having a parent with at least a high school diploma.

Applicants to UCLA come from families who are more affluent than average

California families. Yet applicants do come from all parts of the income spectrum and,

among applicants we see substantial economic disparities among ethnic groups. Income

information from application forms is not an ideal way to learn about the economic

welfare of applicants' families, in part because applicants may not be fully informed

about family finances and many applicants do not report their parents' income. Making

things worse, applicants from ethnic groups that are most likely to have high income

families are the ones most likely to fail to report family incomes. With these caveats in

mind, we can nonetheless get a rough picture of the economic status of applicants'

families. Among those reporting family incomes, almost 40 percent of applicants come

from families that have at least $100,000 of income per year (100 x 29/(100-24)),

whereas slightly more come from families with incomes of less than $60,000. Behind

these favorable averages are broad disparities across ethnic identity groups in family

incomes. At the top are white applicants. Among those who report family income,

approximately 60 percent come from families with incomes greater than $100,000 and 20

percent from families with incomes less than $60,000. African American and Latino

applicants have the least favorable income distributions. Among Latino applicants who

report family incomes, fewer than 20 percent come from families with incomes in excess

of $100,000 per year and more than 70 percent come from families with incomes below

$60,000 per year.

4. THE REVIEW PROCESS

Students are admitted to UCLA through a number of pathways, which include

decisions about which types of review are appropriate for a given applicant, the scoring

of the applicant's files, and the admission decision based on the score. Some applicants

are subject to several rounds of review, either because of standard mechanisms for further

review of applications that are rejected in an earlier round or because of special

circumstances. In preparing this report I was not able to document all of these special circumstances, but the processing and outcomes of these cases are nonetheless part of the quantitative analysis.

Admission to UCLA can be through one of five channels: (1) Regular Review, (2) Athletic Admission, (3) Final Review, (4) Supplemental Review, and (5) School Review. Table 4 tallies the distribution of application and admission across these five channels in 2008. In this table I have assumed a sequence of admission decisions from Regular to Final to Supplemental to School Review. Athletes are assumed to be admitted outside of the standard sequence of reviews. No data were available to me on recruited athletes who were not admitted. All applicants receive an initial "Regular" review that includes scoring of their application. A subset of applicants who are not admitted during Regular Review is referred for Final Review (see below for discussion of criteria for Final, Supplemental, and School Review referral). Within the College of Letters and Sciences, a different subset of applicants is referred for Supplemental Review. Some of these may also have gone through Final Review but were not accepted at that stage. Finally, within L&S, yet another subset is referred for School Review. Some of these may have also gone through Final and/or Supplemental Review but were not accepted in one of those stages.

The table summarizes application and admission for all applicants, applicants to the College of Letters and Sciences, and domestic applicants to L&S. In the table, "admitted" applicants are those whose admission was by the channel indicated. Applicants are those whose final admissions decision was by the channel indicated. In practice, applicants may be reviewed at several stages. For example, Final Review and School Review applicants were also reviewed through regular admission. In the table,

however, applicants through Regular Review are those whose eventual admission

decision was settled by Regular Review alone. Further details about these admissions

pathways are provided below.

1. **Regular admission**. Application through this pathway consists of obtaining a

   favorable holistic ranking by UCLA admissions readers. Depending on the

   college to which the application is made, the application is read by one or two

   readers. These readers assign one of six possible read scores that correspond to

   levels of acceptability for admission. The scores, descriptors, and target

   percentages supplied to readers are: 1 (emphatically recommend for admission, 5

   percent), 2 (strongly recommend for admission, 10 percent), 2.5 (recommend for

   admission, 10 percent), 3 (acceptable for Admission, 15 percent), 4 (qualified, 50

   percent), 5 (recommend deny, 10 percent).   Appendix Figure 5 shows the detailed

   instructions given to readers about the meaning of each of these scores and

   descriptors. If the application is read twice, two valid scores are assigned, and

   these scores are non-discrepant (that is, differ by a score of no more than 1.0),

   then a favorable average score can lead to admission. Non-discrepant average

   scores can take on one of 11 possible holistic rank values (1, 1.5, 2, 2.25, 2.5,

   2.75, 3, 3.5, 4, 4.5, 5). If the application is read once and a valid score is

   assigned, then a favorable single score can lead to admission. In 2008, 100

   percent of applicants who received a score of 2.25 or better (i.e., ≤ 2.25) were

   admitted. With only a few exceptions, applicants who received scores of 3.0 or

   worse were not admitted. Applicants who received scores of 2.5 or 2.75 were

   subject to further review by UARS staff. Roughly 95 percent of those receiving a

   score of 2.5 and 10 percent of those receiving a score of 2.75 were admitted.

2. **Athletic Admission**. Recruited athletes are reviewed by a separate athletic

   admission committee. Although some of these athletes submit regular

   applications to UCLA and obtain holistic read scores, their applications are

   subject to different review criteria than other applicants. Data on the social and

   academic qualifications of the recruited athletes who are admitted to UCLA were

   available for the purposes of this study. However, no information was provided

   on recruited athletes who were denied admission. In Table 4, therefore, 100

   percent of recruited athletes are recorded as admitted. Thus, it is not possible to

   analyze the admissions process for athletes, beyond describing the characteristics

   of those who were admitted.

3. **Final Review**. Some applicants who went through the Regular Review are also

   subject to Final Review. These include those who received two read scores in the

   Regular Review that are discrepant (that is, their two read scores differ by more

   than 1.0), those who did not receive a valid read score, and those who were

   included in Final Review by the UARS staff for miscellaneous reasons, including

   quality control. Among the applicants referred to Final Review for miscellaneous

   reasons are those who received two unfavorable read scores yet had a very good

   GPA or those whose received two favorable read scores yet had a weak GPA.

   The data in Table 4 imply that approximately 9 percent of applicants went

   through Final Review and 14 percent of admissions took place via Final Review.

   Unlike in Regular Review, in Final Review an application is read by a member of

   the UARS staff who assigns a one of 11 possible scores (1, 1.5, 2, 2.25, 2.5, 2.75,

   3, 3.5, 4, 4.5, 5). These scores lead to admissions decisions in the same way as

   for Regular Review. Final Review scores for applicants subject to Final Review

and Regular Review scores for those who are not subject to Final Review

constitute the holistic ranking of applicants.

Figure 1 summarizes the distributions of holistic ranks by ethnic identity

and college. Figure 2 shows the distributions separately for ranks assigned in

Regular Review and in Final Review. These distributions follow the guidelines to

reviewers regarding the percentage distribution of read scores and holistic ranks.

By a large plurality, the most common rank is 4.0 and, given that most of the 3.5

and 4.5 scores are averages of 3.0 and 4.0 and of 4.0 and 4.5 respectively, one can

see that roughly half of applicants in fact receive read scores of 4.0. Holistic

ranks in Final Review tend to be more favorable on average than in Regular

Review, implying a somewhat higher rate of admission through Final Review

than Regular Review. These figures suggest ethnic identity group differences in

the distribution of read scores, but these differentials are shown much more

precisely in analyses presented later in this report.

4. **Supplemental Review**. A subset of applicants to the College of Letters and

Sciences who went through Regular or Final Review may be referred for

Supplemental Review. Readers during the Regular Review may recommend

applicants for Supplemental Review if they believe that they cannot score the

applicant on the basis of the information contained in the application or if they

believe that the applicant deserves special consideration because of personal

circumstances reflected in the application. UARS staff members decide which of

the referred applications will in fact be given Supplemental Review.   From the

applicants who have been selected for Supplemental Review, UARS solicits

additional information about their circumstances, an update on their academic

performance, and letters of recommendation. Based on whatever additional information comes in and the original application, UARS staff assign a Supplemental Review Score to the application using the same 11-point scale was is used in Final Review. All applicants who receive a holistic rank of 2.25 or better in Supplemental Review are admitted at this stage. A very small number of those who receive a holistic rank of 2.5 or worse (< 1 percent) were also admitted in 2008.

5. **School Review**. A small number of applicants are subject to further review based on special circumstances that surround their high schools. These may include cases where an applicant's personal academic credentials are strong but, because their high school has a large number of high performing students, may appear weak relative to their peers. They may also include cases in which a student performs exceptionally well in the context of their high school but nonetheless received a poor holistic score in Regular Review. They may also include cases where there have been large year-to-year changes in how well students have fared from their high schools. In School Review, UARS staff members assign a School Review Score to the application using the same 11-point holistic scale that is used in Final Review. All applicants who receive a holistic rank of 2.25 or better in School Review are admitted at this stage.

In Table 4, "Admitted" applicants are those who were admitted at each stage and "Applicants" are those who were not admitted at each stage and not reviewed at a later stage. The table shows that a large majority of admitted applicants is established through "Regular" admission. Approximately 84 percent of admission decisions and 75 percent

of favorable decisions are made in Regular Review, 9 percent of decisions and 14 percent of favorable decisions are made in Final Review, and 5 percent of decisions and 6 percent of favorable decision are made in Supplemental Review. The large majority of decisions made in the Regular admission stage motivates my central concern with the process of holistic ranking of applicants at this stage. A large enough proportion of applicants were referred to and admitted at later stages, however, to justify an examination of these later stages of review as well.

Table 5 shows admission rates by college. In this table "Regular Admission" includes the results of both Regular and Final Review. Overall, slightly less than one fourth of applicants to UCLA are admitted, a level that holds for both Letters and Sciences, the largest college, and Engineering, the second largest. Admission rates are significantly lower in Arts and Architecture, Nursing, and Theater and Film.

Table 6 shows admission rates by read scores and college. They show the relatively tight link between holistic rank and admission within the College of Letters and Sciences compared to other colleges. For L&S, a holistic rank of 2.5 or better almost guarantees admission, although failure to receive a rank that favorable does not preclude admission (through Supplemental or School Review). The other colleges supplement holistic review with college-specific review procedures that are outside the scope of this report.

Table 7 presents a more detailed picture of the review process in the College of Letters and Sciences for California residents and non-residents and international students. The table again shows that a read score of 2.5 almost guarantees admission for domestic students – indeed the 49 California resident applicants who were not admitted with a read score of 2.5 are individuals who eventually withdrew their application.   For international

students, the critical cutoff is between 2.5 and 2.75. The table also shows the extent to which Supplemental Review and School Review provide additional opportunities for admission to a small subset of applicants who receive poor holistic ranks. Whereas non-residents who are admitted via Supplemental Review are typically on the border of admission (scores of 2.5 – 3.0), admitted applicants among California residents include substantial numbers with weaker holistic ranks. School Review is almost exclusively a pathway to admission for selected California resident applicants inasmuch as this review consists of examining an applicant's record in the context of schools that have had enough past UCLA applicants to permit an analysis of application and admission trends for those schools.

Table 8 shows how applicants with different ethnic identities fare in the admissions process in the college of Letters and Sciences. Whereas a holistic rank of 2.5 or better almost assures admission in L&S, a significant percentage of applicants from all ethnic identity groups with worse scores gain admission as well. At the borderline score of 2.75, admission rates range from 10 percent for Whites and "Others" to 35 percent for Latinos. Relatively large proportions of African American and Latino applicants who score 3.0 or 3.5 are also eventually admitted, much higher rates than for the other ethnic identity groups. The analyses reported in the balance of this report provide insight into the sources of these disparities.

5. A MODEL OF THE ADMISSIONS PROCESS

To analyze the admissions process it is necessary to examine how the various channels of admissions combine to create the population of admitted applicants. This involves combining the several channels of admissions that are described above in a way

that represents the determinants of (1) which review determines the admission outcome for each application, (2) how each applicant is scored in the channel that decides his or her admission, and (3) how the applicant's score is linked to the admission decision. The model, therefore, has two parts. One part represents an accounting of how the different stages of the review process combine to determine admission. The other part consists of statistical models of how social factors and academic qualifications affect the evaluation of applicants. I discuss these two parts in turn.

Accounting Model of the Admissions Process

In view of the complexity of the admission process, it is necessary to make some simplifying assumptions. However, based on my observations of the admissions process and consultation with UARS staff, I believe that these simplifications, which are discussed below, do not distort the results of the analysis. The model described below incorporates all stages that are followed for applicants to the College of Letters and Sciences. For other colleges, some of the components of the model are not relevant. The analyses are restricted to admissions through Regular, Final, Supplemental, and School Reviews; as noted above, information on athletes who are not admitted was not available for this study. I assume that the admissions process is sequential in the following order: Regular, Final, Supplemental, and School Review. That is, applicants who are admitted at an early stage are assumed to not be considered at a later stage, whereas applicants who are not admitted at an early stage may be given "second chances" at later stages.[5] In words, the model is as follows.

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[5] Many applicants are reviewed and scored in several of the review stages (Regular, Final, Supplemental, and School). My simplifying assumption is that these review stages follow a temporal sequence and that admission is determined by the score and decision at the last review that an applicant receives. This

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1. The probability of admission is the weighted sum of the probabilities of admission at each of the four review stages, where the weights are the probabilities that the admission decision will in fact be made at that stage.

2. For Regular Review the probability of admission is the probability of receiving sufficiently favorable read scores (typically an average of two favorable, nondiscrepant read scores) at that stage times the probability of admission given those scores. For sufficiently favorable scores (2.25 or better), admission is automatic. For intermediate scores, admission is probabilistic.

3. For Final, Supplemental, and School Review the probability of admission is the probability of receiving a sufficiently favorable read score (typically a single score assigned by UARS staff) at that stage times the probability of admission given this score.

A more formal statement of the accounting model is provided in Appendix 1.

Each of these probabilities is estimated for individuals and groups using statistical models for the effects of academic performance and qualifications and personal and social characteristics that are described in the next section. This analysis reveals differences in admissions probabilities at each stage of the admissions process and overall differences among groups under various sets of statistical controls. Additionally, when these probabilities are combined with the numbers of applicants of various social and demographic groups who are reviewed at each stage, the model provides estimates of the expected *numbers* of applicants in each group who would be admitted under alternative assumptions about which controls are held constant. Furthermore, these estimated numbers of admitted applicants can be compared to actual numbers admitted in each

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temporal sequence may not have been followed for every applicant. However, exceptions to my assumed order were sufficiently rare that the assumption is unlikely to distort the quantitative analysis.

group and the numbers who would be admitted were rates of admission equal across
groups.

Statistical Models of Holistic Review

To analyze the admission process, I developed statistical models that are intended
to be true to the essential features of the process, namely that it consists of a series of
steps, which involve holistic scoring of applications and an admission decision based on
the scores. The model incorporates the idea that the characteristics of applicants,
including their Readsheet data and other characteristics that readers perceive based on
their holistic appraisals, affect the scores that applicants are given. It also reflects that
reading an application is not an exact science and that the behavior of readers is not
reducible to a simple, mechanical formula. Two readers may score an application
differently. Even when readers score an application identically, as observers we may not
be able to predict their scores perfectly from what we know about the applicant. The
model, therefore, is *probabilistic*, representing the uncertainties faced by the readers
themselves and by the analyst in predicting the behavior of the readers. So far as
possible, I have constructed the model to represent the information that is available to
readers. For example, if particular test scores or other information is missing from the
Readsheet, I code the data as missing for the purposes of the model.[6]   The model has the
following parts:

1. A prediction equation for *read score in Regular Review* of applications. This
    equation predicts the probability that a reader assigns one of six possible read
    scores -- 1, 2, 2.5, 3, 4, or 5 -- to each application as a function of applicant

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[6] This procedure is in contrast to the common research practice of imputing missing data. Whereas some
imputation procedures are acceptable for some research purposes, the intent in this study is to represent
what readers really know about the applicant. Most readers do not "impute" missing data as they read the
files. Rather they make do with whatever information is available.

characteristics. I use both ordered logistic regression models, a commonly used

statistical model for analyzing a dependent variable with discrete ordered

categories, and also multinomial logistic regression models, which are typically

used for unordered categorical dependent variables (e.g., Long 1997; Long and

Freese 2005).[7] The observations for estimating this model include each reading

of each application. Typically, applications are read by two readers and thus each

applicant contributes two "observations" to the analysis. The holistic read score

for each individual is, in cases where the two readers do not differ by more than

1.0 in their ratings, the average of the two scores. The possible holistic read

scores are: 1, 1.5, 2, 2.25, 2.5, 2.75, 3, 3.5, 4, 4.5, or 5. From the standpoint of the

reader, only 6 scores are possible. Using the model, however, we can compute

the probabilities of each of the 11 possible scores.[8] In addition, given the

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[7] The ordered logit model contains a single parameter for each independent variable, and assumes that the (logarithm of the) odds of progression between each adjacent category of the dependent variable change by the same amount for a unit change in an independent variable. Hout used the ordered logit model for most of his analyses of the Berkeley review process. The multinomial logit model includes a parameter for each adjacent contrast between categories of the dependent variable. If, for example, the dependent variable has 6 categories, then the model includes 5 parameters for each independent variable. Results from the ordered logit model are much more parsimonious and easier to describe than those from the multinomial model. The multinomial logit model, however, fits the read score and other outcome data better than the ordered model. This is because the restrictive assumption of the ordered logit model of a constant effect of each predictor across all levels of the outcome does not hold in all cases. Indeed, for assessing differences among ethnic identity groups, the ordered logistic model may give somewhat misleading results. For the purposes of summarizing the relationships between various predictors and the read score, I rely mainly on results based on ordered logit models. For computing group-specific predicted probabilities of a given read score or other outcome or predicted numbers of applicants in a given category, I use the multinomial logit model. In cases where the outcome has only two categories (e.g., assigned to Supplementary Review or not), the ordered logit and multinomial logit models are equivalent to a binary logistic regression model.

[8] The logit models predict the probability that a reader assigns one of six possible scores. Because the two readers provide independent assessments, it is possible to compute the probability of any of the 11 possible holistic scores. For example, the probability that the holistic score is 1 is the probability that the first reader assigns a 1 times the probability that the second reader assigns a 1. The probability that the holistic score is 1.5 is the probability that the first reader assigns a 1 and the second reader assigns a 2 plus the probability that the first reader assigns a 2 and the second reader assigns a 1. The probabilities of all possible combinations can be computed in this way. Combinations in which the two scores differ by more than 1 denote the probabilities that scores are discrepant and the applicant is referred to Final Review for a separate holistic score (see below). This method differs from the one used by Hout, who combined the two read scores for each applicant in advance and predicted an 11-category dependent variable for read score. Although these two methods are likely to yield broadly similar results, my model is more consistent with

relationship between holistic scores and admission, this model implicitly provides

information about the probability of admission for applicants who are not referred

to Supplemental Review, Final Review, or School Review. In 2008, among these

applicants, those scoring less than 2.5 were admitted and, in the College of Letters

and Sciences approximately 96 percent were admitted. Regardless of College

virtually all of those scoring worse than 2.75 were rejected. For these two groups,

therefore, there is a fixed relationship between holistic score and admission.

Those scoring 2.75 in the College of Letters and Sciences included both admitted

and rejected applicants. I analyze the admission decision for those on the scoring

borderlines using a separate equation.

2. A prediction equation for whether or not an applicant is *assigned to Supplemental
    Review*. This equation predicts a yes/no outcome as a function of applicant

    characteristics and is technically a binary logit equation. The observations for

    estimating this model include each applicant to the College of Letters and

    Sciences and the predictors include characteristics of the applicant, including read

    scores from Regular Review.[9]

3. An ordered or multinomial logit prediction equation for *read score during
    Supplemental Review* of those applications referred and accepted for

    Supplemental Review. This equation predicts the probability that a reader assigns

    one of 11 possible read scores -- 1, 1.5, 2, 2.25, 2.5, 2.75, 3, 3.5, 4, 4.5 or 5 -- to

    each application as a function of applicant characteristics, including his/her read

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the actual scoring job faced by each reader, namely to assign one of 6 scores, and with the ways that the scores were combined in the admissions process.

[9] This part of the model combines two parts of the process which could, in principle, be considered separately. These include the recommendation by the readers that an applicant be considered for Supplemental Review and the decision by the Admissions staff to conduct a Supplemental Review of the applicant.

scores from the Regular Review. The observations for estimating this model

include each applicant who has been accepted for Supplemental Review. These

scores are related to the admission decision in the same was as for holistic scores

obtained from Regular Review (see above).

4. A binary logit prediction equation for whether an applicant is referred for Final

    Review – that is, whether any of the readers coded the application as "can't rate,"

    the two readers of an application differed by more than 1 in their regular read

    score, or other miscellaneous decisions by UARS staff to conduct a Final Review.

    The model predicts this yes/no outcome as a function of applicant characteristics.

    The observations for this equation include all applicants.

5. An ordered or multinomial logit prediction equation for *read score during Final*

    Review of those applications referred to Final Review. This equation predicts the

    probability that a reader assigns one of 11 possible read scores -- 1, 1.5, 2, 2.25,

    2.5, 2.75, 3, 3.5, 4, 4.5 or 5 -- to each application as a function of applicant

    characteristics. The observations for estimating this model include each applicant

    who has been referred to Final Review. These scores are related to the admission

    decision in the same way as for holistic scores obtained from Regular Review (see

    above).

6. A binary logit prediction for whether an applicant is referred for School Review.

7. An ordered or multinomial logit equation for read score during School Review,

    using the same categories as for Final and Supplemental Review.

8. Binary logit prediction equations for whether an applicant is admitted given that

    s/he has a holistic score of 2.75 among domestic California L&S applicants in

    Regular or Final Review. The model predicts this yes/no outcome as a function

of applicant characteristics. The observations for this equation include all

Domestic California applicants who scored 2.75 in the review that determined

their admission decision.

6. REREAD STUDY

Part of this investigation consists of obtaining measures of how readers perceived

applications in the course of holistic ranking above and beyond the information contained

in the application and Readsheet. Readers were instructed to take account of various

aspects of applicants' backgrounds and to make subjective judgments about the

challenges applicants faced, the quality of their application essay, and their overall sense

of the applicant's promise for study at UCLA. To assess the degree to which these

factors affected holistic ranking and possibly other admissions-related decisions, in the

summer of 2009 we drew a subsample of the Fall 2008 domestic applicant cohort for the

College of Letters and Sciences, recruited readers from among the pool of individuals

who read the actual Fall 2008 applications, carried out a refresher training course in

holistic ranking, asked readers to assign a read score to a set of actual Fall 2008

applications, and asked readers to answer a set of closed-ended questions about how they

perceived the application. Readers were selected from among persons who had worked

as readers in the actual Fall 2008 admissions process. Although not a probability sample,

they were chosen to have adequate representation of White, African American, Latino,

and Asian readers.

Applications themselves were sampled using a two-step stratified design. Two

samples were combined for the analysis. The first sample is a stratified sample in which

African Americans were sampled at a rate of 0.5 (50%), Latinos were sampled as a rate

of 0.125 (12.5%), North Asians were sampled at a rate of 0.1 (10%), Southeast Asians

were sampled at a rate of 0.2 (20%), and all others (including Whites, Native Americans,

unknowns, and others) were sampled at a rate of 0.065 (6.5%).   The second sample is a

random selection of 800 applicants who received Supplemental Review (and who were

not selected in the first sample). Together, this resulted in a sample of 5700 applications,

which were randomly assigned to readers. Numbers of reread sample applicants for each

ethnic identity group and net sampling fractions are reported in Table A1. Each

application was read by two readers, resulting in a total of 11,400 "reads."[10]

Readers were given an online survey questionnaire, the contents of which are

reproduced in Appendix Figure 3. Items selected for the questionnaire were drawn in

part from a similar instrument fielded by Hout in his 2005 study of admissions at UC-

Berkeley. Among the items included in Hout's survey, we selected the ones that

appeared to have some significant association with read scores or referral to Augmented

Review[11] in his study and that we could not operationalize directly from a computerized

coding of Readsheet data (as discussed further below). We also included items that were

not part of Hout's survey that enabled us to explore possible additional determinants of

holistic ranking. As Appendix Figure 3 indicates, our survey includes readers'

perceptions and judgments of applicants' major awards, extracurricular activities,

employment, reporting of high school coursework, personal statement, public

spiritedness, life experiences, and personality of potential relevance to success in college.

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[10] Readers who participated in the reread study were not assigned, except by chance, the applications that they read when they were employed during the actual admissions process for the Fall 2008 entry cohort. We obtained two reads of each application with an eye to examining the between reader variability in their perceptions of applicants. I have not had time to analyze this part of the data. In the statistical analyses where reread data are used, we use the average of the two reader measures on each variable to represent reader perceptions of each applicant. For a subsample of observations, we also asked readers to supply a holistic rank for the application. I have not used this information in the analyses described in this report. Instead all analyses are based on the read scores that applicants received during the actual admissions process.

[11] Augmented Review at Berkeley is essentially the same as Supplemental Review at UCLA.

These factors are all potential considerations in a holistic ranking of an applicant and were mainly drawn from Hout's survey. Additionally, we asked whether and, if so, how readers could identify the gender, ethnicity, religious affiliation, political leaning, immigration status, and possible UCLA legacy status of each applicant. Whereas these latter characteristics are not, in most cases, appropriate sources of consideration in scoring applications, we wished to investigate whether they nonetheless affected holistic review. Finally, we also asked readers to assign a holistic rank to each application, although that information has not been used in the analyses shown in this report.

Hout's reread survey included several additional measures not listed above which nonetheless appeared to have an impact on the scoring of applicants to Berkeley. These included readers' impression of the *trend* in applicants' grades as well as the numbers and scores on Advanced Placement Tests. As we developed our read study, we realized that these variables could be coded automatically from quantitative Readsheet data and opted to measure them in this way rather than ask readers to report them through the survey. Although computer algorithms are unlikely to mirror exactly the perceptions of readers as they go through applications and Readsheets, I believe that the correspondence is likely to be close enough for such concrete and quantifiable phenomena as trend in grades and AP test taking and performance. An obvious advantage of using a computerized coding is that I can obtain measure of these variables for the full population of applicants rather than only a subsample.

In the course of the analysis it became apparent that most of the strongest predictors of holistic ranking and other admission related outcomes are variables that derive from the Readsheets and therefore are observed for the full population of applicants. Only a small number of variables come from the reread survey. Thus, unlike

Hout's analysis, which relied almost exclusively on the 8000 applications that were

reread in the course of his study, the statistical analyses reported here are based on the

entire population of 55,283 Fall 2008 applicants. The variables derived from the UCLA

reread survey can also be included in the analysis, but these are recorded as "missing" for

applicants who were not part of the reread sample. Because the reread sample was

selected with known probabilities, no bias is incurred by including the survey variables in

statistical models that include indicator variables for whether an applicant was part of the

reread sample and for ethnic identity group, which were the key stratification variables

for the sample.[12]

7. MODEL SPECIFICATION

For each stage of the admissions process I examined a variety of specifications of

these statistical models, that is, alternative subsets of independent variables that affect

read scores, assignment to review stages, or other admission-related decisions. My

principle goal in fitting alternative models was to obtain robust estimates of the effects of

the main factors that are intended to play a role in holistic assessments of applicants to

UCLA, to get a sense of the relative size of these effects, and, so far as possible, to

identify disparities in how applicants from varying social backgrounds fare in the

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[12] Nonsample applicants were assigned a zero for each survey variable on which they did not have data. Stratification also included whether or not an applicant went through Supplementary Review. Because the statistical models were estimated separately for each type of review, it was unnecessary to take account of stratification on Supplementary Review status in the models. As shown in Tables 9 and 10 (discussed below), the models include a dummy variable for whether an applicant was part of the reread sample. Because of the random sample design, none of the outcome variables should differ significantly between sample and nonsample cases. However, because the variables measured in the reread study are "missing" for all applicants who were not part of the reread study, these variables should be interpreted as interactions between being in the reread study and the measured reread characteristics. Thus, the coefficients on the dummy variable for whether an applicant was part of the reread sample, taken by themselves, denote the expect "effects" of being in the reread sample but scoring zero on all of the reread variables. These coefficients, therefore, may differ significantly from zero, even though inclusion in the reread sample is random.

admissions process. Although I fit a wide variety of models to explore possible patterns

of effect, I will, for the most part describe the results of a single model for each stage of

the admissions process. The statistical model for each stage of the review process

includes measures of high school academic achievement, personal qualities relevant to

future academic success, performance on standardized tests, participation in academic

enrichment programs, applicant's opportunities for academic and non-academic

improvement and the degree to which the applicant has taken advantage of these

opportunities, and challenges and hardships that applicants may have faced. So far as

possible, I evaluated the effects of these factors both in their absolute levels and also

relative to the applicant's position in his or her high school. In my exploratory analyses, I

considered large numbers of possible predictors derived from the various data sources

listed above, as well as interactions among various sets of variables. In the following

discussion, I emphasize the associations between each set of variables and holistic

ranking in Regular Review, but I used similar considerations and measures in developing

models for other parts of the admissions process.

High School Achievement

Possibly the most telling indicator of an applicant's high school achievement is

his or her Grade Point Average. As Appendix Figure 2 shows, the Application Read

Sheet provides a variety of GPA measures, depending on whether GPA is unweighted or

weighted for honors and Advanced Placement (AP) courses and depending on which

local population is used to compute a percentile score for GPA. Based on preliminary

inspection of the data and my observations of how readers were trained in holistic

scoring, I opted to focus on the effects of weighted GPA percentile ranking relative to

applicants to UCLA from the applicant's high school over the past three years. In Hout's

Berkeley study, he employed a similar measure based on the Berkeley applicant pool,

again based on his preliminary inspection of his data and consulting with others who had

analyzed Berkeley admissions data.

In models of the admissions process it is necessary to incorporate the most

important nonlinear effects of GPA percentile on holistic ranking and other outcomes.

UCLA students are selected from those in the upper part of the range of GPA percentile.

That is, over a broad range of low GPA percentiles, the chances of getting a favorable

holistic ranking do not change very much; that is, they hardly increase at all until the

middle of the GPA percentile distribution and then increase most rapidly near the top of

the distribution. To capture this type of nonlinear effect, I represent the GPA percentile

effect as a "spline" with three slopes, one for the 0-20th percentile range, one for the 20th-

80th percentile range, and one for the 80th-100th percentile range.[13] Additionally, I include

an indicator variable for whether an applicant's unweighted GPA is a perfect 4.0, which

is tantamount to whether the applicant's weighted GPA is 4.0 or better. This is a measure

of high academic success and provides additional information about GPA that readers

may use for applicants for whom GPA percentile is missing. The models also include an

indicator variable for whether GPA percentile is missing on the Readsheet.[14]

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[13] A spline represents the effects of a quantitative variable with two or more segments in which the effects
may differ. In my models the effects within each segment are linear. I experimented with alternative
numbers of slopes and alternative inflection points ("knots") before settling on this specification.
Alternative specifications tend to fit the data somewhat more poorly and do not alter the qualitative
conclusions of the analysis. This spline specification turns out to be the same one that Hout selected for the
Berkeley analysis.
[14] GPA percentile relative to recent applicants to UCLA from the applicant's high school is not recorded on
the Readsheet for applicants who are not California residents or who are from high schools with small
numbers of recent UCLA applicants. Hout's approach to missing data was to impute missing observations
from an equation developed from the applicants for whom full information was available. Using the
observed characteristics of applicants for whom GPA percentile is missing, he predicted their missing
values. I eschewed this procedure because it does not represent what readers actually do. If information is
missing, then readers must make do with what information is available. It is unlikely that they carry out

A second part of an applicant's high school academic record that readers consider

is the amount of college preparatory coursework taken by the applicant. This is reflected

in the number of A-G courses taken by the student. To take account of high school

variation in course offerings and course-taking norms, this quantity is included on the

Readsheet as a set of percentiles and readers are encouraged to emphasize the percentile

ranking based on recent applicants to UCLA from the high school of each applicant. I

include this percentile measure in my models and, as for GPA percentile, use a three

segment spline for the 0-20th, 20th-80th, and 80th-100th percentile intervals. This

specification shows the range over which variation in number A-G courses has the largest

effect on holistic ranking. The models also include an indicator variable for whether A-G

course percentile is missing on the Readsheet.

A third important part of an applicant's high school record is the extent to which

he or she passed and scored highly on Advanced Placement (AP) tests. Based on my

observations of the reader training process and Hout's Berkeley analysis, I chose to

include in the models measures of numbers of AP tests passed with scores of 3, 4, and 5.

Hout based these measures on the numbers of tests passed that were recorded by readers

in his reread sample. In contrast, I derived these counts for the full population of

applicants using a computerized reading of the digitized application forms.[15] Numbers of

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"mental imputation." This justifies my use of a dummy variable for missing data. As this report was being completed, however, it occurred to me that readers may use other GPA information, such as actual (weighted or unweighted) GPA or GPA percentile relative to the total applicant pool, which may be available even when GPA percentile relative to the applicant's own high school is missing. This possibility is a topic for further analysis.

[15] We were given a full digitized transcript of each application in XML format. We converted these data into a delimited, rectangular data file that could be read by a standard statistical computer package. This automated coding of AP scores has the advantage of eliminating arithmetic errors in tallying the scores and providing estimates for the full population of applicants (which can therefore yield more precise estimates in the statistical models). On the other hand, it may be less effective than Hout's reread approach in mimicking what readers really do when they look at the list of AP scores provided on actual applications.

AP tests passed with scores of 3, 4, and 5 enter as three linear variables in the statistical models.

I included some additional measures of high school achievement which were suggested by Hout's analysis or my own exploration of the data. These include a measure of whether an applicant's high school performance made them "Eligible in a Local Context" (ELC) for admission to a UC campus, whether an applicant's grades exhibited a favorable or unfavorable trend over the high school years, and whether the applicant had a heavy or light academic load during senior year. ELC is recorded on the summary Readsheet. To assess the trend in grades, it is necessary to examine the transcript data on the application form. I derived trend data from a computerized reading of the digitized application forms.[16] The difficulty of an applicant's senior year was assessed for the reread sample. Readers were asked whether they would consider the applicant's senior year program "heavy," "average," or "light" relative to the UCLA applicant pool. Scores ranged from -1 for light to 0 for neither strong nor light to +1 for heavy.[17]

Personal Qualities

Holistic assessment of applicants requires that readers take account of other personal qualities of applicants that bode well for their success at and contribution to UCLA. As the "Freshman Selection Criteria" state, readers should consider, "Personal qualities of the applicant, including leadership ability, character, motivation, tenacity, initiative, originality, creativity, intellectual independence, responsibility, insight,

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[16] Hout obtained trend data from the perceptions of his reread sample. My study has this measure for the full population of applicants.

[17] See Appendix Figure 3 for exact wording of question to readers. Question wording is similar to Hout's question for the same concept.

maturity, and demonstrated concern for others and for the community." Readers are

instructed to view the entire application with an eye to assessing the presence of these

qualities. The questionnaire that we administered to the reread sample was designed to

elicit readers' perceptions of these qualities. Based on preliminary exploration of the

data, my observations of reader training sessions, and Hout's analysis of similar data, I

selected combined reread measures into four indices of relevant personal qualities.

Appendix Figure 3 provides the exact wording and explanations of concepts that were

provided to readers.

Good Job. Based on readers reports for the reread sample, sample applicants

were scored on the degree to which they held jobs that combined academic content,

responsibility, and skill or that provided economic assistance to their families. Typically

these jobs are reported explicitly in the application, although they may be discussed in the

applicant's personal statements. The scores ranged from 0 to 4, based on yes-no

responses to whether the applicant held a responsible job, a job that required special skill,

a job that provided money for non-discretionary purposes, and a job that had academic

content.

Active Extracurricular Participation. Readers in the reread study scored

applications, based on the application form, on whether the applicant's extracurricular

participation was "light," "average," or "strong" relative to the UCLA applicant pool.

The score ranges from -1 for "light" to 0 for "average" to +1 for "strong."

Contributions to School and Community. Applicants may convey their potential

to contribute to UCLA campus life through their extracurricular activities, employment,

or personal statements (page 6). Readers in the reread study indicated whether the

applicant made a below average, average, or above average contribution to their school or

community (relative to the UCLA applicant pool); would be likely to contribute

positively to UCLA campus life; and demonstrated above average "spark, energy, pluck,

grit, insight, maturity, or originality." These measures were combined into a score

ranging from 0 to 6.

Effective Essay. In the reread study, readers were also asked to examine the

applicant's personal essay and answer a series of questions about the effectiveness of the

essay, specifically whether it showed "evidence of academic achievement" (not

mentioned elsewhere in the application), "leadership," "other non-academic

accomplishments," making "special effort to see advanced academic coursework," and

making "special effort to seek other academic challenges." Each of these aspects of the

statement were coded either yes or no and were combined into a score ranging from 0 to

6.

Performance on Standardized Tests

Applicants to UCLA are required to take standardized tests of achievement and

aptitude, but applicants vary in the number and versions of the tests they take. Although

the Readsheet contains considerable detail about applicant performance on the tests taken

by the applicant, readers are also provided a "UC Score," which translates SAT and ACT

scores into a common metric. Appendix Figure 6 shows the information on how UC

Scores are calculated that is provided to applicants. Based on my observation of reader

training and inspection of the data, I conclude that readers give particularly heavy

emphasis to the applicant's UC score, especially in relation to the scores obtained by

persons from the applicant's high school who have applied to UCLA in the previous three

years. The UC score percentile measure, therefore, follows a similar rationale and

method to the GPA percentile measures described above. Because UC score percentile relative to the high school applicant pool to UCLA is missing for a significant number of applicants, I conjectured that readers may look at absolute UC scores when percentile measures are not available. Thus, I also included the applicant's absolute UC score in the model. This is measured as a spline with three intervals, 0-300, 300-460, and 460-500, reflecting the possibility that the effect of variation in the upper part of the UC score distribution is greater than the effect of variation toward the bottom of the distribution. The model also includes indicator variables for whether UC Score percentile and UC Score are missing on the Readsheet.[18]

Other Achievement

I also included a single measure of whether an applicant participated in any university outreach program. This measure, which was available for the entire applicant population, was based on whether any program participation was recorded on the Readsheet.

Challenges

To represent special challenges faced by applicants, I included measures of parents' attainment (a five category classification of the level of education achieved by the most educated parent), family income (a seven category classification of reported family income relative to the poverty line for the family's size), and an index of obstacles

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[18] As this report was being completed, I explored the possibility that readers give more weight to absolute UC Score when UC Score percentile is missing; that is, that there is an interaction between whether UC Score percentile is missing and the spline effects of absolute UC Score. My preliminary inspection of the data suggests that this may well be the case and that including these more complicated effects would improve the models. Unfortunately, I did not have time to incorporate these results into the tables and discussion presented in this report.

to achievement. Parental education and family income were reported on the Readsheet

and are available for all applicants who disclosed them. Obstacles to achievement were

identified by readers in the reread study who were presented with a list of 33 possible

obstacles and were asked to check off all that they could discern from the applicant's

personal statement or information presented elsewhere in the application. The obstacles

included such experiences as parental divorce, incarceration of a family member, living

in a dangerous neighborhood, and many others. Readers were further asked whether, in

their estimation, the applicant's home and school environment limited his/her

opportunities relative to the applicant pool. In cases where the reader judged the

applicant's home and school environment was a limiting factor, the applicant was given a

score equal to the number of obstacles recorded by the reader. In principle, this score

ranges from 0 to 33, although virtually the entire sample lies between 0 and 10 on this

measure.[19]

Other Factors

The models also include measures of personal characteristics that are not part of

the criteria that readers are instructed to take into account in holistic ranking. These

characteristics may in some instances be judged clearly inappropriate criteria or in others

simply ambiguous. Such characteristics are not included on the Readsheet or on the

version of the application that is provided to the readers. In many cases, however, this

information may be inferred by readers from an applicant's personal essay or the name of

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[19] Hout's analysis included separate measures of self-report and state-certified disability, which were part of the information provided on the 2004 Berkeley application. These measures were not part of the 2007 and 2008 UCLA applications. In the UCLA reread study, however, readers were asked to record whether there is evidence in the applicant's personal statement or elsewhere that the applicant had a physical disability and/or a learning disability. These hardships enter my analysis as part of the tally of obstacles to achievement.

the applicant's community or high school. These characteristics are included in my models because of their policy interest and because they may cast light on how the review process works. These include the applicant's gender, ethnic identity group (as discussed in Section 3), California residency status, and international student status. Additionally, I included measures of the ethnic makeup of the applicant's high school. Whereas the personal characteristics of the applicant such as gender and ethnic identity should not be explicit criteria for holistic review, the ethnic composition of a high school may provide an indication of the social and cultural isolation of the high school or of the academic quality of the high school. It is unclear the extent to which readers and UARS staff are aware of the demographic characteristics of individual California high schools.

Controlling for School Characteristics

In scoring applications, readers are expected to take account of each applicant's academic record, broadly viewed, as well as life circumstances that may account for some of the variation in high school academic performance. Readers take account applicants' personal circumstances and resources that may have impeded their academic development. These circumstances and resources include the social and economic characteristics of applicants' families and the characteristics of their high schools. To a limited extent, readers explicitly take school context into account when they note whether an applicant is "Eligible in a Local Context," when they examine an applicant's GPA percentile with a high school, and when they examine an applicant's "UC Score Percentile" relative to other UCLA applicants from the same high school. Other elements of an applicant's record as reported on the Readsheet or application forms are not explicitly normed to an applicant's high school, although readers are encouraged to consider the type of high school that the applicant attended.

High schools are multi-facetted places inasmuch as they vary in size, quality and quantity of learning-related facilities, qualifications of teachers, demographic makeup of the student body, and other characteristics. It is, moreover, hard to assess how much the readers of applications know about specific schools, although, as shown in Appendix Figure 2, the application Readsheet contains a large number of school characteristics, including summary measures of teacher qualifications, class size, dropout rate, average test scores, average socioeconomic status of student body, and rates of application to UC campuses.

In principle, a preferred method of controlling for school characteristics is to estimate the average within-school effects of individual-level school factors (such as GPA, ethnic identity, etc.). This is typically accomplished by putting in a "dummy variable" or "fixed effect" for each high school (that is, a variable equaling one if an applicant attended a given high school and zero otherwise). In principle, the fixed effects would capture all characteristics of schools, whether measured or unmeasured. Models with school fixed effects show how well a student performs relative to his or her peers, which is presumably an important basis for how admissions work. The effects of personal characteristics, including both academic performance and also demographic characteristics are represented as "within school" effects. For many UCLA applicants, however, many of the fixed effects models could not be estimated. This is mainly because the number of applicants from some of the schools too small to permit estimation of this kind of effect. As a substitute, in addition to focusing on relative achievement measures such as GPA percentile, I estimated models that control for a large number of measured school characteristics. In principle, a full specification of between school differences would be equivalent to a fixed effects model, but in practice we cannot

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measure all possible school differences. Models that control for measured school characteristics do not have a strict "within-school" interpretation, but they provide some assessment of how applicants are assessed within schools of similar makeup.

I used the following school characteristic measures, each of which is recorded on the Readsheet and is thus observable by readers: high school Academic Performance Index, whether the school had fewer than 10 applicants to UCLA in the applicant's cohort, the size of high school enrollment, percent of teachers with emergency credentials, percent of student eligible for subsidized meals, percent of students who are English learners, percent of students with no college educated parent, 10th grade attrition rate, percent of students who did not complete their A-G requirement, average income of UC applicants, number of graduates in previous year, number of applicants to any UC campus in previous year, number of applicants to UCLA in previous year, number of students admitted to UCLA in previous year, percent of UCLA admittees who enrolled at UCLA, mean reading SAT, mean math SAT, mean writing SAT, number of AP courses offered per year, percent of AP scores greater than 3 in previous three years, percent of students with low opportunity to learn, student-teacher ratio, and whether less than five percent of students applied to UC campuses. In taking such a comprehensive approach to measuring school characteristics that are recorded on the Readsheet, my goal is not to isolate the effects of specific aspects of schools. My discussion of empirical results does not focus on the estimated effects of these characteristics on holistic ranking or other outcomes. Rather, my goal is to capture as fully as possible the local school contextual information that was available to readers and to represent the principle that applicants' records should be appraised relative to local opportunities to learn.

Factors Considered but Not Included in Final Model

I considered additional factors that may have influenced the admissions process but, so far as I was able to tell from the analyses I carried out, did not in fact do so. In the reread study, readers were asked whether they could identify the applicant's gender, religious affiliation, ethnic identity, political views, or connection to other family members who had attended UCLA. None of these attributes is a legitimate criterion for holistic ranking and none is explicitly identified on the Readsheet. (Gender and ethnic identity are requested on the application form but not included in Readsheets provided to reviewers.) Yet these attributes may be inferable, for some applicants, from their names, personal essays, or activities. Preliminary analyses of the reread study data, however, showed that readers were able to infer some of these characteristics for a portion of applicants. However, I found no evidence that whether readers reported that they could identify these characteristics or their actual perceptions affected the holistic review of applications.[20]

UARS also provided information about the readers of applications for the 157 Fall 2007 and 168 Fall 2008 admission reviewers. This included the ethnicity and the affiliation of the readers. Ethnicity is a four category classification (Asian, Black, Hispanic, White) as perceived by UARS staff. "Affiliation" classifies readers by whether they are UCLA staff (of various types) or otherwise connected to UCLA, independent councilors, or employees of private or public high schools. In all, 10 types of affiliation are distinguished. In the time available I was unable to find any large systematic effects of reader characteristics on the holistic admission process. This includes both main

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[20] In some instances, readers' perceptions of applicants gender and ethnic identity were not the same as the gender and ethnic identity information that the applicants provided for themselves (which was known to me though not to the readers). I did not investigate the implications of these discrepancies. As discussed above, I included the applicant's reported gender and ethnic identity in all of the statistical models.

effects of variation among types of readers on how favorably applications were scored and interactions between reader and applicant characteristics that indicate that particular types of readers treated applicants with varying characteristics differently from readers as a whole. Nor did I find any impact of readers on the overall distributions of admitted and nonadmitted students by race-ethnicity or other characteristics.[21]

The statistical models presented in this report mainly present main effects of the characteristics of applicants discussed in this section of the report and relatively few effects of *interactions among* these characteristics. Throughout this study I explored a variety of interactions, with particular attention to possible interactions between ethnic identity and the variables that measure the prescribed selection criteria. Within the limits of available time, I was unable to find any sizeable and robust interactions that, if included in this report, would alter its main findings and conclusions. Of course, with such a large number of variables under consideration, the number of logically possible interactions is astronomical. I have not investigated all of them and further data analysis may uncover more than I could find. I do believe, however, that I have captured the essential features of the admissions process with the results reported here.

Additional Methodological Considerations

Effect vs. Association. The admissions process occurs in a naturally occurring social setting and an understanding of how it works cannot be obtained in a laboratory or other experimental setting. Necessarily, this is an observational study and the factors of interest that may affect admission cannot be studied as or assumed occur as the result of

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[21] Although the investigation of the effects of reader characteristics fell under the purview of this report, I gave it lower priority than the documentation of the ways in which the prescribed selection criteria affected holistic ranking and of the ethnic identity makeup of applicants who were admitted.

random assignment. The statistical measures of "effect" that are presented in this report

are more strictly termed "associations" between potential determinants of holistic ranking

or admission and these outcomes. They may nonetheless be given a causal

interpretation, the validity of which depends on how adequately other contaminating

factors are controlled and the logical coherence of the estimated models. In most

instances, models that control for more observed predictors of holistic ranking are more

likely to yield estimates that can be interpreted causally than those that have sparse

controls, although there are exceptions to this rule of thumb. The models presented here

have large numbers of variables, but they cannot prove the presence or absence of a

causal relationship. In the discussion that follows, the terms "effect" and "association"

are used interchangeably.

Size of Effect vs. Significance of Effect. This study quantifies the associations

between applicant characteristics and their holistic rankings and other outcomes. By

definition, this is a matter of the *size* of the effects of these characteristics rather than

their statistical *significance*, which refers to the precision of estimated effects from

sample data and whether an estimated contrast can be judged different from zero. This

study employs both population data – that is, all applicants to UCLA for Fall of 2008 and

2007 – as well as sample data from the reread study. Because most of the results in this

study are based on the population data, decisions about whether results are significant at a

specified level of confidence are not meaningful. I report estimated ratios of coefficients

to standard errors, but these should be regarded as descriptive statistics that provide

estimates of precision of estimates. In cases where coefficients are small relative to

estimated standard errors (say, a ratio of less than 2), whether for the sample or the

population data, the estimated effects can be judged to be too imprecise to be interpreted.

For the most part, however, point estimates, rather than significance tests will be the focus of the discussion.

Size of Effect, Importance of Effect. Although it is natural to ask what factors are "most important" in predicting holistic rank or whether the effect of one factor is bigger than that of another, "importance" and relative size are well defined notions only in very specific circumstances. If key predictors were measured in a common, agreed upon metric, such as dollars or units of time, then it would be easy to say that a dollar or an hour spent on one factor has a greater or lesser impact than a dollar spent on another factor. In this study, however, it is impossible to reduce all predictors to a common metric because it focuses on quantitative measures such as GPA percentile, and categorical measures such as ethnic identity group or whether an applicant was involved in outreach activities. In these cases, one can compare effects but not make an unequivocal judgment about which effect is bigger or more important. For example, it is possible to report how much of a difference in GPA percentile is needed to benefit an applicant as much as participation in an outreach program. This establishes the amounts of two otherwise incommensurate independent variables that would be needed to produce the same impact on the dependent variable. I also compare predictors in the amount of variation in an outcome that occurs over their full range. But it is not possible to say in any absolute sense which variable has more of an impact.

Effects in Nonlinear Models. Because the estimated associations in this study are based on various types of nonlinear logit models, estimated coefficients do not provide an intuitive sense of the meaning of any given association. Where possible, therefore, I supplement estimated coefficients with estimated differences in probabilities and proportions, which convey relationships in a more natural language. Ultimately, the

admissions process yields quantities of admitted applicants who vary in their personal characteristics. In addition to presenting predicted differences in probabilities, where appropriate, I present expected counts of persons who vary on key characteristics. This translates the results of the models into differences in actual numbers of people who are admitted.

8. HOLISTIC RANKING IN REGULAR REVIEW FOR 2007 AND 2008

Because of the complexity of the models, there is no single best way to view the results. In this section I present the results for the holistic ranking in Regular Review in two ways, which highlight different features of the models and collectively give an overall picture of the results. I first show ordered logit model coefficients for the statistical model described in the preceding pages for Fall 2008 and Fall 2007. The coefficients and their estimated standard errors and test statistics are directly estimated quantities that summarize effects on holistic ranking. Because the ordered logit model is nonlinear, and thus predicts a relatively unintuitive dependent variable, and because the assumptions of the ordered logit model do not strictly hold for holistic ranking, I also present predicted probabilities of a low (favorable) holistic ranking for each of the key predictor variables in a multinomial logit version of the model.[22]

Ordered Logit Model

Table 9 reports ordered logit regression coefficients for the six-category holistic rank that readers assign in Regular Review for the Fall 2008 and Fall 2007 classes. The

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[22] Despite the lack of fit of the ordered logit model, it nonetheless provides a useful summary of the basic relationships between ranking criteria and holistic ranks. Conversely, the multinomial logit model fits the data better but yields far too many coefficients to be readily interpretable, even in qualitative terms.

equations for the two years are identical except that there are no "Reread Study Variables" in 2007. Because ranks are coded from 1 (best) to 6 (worst), negative coefficients in these models signify factors that *improve* holistic rank. The table also reports the ratios of estimated coefficients to their "robust" standard errors, which take account of the fact that most applications are read by two or more readers. The data, therefore, are "clustered" by the individual applicant. Coefficients that are more than twice their estimated standard errors are reported in boldface. Coefficients from the ordered logit model are measured in the log odds of scoring above vs. below each "cutpoint" on the cumulative holistic rank distribution. Because this is not an intuitive scale, the coefficients are useful mainly for getting a broad qualitative view of the associations between student characteristics and holistic rank. More intuitive measures of effect are shown below. Nonetheless, in viewing the logit coefficients, one should keep in mind the scales of the predictor variables. For example, the coefficients for a variable such as GPA percentile, which has a range from 0 to 100, measure the effects of only $1/100^{th}$ of the full range of the variable. In contrast, the coefficients for a variable such as ELC, which is a 0-1 indicator variable, measure the effects of the full range of the variable. Thus numerically small coefficients on percentile measures may nonetheless imply relatively large effects of the variable when one considers changes larger than a single unit.

High School Achievement. Table 9 shows that, in keeping with the criteria for selection emphasized in reader training, high school GPA percentile has a strong, favorable effect on holistic ranking. That all the spline coefficients are negative indicates that the impact of GPA accelerates and the top end. The effect of GPA percentile below 20, it is -.116; for percentiles between 20 and 80, it is -.179 (that is, -0.116 + - 0.063); and

for percentiles above 80, it is -.285 (that is, -0.116 + -0.063 + -0.106). One sees a similar

pattern for college preparatory (A-G) courses, which again discriminate most strongly

among applicants who are at the top of the college course taking distribution of their high

school. High school GPA and college preparatory course-taking, however, do not

exhaust the effects of high school academic achievement. Separate favorable effects can

be seen for whether the applicant is Eligible in a Local Context, participated in college

outreach activities, and passed Advanced Placement Tests. Passing AP tests with higher

scores has a more favorable effect than with less favorable passing scores. Readers also

pay some attention to the trend in applicant academic performance over the high school

years. A strong downward trend in grades, even controlling for other important

dimensions of high school accomplishment results in a less favorable holistic rank

  Reread Study Variables. Several of the factors investigated in the reread study

also affect holistic ranking. Applicants who had a good job while in high school, who are

judged by readers to have the potential to make a contribution to the UCLA campus

community, who have an above average level of extracurricular activities in high school,

and who are judged by readers to have surmounted significant limits to achievement, all

benefit in holistic ranking. Somewhat surprisingly, applicants who are judged to have

had a demanding senior year fare somewhat more poorly in holistic ranking and those

who have written an "effective essay" derive no advantage or disadvantage. The

anomalous estimate for demanding senior year should be ignored because it is an artifact

of the ordered logit model, as shown in the next section of this report. A possible reason

for the absence of effect of the essay is that readers were asked to judge whether a

personal statement reveals promise beyond what is conveyed by the rest of the

applicant's record. To the extent that the rest of the academic record points strongly to a

given holistic rank and is well captured by the other variables in the model, an applicant's essay may have a negligible effect.

Standardized Test Scores.   Performance on standardized tests has a substantial impact on holistic ranking. The spline coefficients for UC score display the same pattern as for GPA percentile; that is, a beneficial effect of high scores that accelerates at the top of the UC score distribution. This reflects that successful applicants to UCLA are drawn heavily from those who have high standardized test scores and that readers discriminate much more finely among applicants near the top of the UC score distribution when assigning holistic ranks than they do toward the bottom of the distribution. The coefficients for UC Score percentile suggest that, controlling for absolute level of UC Score, a higher percentile score has an unfavorable effect on ranking. This anomalous pattern, however, is an artifact of the model specification and should not be interpreted in this way. I return to this issue below.

Sociodemographic Factors. Family socioeconomic status, indicated by family income or by the educational attainment of parents, is associated with holistic rank for several reasons. Family resources affect a child's opportunities for academic achievement, by relieving economic pressures that may distract from learning, by providing information about higher education that may not be available to the sons and daughters of less educated parents, and by creating an atmosphere of high expectations for educations success. Because students from high socioeconomic levels on average get better grades, take on more ambitious academic challenges, score more highly on standardized tests, and participate more extensively in extracurricular activities, the beneficial effects of socioeconomic background on holistic rank may work substantially through variables that are taken into account in my model. For this reason, one would not

expect a clear net advantage to students from more favorable backgrounds once their high

school achievements are taken into account. Indeed, readers are trained to take into

account personal *disadvantages* that may have limited the achievements of some

applicants and credit those applicants who have done well in high school despite their

hardships. If readers take this aspect of some applicants' backgrounds into account, the

net associations of family socioeconomic background with holistic rank may favor more

disadvantaged backgrounds. For the 2008 Regular Review, one can see evidence that

this mixture of processes may be at work. Net of all other factors in the model, the most

favorable holistic ranks are given to applicants whose families are in the middle of the

income distribution and whose most educated parent has a only a high school diploma.

The coefficient estimates also indicate differences in holistic ranking by gender,

residency, ethnic identity, and the ethnic composition of the applicant's high school. The

advantages in holistic ranking enjoyed by females and domestic out-of-state applicants

are robust findings that show up throughout my analyses. The coefficients for ethnic

identity groups also suggest net ethnic variation in holistic ranking, favoring white

applicants in 2008 and disfavoring North Asians in 2007 relative to other groups. These

coefficients, however, do not provide an adequate picture of ethnic variation, an issue that

will be discussed more fully in later sections of this report. Finally, there is some

evidence of variation in holistic ranking by the ethnic composition of the applicant's high

school. I will discuss these effects further below.

2008 vs. 2007. A comparison of coefficients for Fall 2007 and Fall 2008 provides

some indication of the stability of the holistic ranking process between adjacent years as

well as the robustness of my model. For the key elements of academic preparation and

achievement, the estimated coefficients are remarkably similar in the two years,

suggesting both that the model is robust to estimation in independent populations and also that the process of holistic ranking changed little between these two years. The estimates also suggest stable net differences by gender and residency status over the two years, although the disadvantage to international applicants appears to be smaller in 2008 than 2007.[23] However, the effects of family income, parents' educational attainment, and ethnic identity appear to have shifted somewhat between the two years. As I show below, however, both the effects in 2008 and the changes between 2007 and 2008 are in fact very small. The family income and education effects are very small in both years. The ethnic identity effects require a much fuller explication before one can judge change between 2007 and 2008. This is provided below.

Predicted Probabilities from Multinomial Logit Model

Another way to examine the results of the analysis of holistic ranking in Regular Review is through predicted probabilities of receiving a favorable read score. Predicted probabilities are more intuitive quantities than the latent log odds dependent variables in the ordered logit model. The results presented in this section are based on multinomial logit models that have the same predictor variables as those for the ordered logit model shown in Table 9. The multinomial logit model, however, is a less restrictive and, for some predictors, a more realistic model specification. In these results I focus on the probabilities of obtained a holistic rank that guaranteed admission through holistic review; that is a rank of 2.5 or better (1-2.5) for domestic applicants or of 2.25 or better for international applicants. These probabilities do not take account of the applicants

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[23] The latter result may reflect shifts changes in the size and makeup of the international applicant pool between 2007 and 2008. However, I have not had time to investigate this hypothesis.

who are admitted with scores that are somewhat worse than this, but, as shown above, those are a small proportion of the admitted group.

High School Achievement. Figure 3 plots the predicted probabilities of achieving a favorable holistic rank across the ranges of all of the predictors shown in Table 9 except for the missing data indicators and most of the school characteristics. Each graph represents the *net* effect of each variable, holding constant all of the other variables in the model.[24] Figure 3a shows the effects of GPA percentile on obtaining a highly favorable holistic rank in Regular Review. Between the 40th to the 100th percentile, the probability of obtaining such a score varies from 0 to approximately .8. This is a very strong effect – by most notions the strongest effect of any variable in the prediction model. As implied by the spline coefficients, the GPA effect accelerates and is strongest over the highest range of within school GPA. It is important to stress that the model does *not* imply that a person at the 99th percentile of their high school GPA distribution has only a .8 chance of obtaining a holistic rank of 2.5 or better. Typically, the probability would be considerably higher than .8. The graph depicts how the score probabilities vary for a hypothetical applicant who had the average value on all other predictors. In most cases, applicants who have a very high GPA percentile are also high on many other predictors of favorable holistic rank and thus would have a much higher than average probability of obtaining a favorable rank.

In this graph I have plotted the effect separately for the six ethnic identity groups, as implied by the multinomial model. The lines for the ethnic groups are virtually

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[24] Strictly speaking, because these predictions are based on nonlinear models, they are computed for each variable under the assumption that at each level of the variable the applicants had the same joint distribution of the other variables that are in the model. If these models were linear regressions, this would be accomplished simply by setting all other variables at their population means in the computation of each graph. Because the multinomial logit model is nonlinear, however, it is necessary to hold constant the full joint distributions of all other variables rather than just their means.

indistinguishable and illustrate that, for this outcome, the ethnic contrasts in ranking are as small as differences produced by only one or two GPA percentile points. The ethnic identity group differences are also shown in Figure 3x. These predicted probabilities indicate a slight benefit to Whites and African Americans relative to Latinos and the two Asian groups in obtaining a strong holistic score in Regular Review.[25] These patterns of ethnic variation and their implications are discussed further below.

The effects of other aspects of high school academic performance are smaller than those of GPA percentile over their observed ranges, yet are still among the larger determinants of holistic rank. Holding all else constant, a 4.0 unweighted GPA elevates the probability of achieving a holistic rank of 2.5 or better by approximately .075; each additional AP test passed with a score of 5 elevates the probability by about .01, roughly twice the effect of passing with scores of 3 or 4; between the 60th and 100th percentile of the high school A-G course distribution, the probability of scoring 2.5 or better increases by approximately .075; and being ELC also improves the probability by about .075. Each of these components of academic accomplishment has a small marginal effect by itself, but taken together they can substantially improve an applicant's chances beyond what GPA percentile alone would dictate.

Reread Study Variables. Some of the personal characteristics that I included in the reread study make small but nonetheless important contributions to holistic ranking. These include holding a good job while in high school, high level of extracurricular activities, and high level of contribution to high school or local community. Like the measures of academic achievement other than GPA percentiles, these characteristics taken alone do not affect holistic ranking very much but can significantly benefit an

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[25] Models that include interactions between ethnic identity and GPA percentile yield patterns of predicted probabilities very much the same to the ones shown in Figure 3a.

applicant who appears favorable on all or most of them. Other reread study variables, including difficulty of senior year and writing an effective essay have negligible effects. "Limits to achievement" also appear to have a negligible effect, but this may be a result of offsetting influences. On the one hand, reviewers are expected to be sympathetic to applicants' challenges and hardships. On the other hand, these hardships may have deleterious effects on high school performance. To the extent that the model does not fully capture all elements of academic performance in high school, limits to achievement may in part reduce an applicant's chances of getting a favorable holistic rank. Whereas this interpretation is consistent with the data, further study would be needed to prove it.

Standardized Test Scores. Figure 3b shows that the chances of a favorable holistic rank vary strongly with test scores, an effect that is strongest at the top of the UC Score distribution. An increase in UC Score from 400 to 450 raises the probability of a rank of 2.5 or better by approximately .125. An increase from 450 to 500 raises the probability by approximately .2. Once again, it is important to emphasize that these patterns are plotted for applicants who are at the averages of all other variables in the model. Applicants with very high UC scores usually are favorable on many other evaluation criteria and thus will enjoy much higher probabilities of favorable rank than Figure 3b implies.

In contrast to the ordered logit coefficient estimates, which anomalously predicted an unfavorable effect of UC Score percentile, controlling for absolute UC Score, Figure 3c shows a small net beneficial effect, which is more positive above the 80th percentile. Although this effect is in the "right" direction, I do not think it adequately represents that way that UC Score percentile and UC Score affect holistic ranks. After the tables and figures for this report were completed, I experimented with a model in which a separate

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effect of UC Score was estimated, depending on whether UC Score percentile was recorded on an applicant's Readsheet. The estimated effect of UC Score appears to be greater for applicants without a recorded UC Score percentile. In such a model, the estimated effect of UC Score Percentile is considerably larger than shown in Table 9 and Figure 3c. My judgment is that, for applicants with a UC Score percentile (that is, California residents from schools large enough to permit calculation of a percentile), the effects of UC Score percentile combined with absolute UC score are approximately the same size as the effects of GPA percentile. For applicants lacking a UC Score percentile, the effect of UC Score alone will be approximately the same as that of GPA.[26]

Sociodemographic Factors. I have already commented on the very small effects of ethnic identity on holistic rank, as illustrated in Figures 3a, 3b, 3c, and 3x. As I will show below, there is more to ethnic variation in the admissions process than what we can see for holistic ranking. But differential assignment of favorable holistic ranks to ethnic identity groups is truly negligible. The predicted probabilities also show that the effects of family income and parental income (Figures 3q and 3r) are very small, possibly, as noted above, the result of the offsetting positive effect of socioeconomic statuses on student achievement and readers' efforts to credit applicants who have suffered socioeconomic hardships yet still have a strong academic record. Because these effects are so small in 2008, the changes in estimated effects of family income and parents' education shown in Table 9 are not, in my judgment, large enough to merit further analysis.

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[26] It would also be desirable to examine the effects of GPA percentile and absolute GPA for applicants who do not have a GPA percentile on their Readsheet. Taking account of whether an applicant had a 4.0 unweighted GPA takes account of this issue to some extent, but more detailed analysis would be desirable.

The predicted probabilities also show a small effect of the ethnic composition of an applicant's high school on holistic rank. As shown in Table 9, this measure distinguishes among African American, Latino, Asian, and Other students and expresses the effects of these proportions relative to proportion White in the high school. Figure 3w shows a negligible disadvantage associated with a higher proportion of Asians in the student body and a somewhat larger advantage associated with percent Black. A 20 percentage point change in percent black in the high school raises the probability of a favorable rank by approximately .025. The ethnic composition of high schools is not given to readers on the Readsheet, although this information is in the public domain and can be linked to the name of an applicant's high school, which is given on the Readsheet. I do not know the extent to which readers use this information.[27] In view of the substantial variation in the quality and segregation of high schools, some reviewers may treat high school ethnic composition as a marker for the quality of the learning environment. Based on the data available to me, however, I cannot examine this speculation.

Summary. My analysis of the predictors of holistic rank in Regular Review shows that readers judge applications making use of most of the criteria emphasized in their training. Academic performance in high school, as indicated most strongly by GPA percentile, passing AP tests, and taking college preparatory courses, have a very strong impact on holistic ranking. Likewise, readers also place considerable weight on standardized tests, summarized as UC Scores in my analysis. Other personal characteristics that are markers of academic promise also have small beneficial effects on

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[27] Although the reread study asked readers about their knowledge of applicant characteristics that are not part of the ranking criteria, it did not occur to me, at the time the reread study was designed, to ask about reader perceptions of the applicant's high school.

holistic ranking. There is little direct evidence that readers place much weight on limits to achievement and hardships in holistic scoring, although these effects may work their way through factors that can affect ranking through offsetting mechanisms, such as family socioeconomic status or the ethnic composition of the high school.

9. FINAL, SUPPLEMENTAL, AND SCHOOL REVIEW

UCLA Freshmen are admitted through a series of steps that only begin with holistic ranking in Regular Review. Although Regular Review results in the largest portion of admissions, Final, Supplemental, and School Reviews all contribute to admissions. There is good reason to suspect that the weighting of the many criteria used to assign holistic ranks to applicants may differ among these review types. Supplemental Review, for example, is intended to give special attention to atypical applicants, including those who have experienced the most severe hardships and whose initial application provides an incomplete picture of their qualifications. Additionally, in these other review stages, the UARS staff play a more central role than in Regular Review. They decide which applicants will be subject to each of these types of review (albeit, in the case of Supplemental Review, after a recommendation by one or more of the Regular Review readers) and assign the read scores in these review stages. Additionally, UARS staff make admission decisions in cases where the holistic rank assigned Regular or Final Review is on a borderline where more than 0 but less than 100 percent of applicants are admitted. Unlike in Regular Review, where my assistant and I observed and participated in training in the assignment of holistic ranks, I have no direct observations of the process by which decisions were made in these other types of review. My understanding of the

process is limited to statistical analysis of applicant characteristics and outcomes in these

review stages and informal conversations with UARS staff.

In the interest of brevity, I limit my discussion of these review stages to a

summary of the associations between applicant characteristics and outcomes in the

admissions process as shown in a series of ordered logit and binary logit models. With

small exceptions, these models contain the same predictors as the model already

discussed for Regular Review. Ordered logit models pertain to holistic ranking in

Regular, Final, Supplemental, and School Review, shown in columns A, D, F, and H of

Table 10. Binary logit models pertain to admission decisions for borderline ranks in

Regular Review (Column B) and for the effects of applicant characteristics on referral to

Final, Supplementary, and School Review, as shown in columns C, E, and G of Table 10

respectively. Note that a *negative* coefficient in an ordered logit model indicates that a

predictor *improves* the read score. A *positive* coefficient in a binary logit model indicates

that the predictor makes the outcome *more* likely to occur.

Regular Review. Column A of Table 10 presents the same coefficients for holistic

rank in Regular Review that were presented for Fall 2008 in Table 9 and is included only

for comparative purposes. Column B provides information about how the criteria for

holistic rank were applied to the 1691 applicants who received a borderline ranking in

Regular Review (out of the 35,421 L&S Fall 2008 applicants whose admission decision

was made in this review stage). For the most part these admission decisions are not

strongly associated with the variables that predict holistic rank in Regular Review. One

key exception is whether the applicant is "Eligible in a Local Context," as indicated by

the large positive logit coefficient for ELC status. Apart from ELC, indicators of high

school achievement and other personal characteristics observable on the Readsheet or via

the reread study have little effect on admission. The coefficients for these factors are mainly small and imprecisely estimated. Applicants from poor families appear to fare somewhat better than average in the tie-breaking stage. Other sociodemographic factors, including ethnic identity, appear to have no effect on admission among persons with borderline holistic scores in Regular Review.

Final Review. Table 10 presents models for whether an applicant is referred to Final Review (Column C), and the applicant's holistic rank in Final Review (Column D).[28] Referral to Final Review is associated with few of the predictors of holistic rank in Regular Review, including measures of high school achievement, standardized test scores, personal characteristics, and sociodemographic characteristics. This is not surprising inasmuch as assignment to Final Review is mainly the result of discrepancies in read scores between two readers in Regular Review, failure to obtain two reviews in Regular Review, or other quality control issues. It was beyond the focus of this study to operationalize these problems in a model, though one could do so by examining the effects of variation in scores between readers of the same application.

Among the 4117 applicants for Fall 2008 whose admission decision was made in Final Review, the assignment of holistic rank was governed by criteria similar to those used in Regular Review. Comparing coefficients in Columns E for Final Review and A for Regular Review, one can see similar effects of GPA Percentile, other measures of High School Achievement, personal characteristics that were revealed in the reread study,

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[28] This breakdown of Final Review captures the most important parts but not all of the review and decision-making aspects of this review stage. The ordered logit model predicts overall Final Review score, but does not isolate which applicants received a score that would guarantee admission, a borderline score, or a score that would preclude admission. Nor does it represent how borderline cases were resolved in admission decisions. I have not presented model coefficients for the resolution of borderline cases because there were two few such cases (324) to permit reliable estimation of the full set of effects that I examined for other stages. All of these additional aspects of Final Review, however, are taken into account in the accounting model for ethnic disparities reported in Section 10 of this report.

and UC Scores. Conversely, for the most part, factors that play little or no role in Regular Review have similarly negligible effects in Final Review. An exception to this generalization is the somewhat stronger pattern of associations of ethnic identity group with holistic read scores in Final Review. African American applicants receive somewhat more favorable and North Asian applicants somewhat less favorable scores compared to Whites and the other ethnic identity groups. Although these ethnic identity differences are larger than those for Regular Review, it is difficult to assess their quantitative importance based on ordered logit coefficients alone. Additionally, these relationships apply to a much smaller pool of applicant than the Regular Review results. I provide a fuller discussion of the implications of these effects in Section 10.

Supplemental Review. For Fall of 2008, 2900 applicants received their admission decision through Supplemental Review, which is reserved for applicants whose applicant materials are difficult to evaluate in Regular Review by the standard criteria, either because they are incomplete or because of the unusual background of the applicant. Typically, readers in Regular Review nominate applicants for Supplemental Review and UARS staff select Supplemental Review applicants from among these nominations. As shown in Column E of Table 10, assignment to Supplemental Review is only weakly related to indicators of high school success and other standard criteria of holistic ranking. However, applicants who have participated in outreach activities, who are identified as making a significant contribution to their high school or local community, and who have experienced a larger number of limits to achievement are disproportionately represented among those assigned to Supplemental Review. Supplemental Review cases are also much more likely to come from families of lower socioeconomic status, including those that are below the poverty line and those in which parents have not completed high

school. The model also indicates that African American and Latino applicants, traditionally disadvantaged groups are also somewhat more likely to be assigned to Supplemental Review than other groups, even when several indicators of challenges hardships are controlled. North and Southeast Asian applicants, in contrast, are somewhat less likely to be assigned to Supplemental Review.

Among the 2900 Fall 2008 applicants whose admission decision was made in Supplemental Review, holistic ranks were more weakly related to indicators of high school achievement and standardized test scores than in Regular or Final Review. Applicants who are Eligible in a Local Context, who participated in outreach, who had an above average record of extracurricular activities, and who showed evidence of making a contribution to their communities were more likely to receive favorable read scores. A higher GPA percentile is also associated with a favorable holistic score, although, unlike for Regular and Final Review, the association does not strengthen at the top of the GPA distribution. This may reflect that comparatively few applicants in Supplemental Review are drawn from the highest GPA levels. UARS readers of applications in Supplemental Review pay particular attention to challenges and hardships that applicants may have faced. Applicants whose Readsheets show an above average number of limits to achievement and those from low income families obtain more favorable read scores than more advantaged applicants who are similar on other characteristics. Additionally, African American applicants are somewhat more likely to receive favorable read scores than members of other ethnic identity groups who have otherwise similar characteristics.

School Review. Out of 42,880 Fall 2008 applicants to the UCLA College of Letters and Sciences, the admission decision was made in School Review for only 442 of them and, of these, 220 were admitted. Neither assignment to School Review nor Read

Scores for applicants assigned to review appear to be governed by the same criteria applied for the other review stages. The statistical models for School Review are included here simply for completeness. The quantitative importance of School Review will be shown in the accounting model results reported in Section 10 below.

Summary. The effects of student characteristics on assignment to review and holistic ranking vary across the stages of the admissions process mainly in ways that one might expect given the purposes of the several review stages. Assignment to Final Review is largely unrelated to holistic review criteria because it is mainly dependent upon procedural aspects of review, the most important of which is likely to be discrepancies between the holistic scores of two readers in Regular Review. Within Final Review, however, the weights given to various dimensions of student achievement and other qualifications are similar to Regular Review. Referral to and scoring within Supplemental Review gives much more weight to challenges, limitations, and hardships and less weight to formal academic achievement than the other review stages. In both Final Review and Supplemental Review there is evidence of larger differences in holistic ranks among ethnic identity groups than in Regular Review. In these two later review stages, African Americans score better and North Asians somewhat worse than the applicant pools as a whole for those stages. The quantitative import of these differences is addressed in Section 10 below.

10. ADMISSION DISPARITIES AMONG ETHNIC IDENTITY GROUPS

In examining the issue of disparities among ethnic identity groups in the admissions process, I use the estimated models for each stage of the process to compute the numbers of applicants admitted for each ethnic identity group under alternative

assumptions. In particular, I consider three groups of quantities: (1) the observed

number admitted within each group, (2) the *expected* number admitted within each group

if the groups had identical distributions of individual-level and school level

characteristics, and , (3) the *expected* number admitted within each group if admission

rates (at each stage of the process) were equal for all groups. The second of these

quantities is, of course, the one most subject to debate and qualification. It depends on

available data, on what variables are included in the statistical models for each stage of

the admissions process, and on the ways that these variables are specified to affect

holistic ranking and other aspects of the admissions process. My choice of models is

discussed in more detail elsewhere in this report. Given a model, one can simulate the

numbers in step (2). With these estimates in hand, contrasts among these three numbers

for each group can be used to analyze ethnic disparities. A comparison of (1) and (3)

provides a summary of the disparity among ethnic groups. These disparities result from

differences among groups in the distribution of characteristics that affect evaluation in the

admissions process as well as (potential) differences in the treatment of applicants from

these groups. A comparison of (2) and (3) quantifies the difference in admission between

groups that are *not* attributable to group differences in factors that have been included in

the model. Discrepancies between numbers admitted if each ethnic group had identical

rates of admission at each stage (3) and numbers admitted if each ethnic group had

identical distributions on *observed factors that are included in the model* (2) may be

attributable either to differences among groups on *unobserved factors that cannot be*

included in the model or to differences in the treatment of applicants from these groups.

Ethnic Identity Group Differences in Holistic Review and Admissions

Table 11 summarizes the holistic ranking and admissions process for the Fall

2008 class and how this process varied among the six ethnic identity groups. Each of the

first four panels of the table (A through D), pertains to a specific phase of review

(Regular, Final, Supplemental, and School respectively) and the fifth and sixth panels (E

and F) summarize overall disparities among ethnic groups. Within each panel for the

four review stages, each element of that stage is distinguished. For example, for Regular

Review, the first panel reports the numbers of applicants who obtain a holistic rank of 2.5

or better (2.25 or better for international applicants) – that is, applicants who are

automatically admitted by virtue of their favorable rank --; California applicants who

received a holistic rank of 2.75 – that is, applicants who may still be admitted despite a

borderline rank --; and applicants who receive a rank of 2.75 and who were in fact

admitted. For the other three review stages, their respective panels distinguish numbers

of applicants who received each type of review, and the numbers who received favorable

holistic ranks. For each component of each stage, three quantities are presented: (1) the

number of applicants in each ethnic identity group who actually experienced the outcome

in question, (2) the number who would have received the outcome in question if each

ethnic identity group had the same joint distribution of measured characteristics that are

included in the prediction models discussed in the previous section, and (3) the number

who would have been admitted if ethnic identity group had the same outcomes (that is, if

the number of each group were proportional to the size of the group in each part of the

admissions process). The difference between quantities (1) and (3) is reported for each

part of the admissions process and is termed "Disparity," that is the differences between

the actual numbers of students who experienced each outcome and the numbers of each

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group under the assumption of no differences among groups in behavior, treatment, or characteristics. The difference between quantities (2) and (3) is reported for each part of the admissions process and is termed "Adjusted Disparity," that is, differences between numbers of each group experiencing each outcome under the assumption of no differences in measured group characteristics and numbers of each group in the absence of any group differences in behavior, treatment, or characteristics. Disparities in outcomes that refer to admission decisions (rather than in intermediate steps that potentially lead to admission) are highlighted in each stage of the process. Panels E and F summarize the entire admissions process through cumulated counts over the four review stages and a percentage breakdown of ethnic disparities across stages. My discussion focuses on the summary panels of this table. One can refer to the details presented in Panels A-D for more information about how the summary results arise.

Disparities. Panel E of Table 11 shows the total disparities in numbers of admitted applicants for each ethnic identity group based both on observed counts and on counts adjusted for group differences in their distributions of admission-related characteristics. As shown in the descriptive statistics for the 2008 admission cohort, White and North Asian applicants are heavily overrepresented among admitted applicants compared to their representation in the applicant pool as a whole. Absent any ethnic differences, there would have been 110 fewer Whites and 362 fewer North Asians admitted than the actual totals. Conversely, Black, Latino, and South Asian applicants are underrepresented among the admitted population. Black, Latino, and South Asian applicants fall short of proportionate representation in the admission cohort by 120, 274, and 132 admitted applicants respectively. The first part of Panel F indicates that these disparities result mainly from differences among ethnic identity groups in the holistic

rankings of Regular Review, not surprising inasmuch as the great majority of admission

decisions are made at that stage. For White, Black, Latino, and North Asian applicants,

the other stages of the admissions process dampen the disparities to some degree. For

each of these groups, their respective degrees of over or underrepresentation among

admitted students are less for admission overall than for admission through Regular

Review. Final, Supplemental, and School review dampen these disparities to some

degree.

Adjusted Disparities. The gross differences in admission discussed in the

previous paragraph may arise from differences in the characteristics of applicants

(broadly construed, including personal and school characteristics) and from differences in

how these groups are treated in the admissions process. As discussed above, applicants

from different ethnic identity groups differ substantially in their socioeconomic

backgrounds, personal experiences, quality of high schools, and academic preparation.

My statistical models attempt to adjust for differences in distributions of these

characteristics across groups and the adjusted disparities indicate group differences that

cannot be attributed to group differences in characteristics that are included as predictors

in the models. The adjusted differences show that estimated group differences from

parity (proportional representation of each group among admitted applicants) remain and

the group patterns differ from those for gross differences. Once differences among ethnic

identity groups in measured characteristics are taken into account, White, Black, and

Latino applicants are overrepresented among the admitted applicants, whereas North and

Southeast Asian applicants are underrepresented. Net of measured characteristics, the

2008 admission cohort had 98 more Whites, 121 more African Americans, and 41 more

Latinos than proportionate representation to the applicant pool would imply. Conversely,

there were 245 fewer North Asians and 49 fewer Southeast Asian admitted than parity would imply.

How one views these adjusted disparities depends on whether one believes that the statistical model adequately represents the legitimate features of applicant files that readers and UARS staff examine in making holistic ranks and admission decisions. The issue of model adequacy is discussed elsewhere in this report. It also depends on one's sense of whether the estimated discrepancies are large or small. Two ways to calibrate their size are to express the over or underrepresentation of each group relative to the numbers of each group who are admitted or relative to the overall number of applicants admitted in the 2008 cohort. The last two rows of Panel E present these estimates. For Whites, Latinos, and Southeast Asians their disparities are relatively small percentages (less than 5 percent) of the total number of applicants who were admitted. For North Asians, their percentage shortfall is somewhat larger. Absent the adjusted disparities estimated in this analysis, 245 more North Asian applicants would have been admitted, which would be almost a 9 percent increase in the number admitted from that group. For African American applicants, their discrepancy represents a much larger percentage of the admitted population. Absent the adjusted disparities estimated in this analysis, 121 fewer Black applicants would have been admitted, which amounts to more than 33 percent of the actual number admitted. These estimates, of course, reflect in part the large differences among ethnic identity groups in numbers and rates of admission. Whereas the numbers of "extra" Whites and Blacks are similar, for example, these disparities are a much larger percentage of the Black admitted population because so few Blacks are admitted to UCLA compared to other groups. Relative to the admitted population as a whole, all of these discrepancies appear much smaller. The

overrepresentations of Whites and Black are each about 1 percent of the admitted

population. The underrepresentation of North Asians is approximately 2.4 percent of the

admitted population.

Adjusted Disparities by Stage. Inasmuch as the adjusted disparities are estimated

as the residual differences among ethnic identity groups once measured differences

among the groups have been controlled, it is impossible to isolate the reasons that they

arise. We can see, however, where in the admissions process these discrepancies are

largest. The lower half of Panel F of Table 11 shows the distribution of adjusted identity

group disparities across the four stages of review. For White applicants, their

overrepresentation among those admitted occurs almost entirely during the holistic

ranking of Regular Review. For African American applicants in contrast, almost none of

their overrepresentation occurs through Regular Review. Rather, most of it occurs in

Final and Supplemental Review. Panels B and C also show that Black applicants are

disproportionately assigned to Final and Supplemental Reviews and fare relatively well

in the holistic rankings that take place in those review stages. A third pattern occurs for

Latino applicants, who are underrepresented among those admitted via Regular Review,

but overrepresented among those admitted via Final and Supplemental Review. Yet a

fourth pattern occurs among both Asian groups whose net underrepresentation occurs in

Regular, Final, and Supplemental Review.

2008 Versus 2007. As a check on the stability of the results presented in this

section for the 2008 admission cohort, I carried out a similar decomposition of ethnic

disparities in the admission process for 2007. Differences between years could result

from differences between years in the applicant pool on characteristics that have not been

measured in the data or from differences in the ways that holistic ranking and other

admission-related decisions were carried out. Radically different results for the two years

would call into question the value of this study for showing how holistic review has

worked at UCLA in recent years. Smaller differences in results are consistent with year

to year changes that we might expect in the applicant pool and administrative procedures.

Except for data obtained from the reread subsample, the data available to me for 2007

were the same as for 2008. As discussed above, the reread sample provided a relatively

small number of the relevant predictors of outcomes at each stage of the admission

process. Table 12 reports a summary of the admission process for 2007 that parallels the

one shown in Table 11 for 2008. Broadly speaking the pattern of results is quite similar

in the two years. In 2007, as in 2008, African American, Latino, and Southeast Asian

applicants are underrepresented in the admission cohort, whereas Whites and North

Asians are overrepresented. Once the differences in the measured characteristics of the

groups are taken into account, the net advantages shift to Whites, Blacks, and Latinos,

whereas both Asian groups experience a net disadvantage. A notable difference between

the years is that the adjusted disparity for Whites is clearly larger in 2008 compared to

2007 (98 vs. 19) and for Latinos is smaller (41 vs. 91). Yet the overall magnitude of

adjusted disparities, whether measured relative to the size of each group's admission

cohort or to the size of the total cohort, is similar in the two years. Finally, there are

some differences between years in how the adjusted disparities are distributed across

stages of the admission process. In 2007, the net overrepresentation of African

Americans was distributed across Regular, Final, and Supplemental Review. In contrast,

as noted above, in 2008 it was concentrated in Final and Supplemental review.   Whites

enjoyed a net advantage in Regular Review in both 2007 and 2008, but in 2007, unlike

2008, this advantage was offset by a disadvantage in Final and Supplementary Review.

Robustness of Findings. The elaborate calculations presented in this section represent my best effort to isolate differences in how ethnic identity groups fare in the holistic review admissions process. Yet one may wonder about the sensitivity of my results to the numerous decisions about measurement and model specification. So far as possible, I have explored the sensitivity of my results to alternative measures, functional forms, and estimation strategies. Subject to the constraints of time, my explorations have been thorough and I am confident that the overall pattern of results reported here is robust across alternative potentially defensible choices of measures and model specifications. Of course, the sizes of the estimated ethnic disparities depend on how comprehensive the list of personal characteristics of applicants that are controlled. I have tried to include all relevant measured characteristics that readers might legitimately take into account in the admissions process. Nonetheless, the process of holistic ranking is not deterministic. Even when two readers agree, this does not imply that additional readers would assign the same score or that an analyst can predict with certainty what score the two readers would assign.

11. SUMMARY AND CONCLUSION

Holistic review in Freshman admissions at UCLA is a complex process, involving outside readers, UARS staff, many thousands of applicants, multiple administrative steps, and a large amount of information about each applicant. The process is designed to admit an excellent cohort of prospective Freshmen that is academically gifted and sufficiently diverse to support a vibrant campus culture at UCLA. Diversity is sought both *within* individuals, in that desirable applicants should display a variety of strengths in their aptitudes, achievements, and interests, and *among* individuals, inasmuch as the student

body ought to have a rich mixture of abilities, aspirations, perspectives, and understandings. The admissions process is intended to recruit a strong Freshman class according to these criteria and to do so in an effective, fair, and transparent way. In view of its complexity, however, it is hard to see at a superficial glance how the admissions process works or whether it works in the way that it is supposed to. A detailed study of the process is needed to show this.

This study of holistic admissions is one way of examining how the holistic admissions process works at UCLA. It consisted of a quantitative analysis of a large body of administrative data produced by the Freshman admissions process for Fall 2007 and 2008 and a reread study of a sample of 2008 applications. My analysis consisted of a description of UCLA applicant pool and an analysis of the associations between the characteristic of applicants and their outcomes on holistic ranking and admissions. Although the study has not been guided by a single specific analytic question, I have tried to see whether the readers of the Fall 2007 and 2008 applications applied the criteria for admissions set out in UARS policy documents and emphasized in reader training. The greater part of my analysis rests on a model of admissions that examines the several review stages that applicants may face: Regular, Final, Supplemental, and School Reviews. Because most admissions occur in Regular Review, the report emphasizes holistic ranking at that stage. However, significant numbers of applicants are admitted at the other three stages and the ways in which the review criteria may be applied somewhat differently than in Regular Review. Thus, some of this report is devoted to who is reviewed in these other stages, how holistic ranking works in these reviews, and how the several review stages combine to produce an overall admissions cohort. The report gives considerable attention to quantifying the weights that are placed on the prescribed criteria

for holistic rank. Additionally, because of an enduring campus and public concern about equity, diversity, and transparency in UCLA Freshman admissions, I also have devoted considerable attention to variation among sociodemographic groups in how they fare in the admissions process. In part, this has included examination of how family socioeconomic background affects holistic ranking, which indicates the degree to which readers of applicant files pay attention to the hardships associated with poverty and low levels of education within an applicant's family. In part also, it includes analysis of disparities in admissions outcomes among race and ethnic groups.

The principle findings of my analyses are as follows:

1. Holistic ranks in Regular Review are assigned according to the admissions criteria set out by UARS. Grades in high school, appropriately normed for honors and advanced placement classes and measured relative to the local applicant pool, have the largest impact upon holistic ranking. Standardized test scores also have a very large impact. Other quantifiable measures of high school academic accomplishment, including amount of college preparatory coursework and performance on Advanced Placement tests, also have substantial beneficial effects on holistic ranking.

2. Although grades and test scores have very strong effects on holistic read scores in Regular Review, they alone do not determine favorable ranks or admission. Other factors, such as whether an applicant has an impressive profile of extracurricular activities, shows involvement in the high school or local community, or works outside of school either in a way that is academically enriching or that contributes to family finances, all make small contributions to favorable holistic ranking. Each of these effects considered alone makes a statistically small contribution to

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holistic rank, but in the actual admissions process, these merits add up. In the intense competition for favorable holistic ranking among a large pool of applicants who have strong GPAs and standardized test scores, an applicant who has many of these assets will win out against an applicant who lacks them.

3. Disparities among ethnic identity groups in holistic ranking in Regular Review are very small. In keeping with the prescription that they pay attention to challenges and hardships faced by applicants, readers appear to give applicants some credit for coming from socioeconomically disadvantaged families. These socioeconomic effects, however, are small relative to those of high school achievement, test scores, and other personal qualities included among the prescribed ranking criteria.

4. Applicants whose admission decision occurs in Final Review, typically when they received discrepant scores between their two readers in Regular Review, receive holistic ranks in much the same way as in Regular Review. The relative weights given to GPA, test scores, and other personal qualities are similar to those in Regular Review.

5. When applicants are considered for Supplemental Review, UARS staff place considerable weight on socioeconomic hardship, challenges, and limits to academic achievement. These hardships are also given significant weight in holistic ranking within Supplemental Review. Among applicants who are otherwise similar in measured academic qualifications and challenges African American and Latino applicants are disproportionately represented in Supplemental Review.

6. In both Final and Supplemental Review, African American applicants receive somewhat more favorable and North Asian (Chinese, Japanese, Korean, and Indian/Pakistani American) applicants receive somewhat less favorable holistic read scores than applicants in other ethnic identity groups who are otherwise similar in academic qualifications, personal characteristics, and measured challenges and hardships.

7. Relative to their representation in the applicant pool, White and North Asian applicants are more heavily represented among admitted students than African American, Latino, and Southeast Asian applicants. In the Fall 2008 cohort, to eliminate these disparities, it would have been necessary to admit 110 fewer White and 362 fewer North Asian applicants, and 120 more Black, 274 more Latino, and 132 more Southeast Asian applicants. These gross disparities arise principally in Regular Review. Final and Supplemental reviews dampen these disparities to some degree.

8. On the other hand, if we adjust for ethnic identity group differences in the characteristics of applicants, a different pattern of ethnic disparity emerges. Among otherwise equivalent applicants, Whites, African Americans, and Latinos are overrepresented among those admitted and Asian American applicants are underrepresented. In the Fall 2008 cohort, to eliminate these adjusted disparities, it would have been necessary to admit 98 fewer White, 121 fewer Black, and 41 fewer Latino applicants, and 245 more North Asian and 49 more South Asian applicants. For Black and Latino Applicants, these disparities arise principally in Final and Supplemental Review, whereas for Whites they occur in Regular

Review. The disadvantages of Asian applicants occur, with varying magnitudes, throughout the admissions process.

9. How one views the size of these disparities depends on one's frame of reference. Relative to the entire cohort of admitted students, these disparities are quite small – none as large as 2.5 percent of applicants. Relative to group-specific totals of admitted applicants, the disparities appear larger, but this of course depends on the size of the admitted group. The 98 "extra" Whites who were admitted in 2008 constitute only 3 percent of Whites who were admitted. The "shortfall" of 245 North Asian American applicants is about 9 percent of those admitted from that group. And the 121 "extra" African Americans were approximately 33 percent of those admitted.

10. Estimates of group disparities are only as good as the models on which they are based.

My overall impression of the holistic ranking process for Freshman admissions at UCLA is that the system works much as intended. Academic achievement and other personal qualities that contribute to a stimulating, diverse campus environment govern holistic ranking. In Regular Review, which is carried out by qualified members of the education community in the southern California region in conjunction with UARS staff, the importance of academic merit is paramount and I find no important differences along lines that depart from the prescribed ranking criteria. In Final and Supplemental Review, which are conducted by UARS staff, I do find some disparities in outcomes that favor some groups and disfavor others among applicants who are otherwise similar on their

measured characteristics. Whether these disparities are considered small or large is a

normative, policy issue – not a scientific one.

APPENDIX: FORMAL STATEMENT OF ACCOUNTING MODEL

The accounting model decomposes freshman admission into parts associated with the several stages of review. We can write the decomposition as follows:

$$P(\text{Admit}) = \tag{1}$$

$$[P(A^R = 1 | R = 1)][P(R = 1)] + [P(A^F = 1 | F = 1)][P(F = 1)] +$$

$$[P(A^{Su} = 1 | S^u = 1)][P(S_u = 1)] + [P(A^{Sc} = 1 | S_c = 1)][P(S^c = 1)],$$

where $P()$ denotes probability; A^R, A^F, A^{Su}, and A^{Sc} are binary variables that equal 1 if an applicant was admitted via Regular, Final, Supplemental, or School review respectively (and 0 otherwise); and R, F, S_u, and S_c are variables that equal 1 if the applicants final decision was via Regular, Final, Supplemental, or School Review respectively, and 0 otherwise.

At each stage admission decisions are an outcome of holistic scoring, a procedure that differs somewhat depending on the stage. For admission through Regular review, the probability of admission is:

$$P(A^R = 1 | R = 1) = \tag{2}$$

$$(P(((H^R_1 + H^R_2)/2) < 2.5 \mid 2 \text{ valid scores, } R = 1, |H^R_1 - H^R_2| \leq 1) +$$

$$[P(((2.5 \leq H^R_1 + H^R_2)/2) \leq 2.75 | \ 2 \text{ valid scores, } R = 1, |H^R_1 - H^R_2| \leq 1)] \cdot$$

$$[P(A^R = 1 | \ 2.5 \leq ((H^R_1 + H^R_2)/2) \leq 2.75, 2 \text{ valid scores}] +$$

$$P((H^R_1 < 2.5 \mid 1 \text{ valid score, } R = 1) +$$

$$[P((2.5 \leq H^R_1 \leq 2.75 | \ 1 \text{ valid score, } R = 1)] \cdot$$

$$[P(A^R = 1 | \ 2.5 \leq H^R_1 \leq 2.75, 1 \text{ valid score})]\} \cdot$$

$$P(R = 1),$$

where H^R_1 and H^R_2 denote the holistic read scores for the first and second reader respectively in Regular review. This equation captures two key properties of admission

by Regular review. First, holistic ranking may result from the ratings of two or one reader. Second, whereas a very favorable score (< 2.5) guarantees admission, an intermediate score (2.5 or 2.75) may or may not result in admission. For applicants who receive an intermediate score, admissions decisions are subject to the assessments of UARS staff and, from the perspective of this study, are probabilistic.

We can write similar, albeit simpler versions of this equation for the other three stages of review. The probability of admission through Final Review is:

$$P(A^F = 1 | F = 1) = \qquad\qquad\qquad\qquad\qquad (3)$$

$$\{P((H^F < 2.5 \,| F = 1) +$$

$$[P((2.5 \le H^F \le 2.75 | F = 1)] \cdot [P(A^F = 1 | 2.5 \le H^F \le 2.75)]\} \cdot$$

$$P(F = 1),$$

where H^F denotes the holistic read score assigned by UARS staff in Final review. The probability of admission through Supplemental review is:

$$P(A^{Su} = 1 | S_u = 1) = [P((H^{Su} < 2.5 \,| S_u = 1)] \cdot [P(S_u = 1)], \qquad (4)$$

where H^{Su} denotes the holistic read score assigned by UARS staff in Supplemental review. The probability of admission through School review is:

$$P(A^{Sc} = 1 | S_c = 1) = \qquad\qquad\qquad\qquad\qquad (5)$$

$$[P((H^{Sc} < 2.5 \,| S_c = 1)] \cdot [P(S_c = 1)],$$

where H^{Sc} denotes the holistic read score assigned by UARS staff in School review.

Each of the probabilities in equations (2), (3), (4), and (5) are estimated for individuals and groups using the statistical models for the effects of academic performance and qualifications and personal and social characteristics described in the main text. This reveals differences in admissions probabilities at each stage of the admissions process and overall among different groups under various sets of statistical

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controls. Additionally, when these probabilities are combined with the numbers of

applicants of various social and demographic groups who are reviewed at each stage,

these formulas also estimate the expected *numbers* of applicants in each group who

would be admitted under alternative assumptions about which controls are held constant.

Furthermore, these estimated numbers of admitted applicants can be compared to actual

numbers admitted in each group and the numbers who would be admitted were rates of

admission equal across groups.

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Table 1. Fall 2008 Applicants by Ethnic Identity, High School Grades, Gender and California Residency

| | Official Residence | | | | | | |
| | California | | | Elsewhere | | | |
Characteristic	Male	Female	Unknown	Male	Female	Unknown	Total
Ethnic Identity							
Native	110	129	3	21	33	2	298
African American	900	1,515	31	114	214	47	2,821
Chicano/Latino	3,959	5,874	29	180	226	30	10,298
North Asian American	5,330	6,082	26	729	794	31	12,992
Southeast Asian American	2,520	3,291	14	151	230	13	6,219
White	6,511	7,226	43	1,818	1,365	79	16,405
Other	360	429	2	28	55	7	881
Declined to state	737	885	655	135	160	100	2,672
Foreign	438	415	15	1,043	855	85	2,851
Total	20,865	25,846	818	3,582	3,932	394	55,437
High School Grades							
Missing	0.4	0.4	1	7	7	47	1
Below 3.0	11	8	9	7	5	4	9
3.0 to 3.33	21	19	17	14	11	8	19
3.34 to 3.66	30	30	26	28	25	15	29
3.67 to 3.99	30	33	36	34	38	18	32
Perfect 4.0	7	9	12	11	14	8	9
Total	100%	100%	100%	100%	100%	100%	100%

Table 2. Fall 2008 Applicants by High School Grades, Type of High School, Quality of High School and Ethnic Identity, California Residents (N=47,529)

	Ethnic Identity						
	Black	Latino	N Asian	SE Asian	White	Other[a]	Total
High School Grades							
Missing	0.5	0.1	0.5	0.3	0.3	1	0.4
Below 3.0	25	15	8	9	6	7	10
3.0 to 3.33	30	26	19	19	16	17	20
3.34 to 3.66	25	30	30	32	31	29	30
3.67 to 3.99	17	24	34	32	37	35	32
Perfect 4.0	2	4	9	7	11	10	8
Total	100%	100%	100%	100%	100%	100%	100%
Mean GPA	3.26	3.39	3.54	3.51	3.59	3.56	3.51
Type of High School							
Public	79	85	88	83	75	70	81
Private	18	14	9	14	22	26	16
Unknown	3	1	3	3	2	4	2
Total	100%	100%	100%	100%	100%	100%	100%
Academic Performance of High School[b]							
Bottom 20%	23	32	3	10	2	6	11
Rank 21st-40th	20	22	7	16	6	8	12
Rank 41st-60th	16	15	8	17	10	10	12
Rank 61st-80th	19	16	17	22	25	21	20
Rank 81st-90th	7	8	18	16	22	16	16
Top 10%	14	8	47	20	35	40	30
Total	100%	100%	100%	100%	100%	100%	100%

a - Includes Native Americans, applicants who checked "Other" ethnicity and those who declined to state an ethnic identity

b - Restricted to California high schools that received a rating (N=38,238 students)

Table 3. Applicants by Parents' Education and Income and Applicants' Ethnic Identity (N=55,437)

		Ethnic Identity					
	Black	Latino	N Asian	S Asian	White	Other	Total
Highest Education of Either Parent							
No High School	1	21	3	7	0.08	1	6
No High School Diploma	3	12	3	5	0.2	1	4
High School Diploma	14	19	10	10	4	6	10
Some College	21	14	8	12	7	6	10
2-Year College Degree	9	5	4	7	4	3	5
4-Year College Degree	22	13	25	34	27	28	25
Post-Gradutate	25	13	40	20	52	42	36
Missing	5	3	7	5	6	13	6
Total	100%	100%	100%	100%	100%	100%	100%
Parents' Income							
Missing	16	11	22	14	36	37	24
<$30,000	26	32	15	23	5	9	16
$30,000-$59,999	22	29	18	19	8	12	16
$60,000-$99,000	16	14	16	18	12	13	14
$100,000-$149,000	9	8	13	14	14	12	12
$150,000 or more	10	7	17	12	25	17	17
Total	100%	100%	100%	100%	100%	100%	100%

Table 4. Applicants and Admissions by Type of Review, 2008

	All Applicants	Admitted
Regular Admission	46,616	9,669
Athletes	210	210
Final Review	5,265	1,881
Supplemental Review	2,900	680
School Review	446	220
Total	55,437	12,660

	L&S Applicants	Admitted
Regular Admission	35,449	7,578
Athletes	207	207
Final Review	4,139	1,461
Supplemental Review	2,900	680
School Review	443	220
Total	43,138	10,146

	Domestic L&S Applicants	Admitted
Regular Admission	33,755	7,331
Athletes	199	199
Final Review	3,759	1,296
Supplemental Review	2,899	679
School Review	439	220
Total	41,051	9,725

Table 5. Admission Outcomes by College

	College					
	Arts & Architecture	Engineering	Letters & Sciences	Nursing	Theater & Film	Total
Regular Admission	14	26	21	7	9	21
Athlete	0	0.04	0.3	0	0	0.2
School Review	0	0	0.5	0	0	0.4
Supplemental Review	0	0	2	0	0	1.4
Not Admitted	86	74	76	93	92	77
Total	100%	100%	100%	100%	100%	100%
Total Admitted	2,125	7,767	42,713	1,026	1,249	54,880
Withdrawn Admission	14	79	362	3	23	481
Cancelled Admission	2	10	63	0	1	76
Total	2,141	7,856	43,138	1,029	1,273	55,437

"Regular Admission" includes both Regular and Final Review

Table 6. Admissions Outcomes by Holistic Rank and College

	College					
Score	Arts & Architecture	Engineering	Letters & Sciences	Nursing	Teather & Film	Total
	A. Regular Admissions					
1	38%	100%	100%	67%	55	99
1.5	--	95	100	--	--	99
2	28	91	100	55	25	94
2.25	--	74	100	50	50	95
2.5	18	52	96	39	21	83
2.75	--	33	9	--	0	14
3	25	19	0.2	11	18	6
3.5	14	4	0.1	0	25	1
4	13	0.5	0.1	2	6	1
4.5	--	0	0	0	--	0
5	3	0	0	0	1	0.3
	B. All Admissions					
1	38%	100%	100%	67%	55	99
1.5	--	95	100	--	--	99
2	28	91	100	55	25	94
2.25	--	74	100	50	50	96
2.5	18	52	96	39	21	83
2.75	--	34	15	--	0	18
3	25	19	6	11	18	10
3.5	14	4	4	0	25	4
4	13	0.5	2	2	6	2
4.5	--	0	2	0	--	1
5	3	0	1	0	1	1

Note: "Regular Admissions" includes applicants whose admission decisions were made in Regular or Final Review. "All Admissions" also includes applicants who are athletes and and those who went through supplemental and/or school review.

Table 7. Relationship between Holistic Rank, College and Residency, College of Letters & Sciences

A. California Residents

Score	Regular Admission Admitted	Regular Admission Not Admitted	Supplemental Review Admitted	Supplemental Review Not Admitted	School Review Admitted	School Review Not Admitted	Total Admitted	Total Not Admitted
1	613		1				614	
1.5	878		4				882	
2	1,431		9		1		1,442	
2.25	1,718		7				1,728	
2.5	2,556	49	64		7		2,632	49
2.75	237	1,753	73	116	140	88	448	1,953
3	5	2,868	181	236	55	52	249	3,151
3.5	4	3,962	192	400	21	53	221	4,411
4	7	12,844	207	1,107	4	27	263	13,977
4.5		2,764	11	190		1	29	2,955
5		1,889		79		1	15	1,969

B. California Non-Residents

Score	Regular Admission Admitted	Regular Admission Not Admitted	Supplemental Review Admitted	Supplemental Review Not Admitted	School Review Admitted	School Review Not Admitted	Total Admitted	Total Not Admitted
1	115		1				116	
1.5	182						183	
2	259		1				260	
2.25	359		1				360	
2.5	226		21				248	
2.75	2	574	5	19			10	593
3	1	455	9	17			10	472
3.5	1	522	7	22			12	544
4	2	1,085	6	24		1	15	1,110
4.5		186	2				5	186
5		141		2			2	143

C. International Students

Score	Regular Admission Admitted	Regular Admission Not Admitted	Supplemental Review Admitted	Supplemental Review Not Admitted	School Review Admitted	School Review Not Admitted	Total Admitted	Total Not Admitted
1	94						94	
1.5	8						8	
2	144		1				145	
2.25	73						73	
2.5		81			1		1	81
2.75		1	1				1	1
3		254						254
3.5		2						2
4		410						410
4.5								
5		306					4	306

Note: "Regualar Admission" includes applicants whose admission decision was based on Regular or Final Review. "Total" includes athlete admits who did not go through regular, supplemental or school review.

Table 8. Percent Admitted by Holistic Rank, Ethnic Identity, College of Letters and Sciences

Holistic Rank	Ethnic Identity						
	Black	Latino	N Asian	S Asian	White	Other	Total
1	100	100	100	100	100	100	100
1.5	100	100	100	100	100	100	100
2	100	100	100	100	100	100	100
2.25	100	100	100	100	100	100	100
2.5	100	100	100	100	100	64	96
2.75	25	35	12	18	10	10	15
3	26	18	3	6	4	2	6
3.5	20	10	1	4	2	3	4
4	5	3	1	1	2	1	2
4.5	2	1	0.3	0	2	1	1
5	2	0.2	0	0.4	2	1	1

Table 9. Ordered Logit Model of the Effects of Applicant and High School Characteristics on Read Score in Regular Review in 2007 and 2008

Variable	2008 (69,143 readings; 35,421 applicants)		2007 (65,294 readings; 33,413 applicants)	
	b	z(b)	b	z(b)
High School GPA Percentile Splines				
0-20	**-0.116**	-44	**-0.112**	-41
20-80	**-0.063**	-77	**-0.054**	-70
80-100	**-0.106**	-37	**-0.082**	-28
GPA Percentile missing	**-3.980**	-15	**-3.665**	-11
4.0 Unweighted GPA	**-1.408**	-31	**-1.275**	-30
College Prep (A-G) Courses Percentile Splines				
0-20	**-0.004**	-2	**-0.006**	-2
20-80	**-0.003**	-6	**-0.004**	-6
80-100	**-0.020**	-9	**-0.023**	-11
A-G Percentile Missing	**-0.882**	-3	**-1.007**	-3
Other Achievement Variables				
ELC	**-0.489**	-16	**-0.440**	-14
Outreach	**-0.370**	-17	**-0.359**	-17
Academic Performance (Machine Coded)				
APs: Score 3	**-0.106**	-9	**-0.091**	-7
APs: Score 4	**-0.145**	-11	**-0.116**	-8
APs: Score 5	**-0.236**	-18	**-0.214**	-15
Weak Downward Trend in Grades	-0.014	-1	0.012	0
Strong Downward Trend in Grades	**0.197**	8	**0.090**	3
Trend in Grades missing	**0.474**	3	**0.273**	3
Reread Study Variables				
Difficulty of Senior Year	**0.094**	2		
Good job	**-0.098**	-3		
Active	**-0.291**	-4		
Contributes	**-0.218**	-7		
Effective essay	0.005	0		
Limits to achievement	**-0.061**	-2		
Reread Sample	**0.548**	5		
UC Score Splines				
0-300	**-0.017**	-24	**-0.013**	-21
300-460	**-0.019**	-35	**-0.021**	-43
460-500	**-0.050**	-13	**-0.070**	-17
UC Score missing	**-4.296**	-19	**-3.326**	-17
UC Score Percentile Splines				
0-10	**0.083**	10	**0.071**	9

10-85	**0.013**	14	**0.010**	12
85-100	**-0.010**	-2	**-0.012**	-3
UC Score Percentile Missing	**0.728**	6	**0.983**	11
Family Income (vs. <.5 Poverty Line)				
Below 1/2 the poverty line (omitted)				
Between 1/2 and 1 times the poverty line	-0.111	-1	-0.106	-1
Between 1 and 2 times the poverty line	-0.106	-1	-0.058	-1
Between 2 and 3 times the poverty line	**-0.134**	-2	-0.028	0
Between 3 and 4 times the poverty line	**-0.208**	-3	-0.071	-1
Between 4 and 5 times the poverty line	**-0.166**	-2	-0.056	-1
More than 5 times the poverty line	-0.103	-1	-0.029	0
Income missing	-0.072	-1	-0.056	-1
Parents Education (vs. < HS Diploma)				
High school diploma	**-0.121**	-3	0.001	0
Some college	-0.067	-1	-0.034	-1
College degree	-0.068	-1	-0.044	-1
Post-graduate education	**-0.080**	-2	**-0.106**	-2
Parents' education missing	0.045	1	-0.015	0
Ethnic Identity (vs. White)				
Black	**0.182**	3	-0.042	-1
Latino	**0.198**	6	0.017	1
North Asian	**0.183**	6	**0.161**	6
South East Asian	**0.054**	2	0.003	0
Other (includes missing)	**-0.078**	-2	0.044	1
Other Demographic Characteristics				
Male (vs. Female)	**0.186**	9	**0.194**	9
Gender missing	0.095	1	-0.143	-1
California Resident	**0.940**	7	**0.679**	6
International Student	**1.232**	12	**3.190**	24
School Characteristics				
API	**-0.030**	-3	**0.022**	2
API missing	0.937	1	0.157	1
<10 applicants	0.003	0	0.032	0
High school enrollment	0.000	1	**0.000**	3
% teachers with emergency credentials	0.001	0	**0.006**	2
% students eligible for subsidized meals	**-0.003**	-3	**-0.002**	-2
% students who are English learners	-0.001	0	-0.003	-1
% students with no college educated parents	**0.002**	2	**-0.002**	-2
% 10th grade attrition	-0.001	0	**0.004**	2
% did not complete A-G requirement	-0.001	-1	0.000	0
Average income - UC applicants	0.000	-1	0.000	-1
High school graduates, 2007	0.000	-1	0.000	-1
Number applications to any UC campus	0.000	0	0.000	0

Number applications to UCLA	0.000	0	0.000	0
Number admits to UCLA	**0.003**	2	0.000	0
% of admitted students who enrolled at UCLA	**-0.001**	-2	**0.001**	2
Mean SAT, Reading	**-0.019**	-6	**-0.007**	-2
Mean SAT, Math	**0.003**	2	**0.003**	2
Mean SAT, Writing	**0.023**	7	**0.010**	4
AP courses offered per year	**0.005**	2	0.000	0
% students with AP score >3, '05-'07	**0.007**	6	**0.010**	8
% students with low Opportunity To Learn	**0.004**	3	**-0.013**	-10
Student-Teacher Ratio	**-0.007**	-2	**-0.006**	-2
Less than 5% apply to UC system	0.136	1	0.078	1
DOE School Ethnic Comp. (vs. White)				
Black	**-0.007**	-4	**-0.005**	-3
Latino	0.000	0	**0.002**	2
Asian	**0.002**	2	**0.005**	5
Other	**0.011**	3	**0.008**	3
Missing	0.154	1	0.000	0
Log-likelihood	-59661		-60879	

Not shown are ordered logit "cutpoints" for distributions of ordered dependent variables and coefficents for missing data on readsheet school characteristics. Coefficients that are more than twice their estimated robust standard errors are in boldface. z(b) denotes ratio of estimated coefficient to its robust standard error.

Table 10. Coefficients for Statistical Models of Effects of Student and School Characteristics on Stages of Admissions Process

	A. Ordered Logit for Read Scores, Regular Review (N=69,143 reads; 35,421 students)		B. Binary Logit for Admission for Borderline Cases, Regular Review (N=1691)		C. Binary Logit for Referral to Final Review (N=42,880)		D. Ordered Logit for Final Review Score (N=4,117)		F. Binary Logit for Referral to Supplemental Review (N=42,880)		G. Ordered Logit for Supplemental Review Score (N=2,900)		H. Binary Logit for Referral to School Review (N=42,880)		I. Ordered Logit for School Review Score (N=442)	
	b	Z(b)	b	Z(b)	b	Z(b)	b	Z(b)	b	Z(b)	b	Z(b)	b	Z(b)	b	Z(b)
High School GPA Percentile Splines																
0-20	**-0.116**	-44	**-0.267**	-3	**0.018**	2	**-0.096**	-6	**0.046**	7	**-0.083**	-8	**-0.096**	-2	-0.176	-1
20-80	**-0.063**	-77	0.022	1	**0.036**	25	**-0.050**	-18	0.005	3	**-0.020**	-8	**0.091**	12	0.023	1
80-100	**-0.106**	-37	**0.046**	2	**-0.032**	-7	**-0.085**	-12	**-0.120**	-13	0.006	0	**-0.092**	-7	-0.015	-1
4.0 Unweighted GPA	**-1.408**	-31	-0.402	-1	0.009	0	**-0.824**	-8	**-0.532**	-4	**-0.573**	-2	**-0.404**	-2	-1.410	-4
College Prep (A-G) Coursework Spine																
0-20	-0.004	-2	0.029	1	-0.004	-1	-0.006	-1	0.009	1	-0.003	0	0.021	1	-0.064	-1
20-80	**-0.003**	-6	0.004	1	0.000	0	**-0.005**	-2	0.000	0	0.000	0	**-0.007**	-2	0.001	0
80-100	**-0.020**	-9	-0.008	0	-0.001	0	**-0.027**	-4	-0.006	-1	-0.016	-2	**-0.042**	-3	-0.024	-1
Other Achievement Variables																
ELC	**-0.489**	-16	**2.837**	8	**-0.135**	-3	**-0.439**	-5	**-0.180**	-3	**-0.652**	-6	**-0.489**	-16	-0.055	0
Outreach	**-0.370**	-17	0.020	0	**0.114**	3	**-0.357**	-6	**0.451**	10	**-0.248**	-3	**-0.370**	-17	-0.404	-2
Academic Peformance (Machine Coded)																
APs: Score 3	**-0.106**	-9	-0.131	-1	0.061	3	**-0.102**	-3	0.064	2	-0.070	-1	0.000	0	-0.312	-2
APs: Score 4	**-0.145**	-11	-0.187	-1	0.013	1	**-0.132**	-4	-0.003	0	-0.082	-1	-0.049	-1	-0.235	-2
APs: Score 5	**-0.236**	-18	0.070	0	**-0.085**	-4	**-0.155**	-5	**-0.126**	-3	-0.068	-1	**-0.169**	-3	-0.350	-2
Weak Downward Trend in Grades	-0.014	-1	-0.161	-1	0.027	1	-0.103	-2	-0.056	-1	-0.003	0	0.066	1	0.098	0
Strong Downward Trend in Grades	**0.197**	8	0.225	1	-0.034	-1	0.145	2	0.065	1	0.099	1	0.042	0	-0.811	-2
Reread Study Variables																
Difficulty of Senior Year	**0.094**	2	0.650	1	0.052	1	-0.026	0	-0.029	0	0.041	0	0.018	0	-0.836	-1
Good job	**-0.098**	-3	0.206	0	-0.051	-1	**-0.249**	-2	0.095	2	0.032	0	-0.211	-1	-0.326	-1
Active	**-0.291**	-4	0.177	0	0.044	0	**-0.518**	-3	0.116	1	**-0.264**	-2	0.225	1	-1.190	-2
Contributes	**-0.218**	-7	0.104	0	0.065	1	**-0.234**	-2	**0.169**	4	**-0.145**	-2	0.034	0	-0.432	-1
Effective essay	0.005	0	-0.150	0	0.020	0	0.012	0	0.031	1	-0.009	0	-0.070	0	-0.804	-2
Limits to achievement	-0.061	-2	0.549	1	0.020	1	-0.126	-1	**0.306**	10	**-0.150**	-4	-0.300	-1	-0.514	-1
Reread Sample	**0.548**	5	-0.452	0	-0.105	-1	0.662	2	**0.588**	4	**0.554**	3	0.262	0	2.048	1
UC Score Spines																
0-300	**-0.017**	-24	-0.003	0	0.002	2	**-0.014**	-6	0.001	1	**-0.010**	-6	-0.001	-1	-0.017	-2
300-460	**-0.019**	-35	0.008	1	0.003	5	**-0.012**	-11	**-0.004**	-4	0.002	1	**0.009**	4	-0.016	-3
460-500	**-0.050**	-13			**-0.013**	-2	**-0.057**	-5	-0.013	-1	**0.087**	2	0.013	1	0.000	0
UC Score Percentile Splines																
0-10	**0.083**	10	0.098	1	-0.040	-2	0.065	1	0.029	2	-0.003	0	**-0.083**	-2	-0.065	-1
10-85	**0.013**	14	0.004	0	0.002	2	-0.004	-2	0.003	1	-0.004	-1	**0.012**	3	0.002	0
85-99	**-0.010**	-2	0.006	0	**-0.021**	-3	-0.009	-1	-0.020	-2	-0.008	0	**-0.097**	-5	0.077	1
Family Income (vs. < .5 Poverty Line)																
.5 - 1.0 Pov. Line	-0.111	-1	**-1.424**	-2	0.178	1	-0.139	-1	-0.018	0	0.072	1	0.072	0	1.823	2
1.0 - 2.0 Pov. Line	-0.106	-1	-0.993	-1	0.106	1	-0.287	-1	**-0.389**	-4	**0.281**	2	0.097	0	1.003	1
2.0 - 3.0 Pov. Line	-0.134	-2	**-2.422**	-3	0.091	1	-0.145	-1	**-0.959**	-9	**0.648**	4	0.419	1	0.907	1
3.0 - 4.0 Pov. Line	**-0.208**	-3	**-1.537**	-2	-0.048	0	-0.133	-1	**-1.047**	-8	**0.657**	3	0.198	0	0.171	0
4.0 - 5.0 Pov. Line	**-0.166**	-2	**-1.936**	-2	0.031	0	-0.085	0	**-1.232**	-9	**0.534**	2	-0.277	-1	0.599	1
> 5.) Pov. Line	-0.103		**-1.735**	-2	0.033		0.002		**-1.184**		0.253		0.194	1	0.485	0

	b	z(b)	b	z(b)	b	z(b)	b	z(b)	b	z(b)	b	z(b)	b	z(b)	b	z(b)
Parents Education (vs. < HS Diploma)																
High school diploma	**-0.121**	-3	**1.018**	2	0.035	0	0.053	0	-0.055	-1	-0.101	-1	-0.239	-1	1.405	2
Some college	-0.067	-1	0.377	1	0.027	0	0.089	1	**-0.308**	-4	0.109	1	0.030	0	1.482	2
College degree	-0.068	-1	-0.310	-1	0.014	0	0.109	1	**-0.691**	-8	0.180	1	0.076	0	1.096	2
Post-graduate education	-0.080	-2	0.190	0	0.117	1	0.122	1	**-0.536**	-6	0.104	1	0.199	1	0.757	1
Other Demographic Characteristics																
Male (vs. Female)	**0.186**	9	0.087	0	0.023	1	**0.142**	2	-0.060	-1	**0.170**	2	0.101	1	0.619	3
California Resident	**0.940**	7			**-0.311**	-3	0.255	1	0.171	1	0.497	1				
International Student	**1.232**	12			0.080	1	**-0.592**	-3	**-3.426**	-5	**-3.416**	-2	-0.054	0	4.118	4
Ethnic Identity (vs. White)																
Black	**0.182**	3	-0.342	0	0.081	1	**-0.865**	-5	**0.391**	4	**-0.706**	-5	**-0.623**	-2	-1.073	0
Latino	**0.198**	6	0.592	1	-0.019	0	0.004	0	**0.219**	3	-0.099	-1	-0.249	-1	0.301	0
North Asian	**0.183**	6	-0.003	0	0.024	0	**0.356**	4	**-0.207**	-3	0.266	2	**-0.239**	-2	0.430	0
South East Asian	0.054	2	0.326	1	-0.003	0	0.129	1	**-0.283**	-3	0.186	1	-0.200	-1	-0.549	0
Other	-0.078	-2	-0.257	0	-0.001	0	0.082	1	0.131	1	0.124	1	-0.310	-1	-1.183	-2
School Characteristics (Read Sheet)																
API	**-0.030**	-3	**-0.272**	-2	-0.005	0	-0.006	0	**-0.052**	-3	0.019	1	**-0.030**	-3	0.125	1
<10 applicants	0.003	0	**-1.731**	-2	0.057	1	-0.108	-1	0.104	1	0.062	0	0.003	0	0.053	0
High school enrollment	0.000	1	0.000	-1	0.000	1	0.000	0	0.000	-1	0.000	0	0.000	1	0.000	1
% teachers with emergency credentials	0.001	0	-0.015	0	-0.003	-1	-0.006	-1	-0.006	-2	**0.016**	2	0.006	1	0.045	2
% students eligible for subsidized meals	**-0.003**	-3	**0.020**	2	0.000	0	0.002	1	**0.005**	3	0.002	1	**0.007**	2	-0.012	-1
% students who are English learners	-0.001	0	0.030	1	0.000	0	-0.013	-2	0.005	1	-0.001	0	**-0.025**	-2	0.009	0
% students with no college educated parents	**0.002**	2	-0.008	0	-0.001	-1	-0.001	0	-0.002	-1	-0.002	-1	0.007	1	0.018	1
% 10th grade attrition	-0.001	0	0.002	0	0.000	0	0.003	1	0.000	0	-0.003	-1	0.020	3	0.023	1
% did not complete A-G requirement	-0.001	-1	0.000	0	0.002	1	0.001	0	-0.002	-1	0.000	0	0.004	1	0.003	0
Average income - UC applicants	0.000	-1	0.000	0	0.000	0	-0.001	0	-0.001	-1	-0.001	-1	0.000	0	0.003	1
High school graduates, 2007	0.000	-1	-0.002	-1	0.000	-2	0.001	1	0.000	1	0.000	-1	0.000	0	-0.001	0
Number applications to any UC campus	0.000	0	-0.006	-1	-0.002	-1	-0.003	-1	0.002	1	0.002	1	-0.004	-1	-0.012	-1
Number applications to UCLA	0.000	0	0.010	1	0.002	1	0.004	1	-0.005	-2	0.004	1	-0.004	-1	0.014	1
Number admits to UCLA	0.003	2	**0.063**	2	0.003	1	-0.003	0	**0.014**	3	**-0.023**	-3	**0.043**	5	0.000	0
% of admitted students who enrolled at UCLA	**-0.001**	-2	0.002	0	0.000	0	0.000	0	0.000	0	0.000	0	-0.002	-1	-0.004	-1
Mean SAT, Reading	**-0.019**	-6	0.015	0	**0.019**	4	-0.005	0	**0.016**	2	0.004	0	**-0.024**	-2	0.055	2
Mean SAT, Math	0.003	2	0.012	1	**-0.008**	-3	**0.012**	2	-0.006	-2	0.005	1	**-0.014**	-2	0.008	0
Mean SAT, Writing	**0.023**	7	-0.029	-1	**-0.016**	-3	-0.003	0	-0.011	-2	-0.006	-1	**0.034**	2	-0.038	-1
AP courses offered per year	**0.005**	2	-0.006	0	-0.002	-1	0.007	1	**-0.020**	-4	0.001	0	0.006	1	-0.025	-1
% students with AP score >3, '05-'07	**0.007**	6	**0.032**	2	-0.004	-2	0.003	1	0.004	2	0.001	0	**-0.009**	-2	-0.002	0
% students with low Opportunity To Learn	0.004	3	**-0.123**	-6	**-0.005**	-2	0.003	1	**-0.008**	-3	**-0.010**	-2	0.006	1	-0.010	-1
Student-Teacher Ratio	-0.007	-2	-0.053	-1	-0.009	-1	**-0.024**	-2	-0.012	-2	-0.015	-1	**-0.041**	-2	-0.016	0
Less than 5% apply to UC system	0.136	1	2.203	1	0.377	2	**-1.173**	-2	**0.597**	3	-0.156	0	0.191	1	-0.269	0
DOE School Ethnic Composition (vs. White)																
Black	**-0.007**	-4	0.006	0	0.001	0	**-0.012**	-2	**0.006**	2	-0.003	-1	-0.011	-1	0.001	0
Latino	0.000	0	-0.016	-1	-0.001	0	-0.001	0	0.000	0	0.003	1	-0.004	-1	-0.007	-1
Asian	**0.002**	2	**-0.041**	-3	0.003	2	0.002	1	-0.004	-1	-0.003	-1	-0.002	0	0.012	1
Other	**0.011**	3	-0.037	-1	0.012	2	0.003	0	0.004	0	-0.023	-2	0.016	1	-0.026	-1
Log-likelihood	-59661		-264		-13110		-7005		-8191		-5801		-1862			

Not shown are ordered logit "cutpoints" for distributions of ordered dependent variables, "intercepts" for binary dependent variables, and coefficents for missing data on: gender, GPA percentile, A-G courses percentile, UC Score, UC Score percentile, API score, family income, parents' education, school ethnic composition, and other school characteristics. Coefficients that are more than twice their estimated robust standard errors are in boldface. z(b) denotes the ratio of coefficent to its robust standard error.

Table 11. Summary of Representation of Ethnic Identity Groups by Stage of Admission Process, Fall 2008

A. REGULAR REVIEW							

Applicants with Holistic Rank between 1 and 2.5 (Domestic) or between 1 and 2.25 (International)

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	2,584	138	814	2,340	746	927	7,549
Model	2,405	357	1,257	1,724	829	976	7,549
Parity	2,316	347	1,295	1,838	849	904	7,549
Disparity	268	-209	-481	502	-103	23	
Adjusted Disparity	90	10	-38	-114	-19	72	

California Applicants with a Holistic Rank of 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	585	42	260	456	209	139	1,691
Model	556	76	273	378	184	224	1,691
Parity	519	78	290	412	190	202	1,691
Disparity	66	-36	-30	44	19	-63	
Adjusted Disparity	37	-1	-18	-34	-6	22	

Admitted Applicants out of CA Residents with Holistic Rank of 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	27	6	91	38	35	8	205
Model	64	8	41	45	24	23	205
Parity	63	9	35	50	23	25	205
Disparity	-36	-3	56	-12	12	-17	
Adjusted Disparity	1	-2	6	-5	1	-2	

B. FINAL REVIEW							

Assigned to Final Review

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	1331	213	763	1074	461	691	4533
Model	1,337	244	832	1,086	500	534	4533
Parity	1344	229	849	1069	504	537	4533
Disparity	-13	-16	-86	5	-43	154	
Adjusted Disparity	-7	15	-17	16	-4	-3	

L&S Applicants with Final Holistic Rank between 1 and 2.5 (Domestic) or Between 1 and 2.25 (International)

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	398	88	223	320	129	279	1,437
Model	432	140	304	296	153	113	1,437
Parity	426	73	269	339	160	170	1,437
Disparity	-28	15	-46	-19	-31	109	
Adjusted Disparity	6	67	34	-43	-7	-57	

L&S California Applicants with a Holistic Rank of 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	92	6	63	99	40	24	324
Model	91	7	59	80	43	44	324
Parity	96	16	61	76	36	38	324
Disparity	-4	-10	2	23	4	-14	
Adjusted Disparity	-5	-9	-2	3	7	6	

L&S Admitted Applicants with Holistic Rank of 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	3	2	35	9	7	2	58
Model	12	3	14	12	5	12	58
Parity	17	3	11	14	6	7	58
Disparity	-14	-1	24	-5	1	-5	
Adjusted Disparity	-5	0	3	-1	-2	5	

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C. SUPPLEMENTAL REVIEW

Assigned to Supplemental Review

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	440	376	1316	419	335	148	3034
Model	894	204	666	606	270	395	3034
Parity	900	153	569	716	338	360	3034
Disparity	-460	223	747	-297	-3	-212	
Adjusted Disparity	-6	50	98	-110	-68	35	

Applicants with Supplemental Review Score of 2.25 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	94	115	314	67	68	32	690
Model	201	81	173	92	51	91	690
Parity	205	35	129	163	77	82	690
Disparity	-111	80	185	-96	-9	-50	
Adjusted Disparity	-4	47	44	-70	-26	10	

D. SCHOOL REVIEW

Assigned to School Review

Model	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	187	11	78	87	47	40	450
Model	158	15	79	101	49	47	450
Parity	133	23	84	106	50	53	450
Disparity	54	-12	-6	-19	-3	-13	
Adjusted Disparity	25	-8	-5	-5	-1	-6	

Applicants with a School Review Score of 2.25 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	95	9	30	44	22	20	220
Model	76	10	34	41	28	31	220
Parity	65	11	41	52	24	26	220
Disparity	30	-2	-11	-8	-2	-6	
Adjusted Disparity	11	-1	-7	-11	4	5	

E. SUMMARY OF ADMISSIONS

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	3,201	358	1,507	2,818	1,007	1,268	10,159
Model	3,190	599	1,823	2,211	1,091	1,246	10,159
Parity	3,091	478	1,781	2,456	1,139	1,213	10,159
Disparity	110	-120	-274	362	-132	55	
Adjusted Disparity	98	121	41	-245	-49	33	
As % of Group Admittees	3.1	33.7	2.7	-8.7	-4.8	2.6	
As % of Total Admittees	1.0	1.2	0.4	-2.4	-0.5	0.3	

F. ADMISSIONS DISPARITIES BY STAGE AND ETHNIC IDENTITY

Stage	White	Black	Latino	N Asian	SE Asian	Other	
Disparity							
Regular	233	-213	-426	490	-91	7	
Final	-42	15	-22	-24	-30	104	
Supplemental	-111	80	185	-96	-9	-50	
School	30	-2	-11	-8	-2	-6	
Total	110	-120	-274	362	-132	55	
Adjusted Disparity							
Regular	91	8	-33	-119	-18	70	
Final	0	67	38	-44	-8	-52	
Supplemental	-4	47	44	-70	-26	10	
School	11	-1	-7	-11	4	5	
Total	98	121	41	-245	-49	33	

Note: "Model" denotes multinominal logit model of effects of student characteristics on outcomes at each stage. Parity denotes expected numbers of applicants at each stage if number of each ethnic group were proportional to group size. "Disparity" denotes the difference between "Observed" and "Parity" predictions. "Adjusted Disparity" denotes the difference between "Model" and "Observed" counts. Predicted Numbers are weighted by the number of students who reached that stage in the process. For further details, see text.

Table 12. Summary of Representation of Ethnic Identity Groups by Stage of Admission Process, Fall 2007

			A. REGULAR REVIEW				

Applicants with Holistic Rank between 1 and 2.5 (Domestic) or between 1 and 2.25 (International)

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	2,418	127	681	2,352	688	790	7,056
Model	2,298	331	1,106	1,718	780	822	7,056
Parity	2,226	303	1,083	1,826	816	802	7,056
Disparity	192	-176	-402	526	-128	-12	
Adjusted Disparity	72	28	23	-108	-37	21	

California Applicants with a Holistic Rank of 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	729	76	279	499	246	260	2,089
Model	674	105	305	489	241	275	2,089
Parity	659	90	321	541	242	237	2,089
Disparity	70	-14	-42	-42	4	23	
Adjusted Disparity	15	15	-16	-52	0	38	

Admitted Applicants out of CA Residents with HR = 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	51	36	134	59	64	58	402
Model	118	31	69	81	48	54	402
Parity	127	17	62	104	47	46	402
Disparity	-76	19	72	-45	17	12	
Adjusted Disparity	-9	14	7	-23	2	8	

			B. FINAL REVIEW				

Assigned to Final Review

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	1079	158	586	929	337	269	3,358
Model	998	205	635	799	351	370	3,358
Parity	1021	163	578	851	387	358	3,358
Disparity	58	-5	8	78	-50	-89	
Adjusted Disparity	-24	42	57	-52	-36	12	

L&S Applicants with Final Holistic Rank between 1 and 2.5 (Domestic) or Between 1 and 2.25 (International)

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	356	53	145	299	89	88	1,030
Model	292	90	205	221	109	113	1,030
Parity	313	50	177	261	119	110	1,030
Disparity	43	3	-32	38	-30	-22	
Adjusted Disparity	-22	40	28	-41	-10	4	

L&S California Applicants with a Holistic Rank of 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	53	9	62	58	21	10	213
Model	49	11	57	50	22	23	213
Parity	72	10	34	60	20	18	213
Disparity	-19	-1	28	-2	1	-8	
Adjusted Disparity	-23	2	23	-10	2	5	

L&S Admitted Applicants with Holistic Rank of 2.75

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	5	5	42	7	5	3	67
Model	19	1	27	9	2	8	67
Parity	23	3	11	19	6	6	67
Disparity	-18	2	31	-12	-1	-3	
Adjusted Disparity	-4	-2	17	-10	-4	3	

C. SUPPLEMENTAL REVIEW

Assigned to Supplemental Review

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	356	334	1152	381	347	168	2,738
Model	749	242	633	548	307	258	2,738
Parity	833	133	471	694	315	292	2,738
Disparity	-477	201	681	-313	32	-124	
"Adjusted Disparity"	-84	109	162	-146	-8	-34	

Applicants with Supplemental Review Score of 2.25 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	83	94	210	65	47	39	538
Model	142	77	120	88	48	63	538
Parity	164	26	93	136	62	57	538
Disparity	-81	68	117	-71	-15	-18	
Adjusted Disparity	-22	51	28	-48	-14	6	

D. SCHOOL REVIEW

Assigned to School Review

Model	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	125	17	59	156	73	42	472
Model	149	23	60	121	62	56	472
Parity	144	23	81	119	54	50	472
Disparity	-19	-6	-22	37	19	-8	
Adjusted Disparity	5	1	-21	2	8	6	

Applicants with a School Review Score of 2.25 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	78	10	32	82	41	21	264
Model	83	13	34	68	35	31	264
Parity	81	13	45	67	30	28	264
Disparity	-3	-3	-13	15	11	-7	
Adjusted Disparity	3	0	-12	1	4	3	

E. SUMMARY OF ADMISSIONS

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	2,991	325	1,244	2,864	934	999	9,357
Model	2,952	545	1,562	2,186	1,021	1,092	9,357
Parity	2,933	412	1,470	2,413	1,080	1,048	9,357
Disparity	58	-87	-226	451	-146	-49	
Adjusted Disparity	19	133	91	-228	-59	44	
As % of Group Admittees	0.6	40.9	7.3	-7.9	-6.4	4.4	
As % of Total Admittees	0.2	1.4	1.0	-2.4	-0.6	0.5	

F. ADMISSIONS DISPARITIES BY STAGE AND ETHNIC IDENTITY

Stage	White	Black	Latino	N Asian	SE Asian	Other
Disparity						
Regular	116	-157	-330	481	-111	1
Final	25	5	-1	26	-31	-24
Supplemental	-81	68	117	-71	-15	-18
School	-3	-3	-13	15	11	-7
Total	58	-87	-226	451	-146	-49
Adjusted Disparity						
Regular	63	43	30	-130	-35	29
Final	-26	39	45	-50	-14	6
Supplemental	-22	51	28	-48	-14	6
School	3	0	-12	1	4	3
Total	19	133	91	-228	-59	44

Note: "Model" denotes multinominal logit model of effects of student characteristics on outcomes at each stage. Parity denotes expected numbers at each stage if number of each ethnic group were proportional to group size. "Disparity" denotes the difference between "Observed" and "Parity" predictions. "Adjusted Disparity" denotes the difference between "Model" and "Observed" counts. Predicted Numbers are weighted by the number of students who reached that stage in the process. For further details, see text.

Table A1. Numbers of Fall 2008 Applicants and Reread Sample Sizes by Ethnic Identity

Ethnic Identity	Fall 2008 Applicants	Reread Sample	Sampling Fraction
African American	2792	1053	0.38
Asian "North"	12974	1102	0.08
Asian "Southeast"	6213	1071	0.17
Latino	10279	1319	0.13
White	16364	915	0.06
Other	6661	240	0.04
Total	55283	5700	0.10
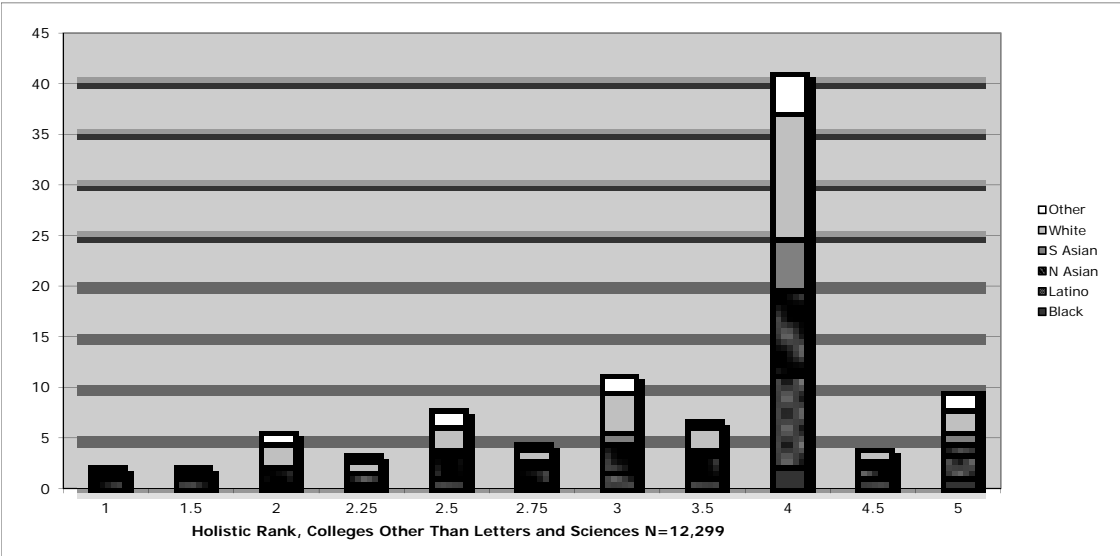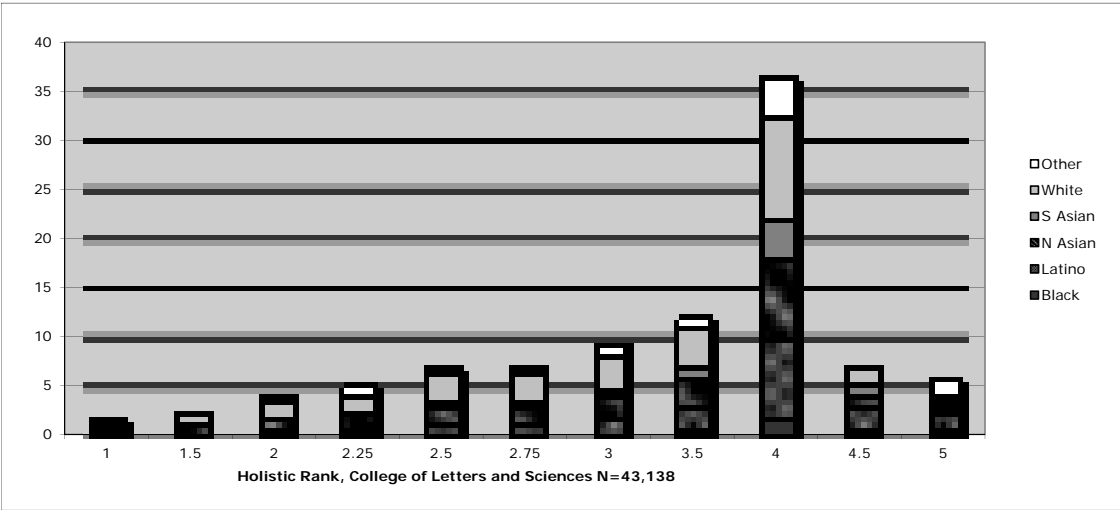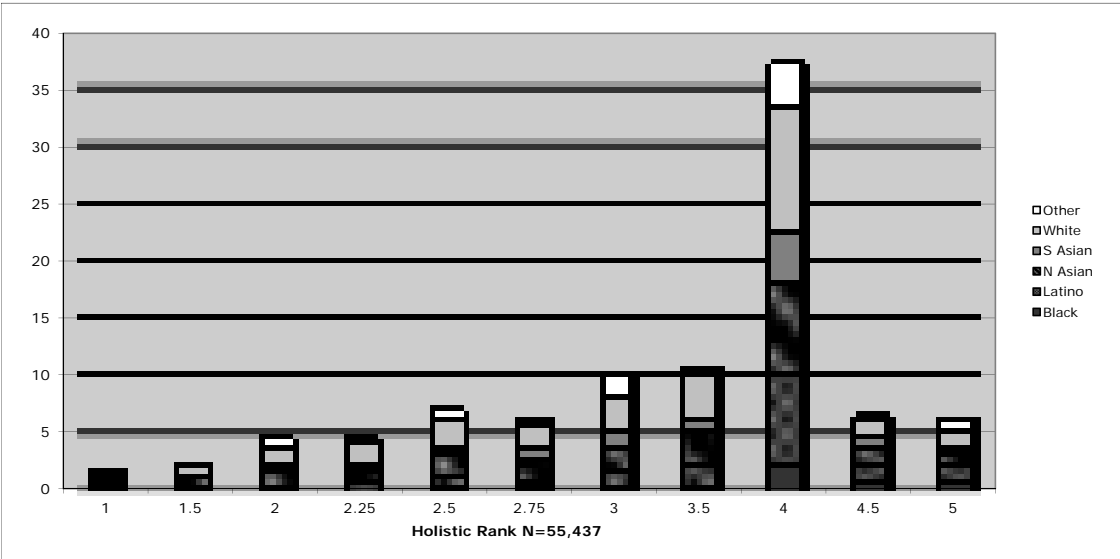
Figure 1. Distribution of Applicants by Holistic Rank and Ethnic Identity, 2008
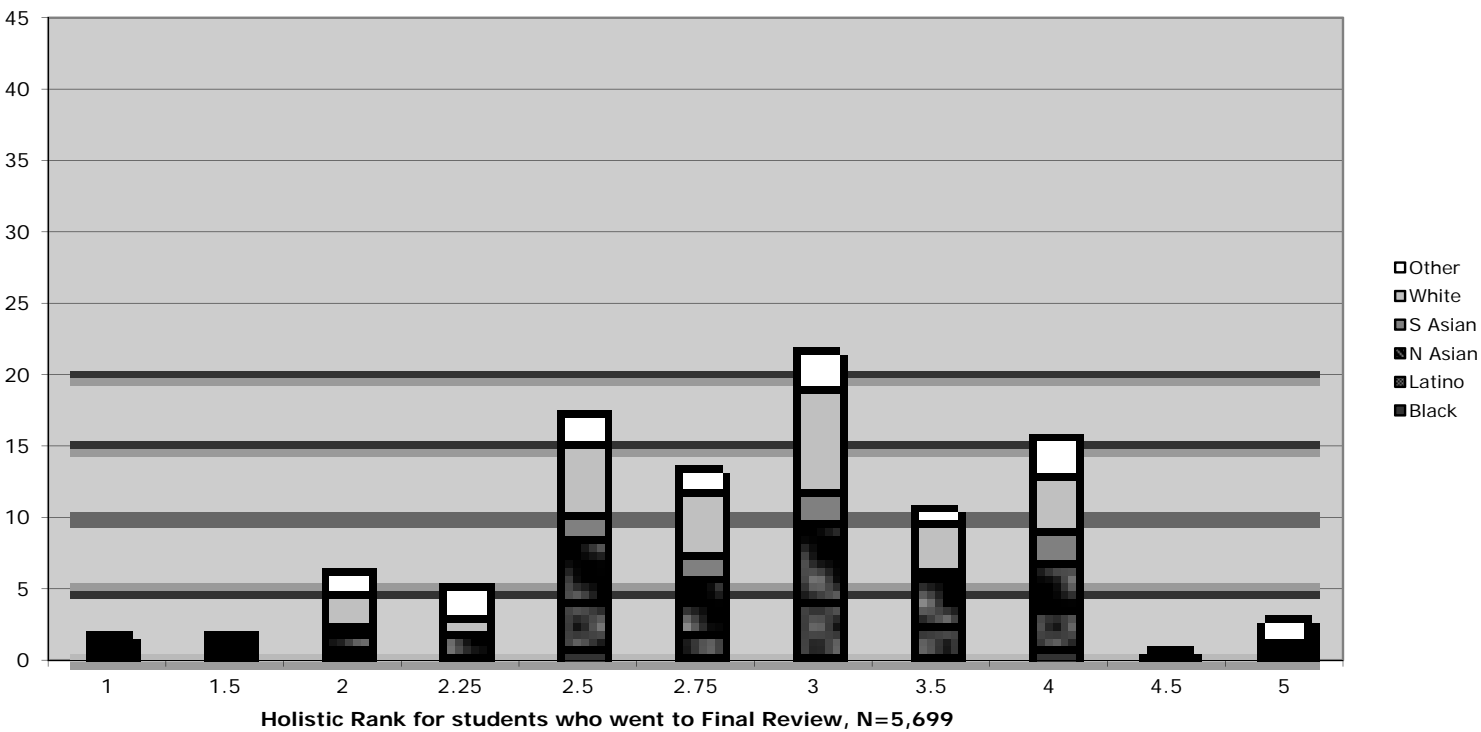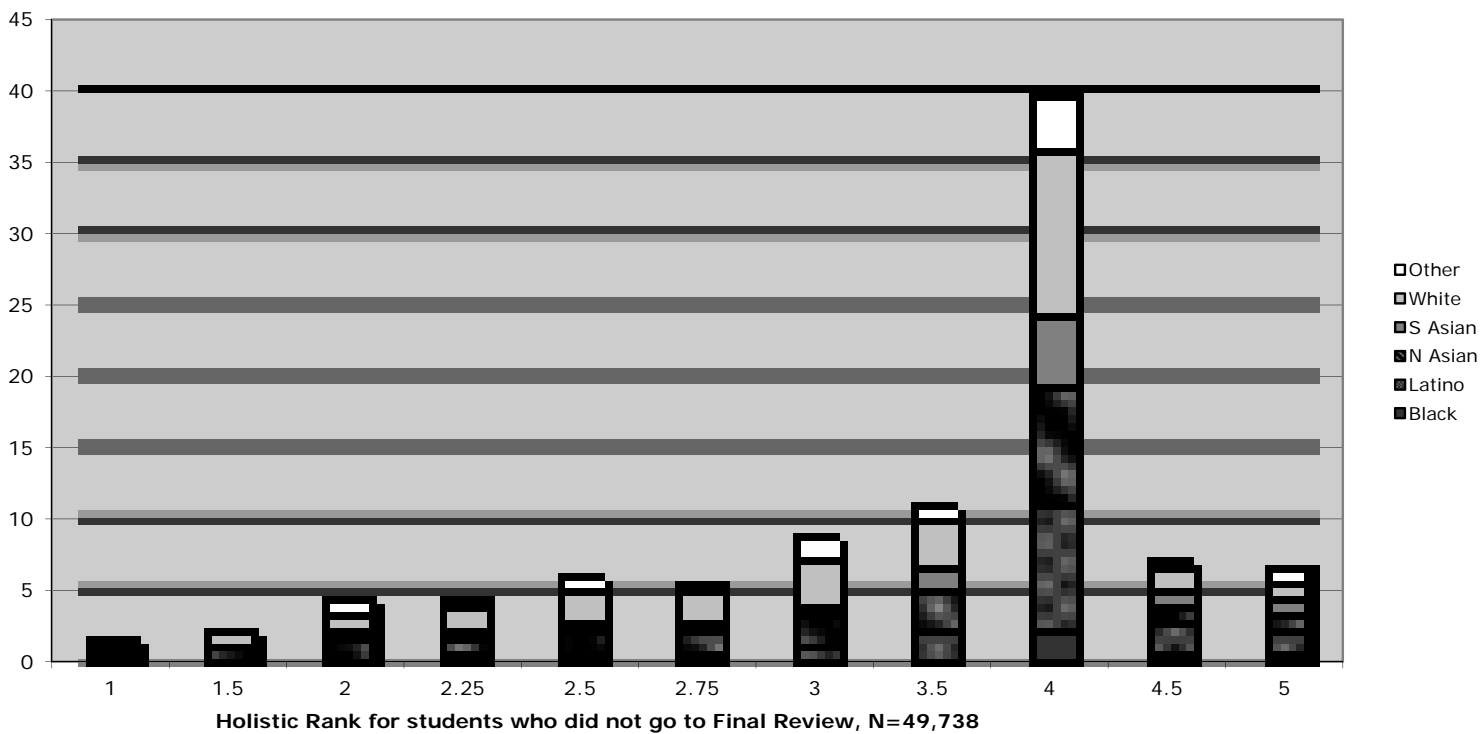
Figure 2. Distribution of Applicants by Holistic Rank, Ethnic Identity, and Final Review Status, 2008

Prob of Holistic Rank between 1 and 2.5 (Domestic) or between 1 and 2.25 (International)
Regular Review
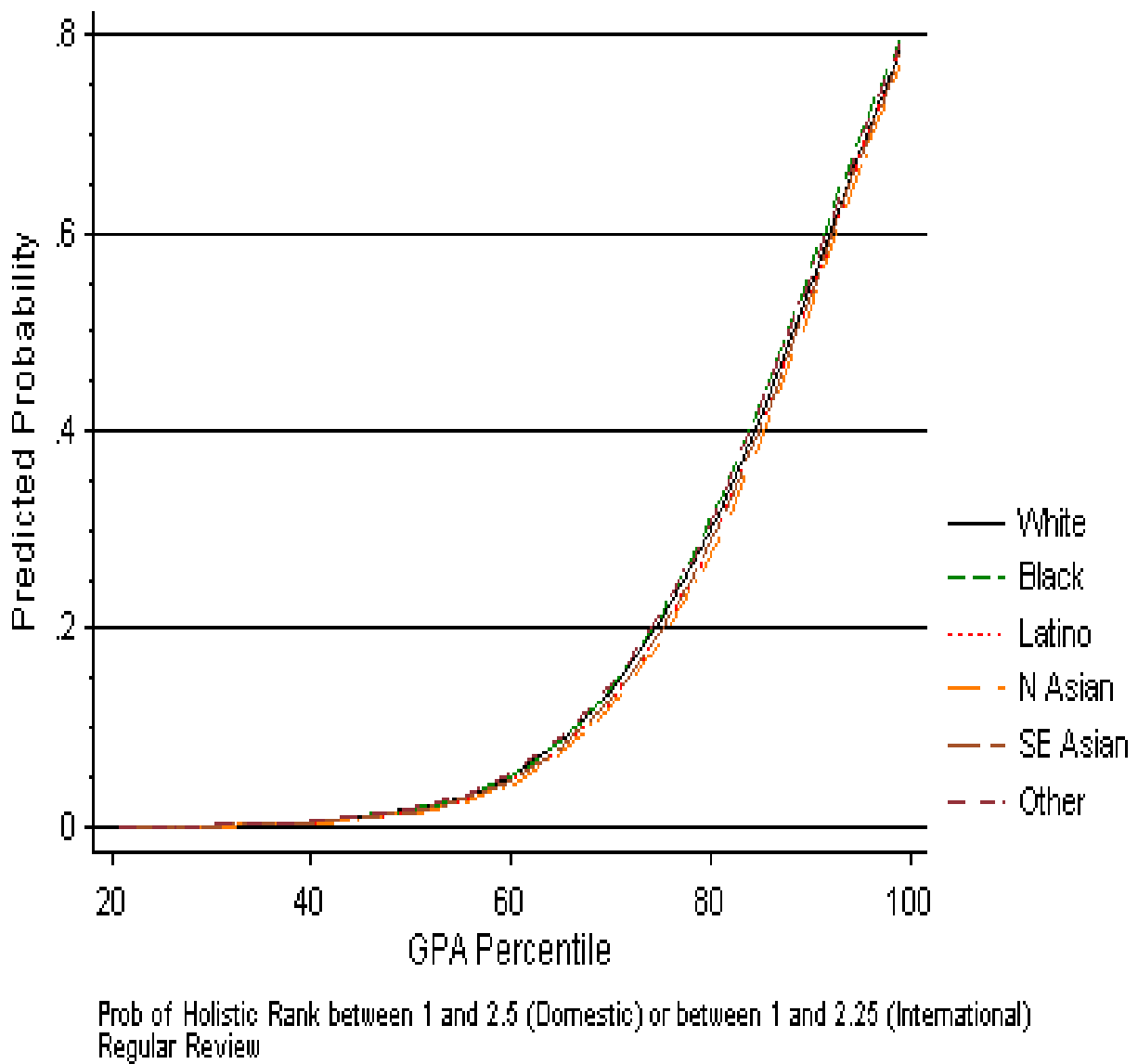
Fig. 3a. GPA Percentile

Figure 3. Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.
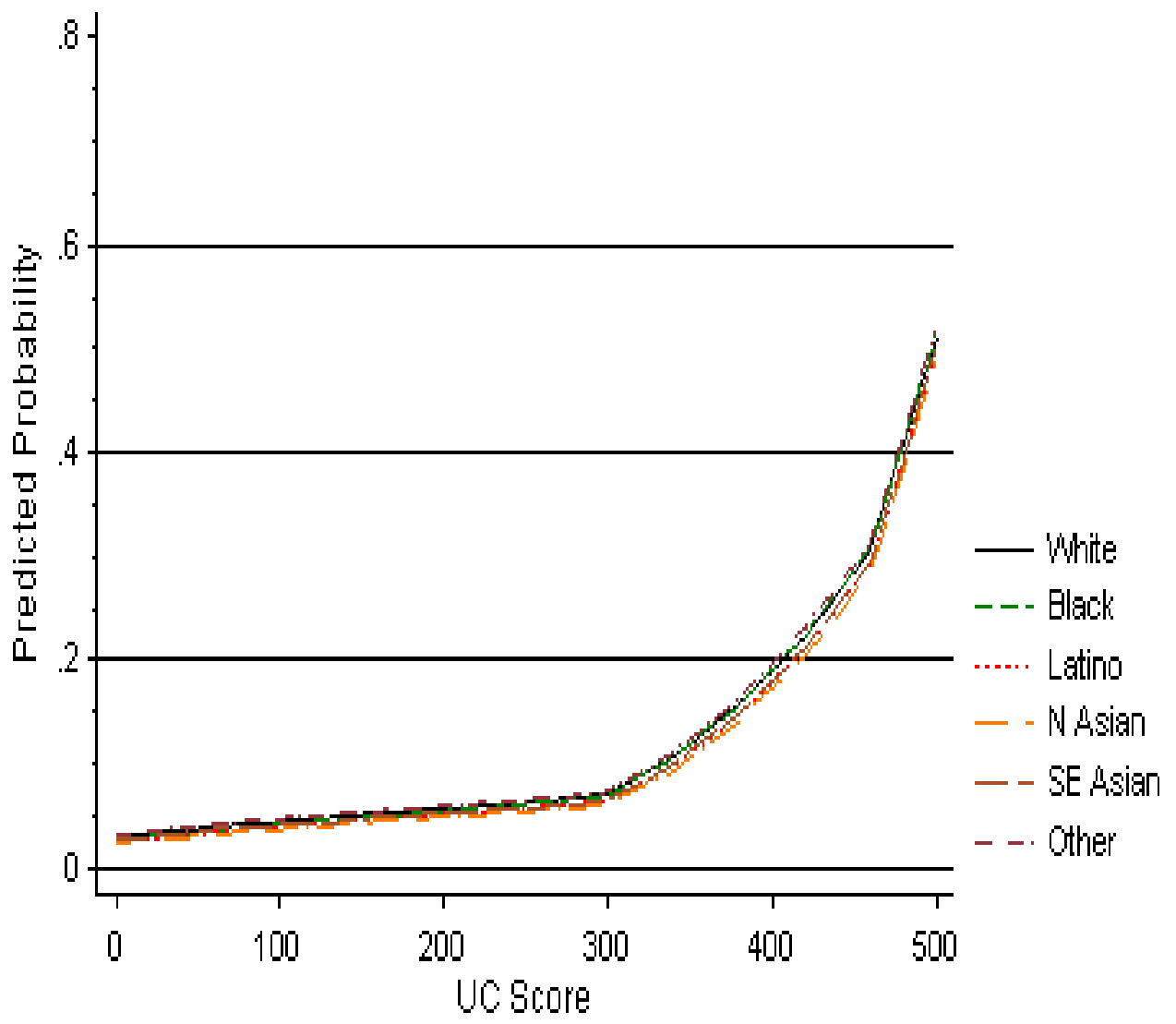
Prob of Holistic Rank between 1 and 2.5 (Domestic) or between 1 and 2.25 (International)
Regular Review

Fig. 3b. UC Score

Figure 3 (continued). Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.
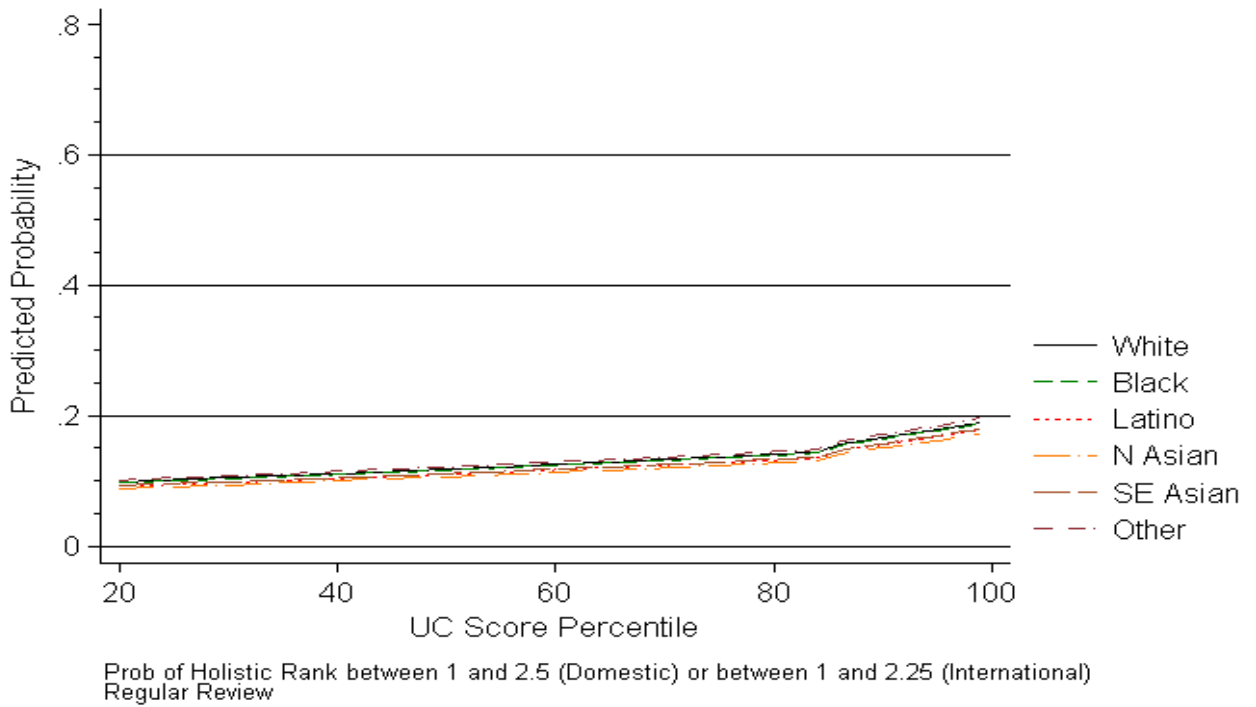
Fig. 3c. UC Score Percentile
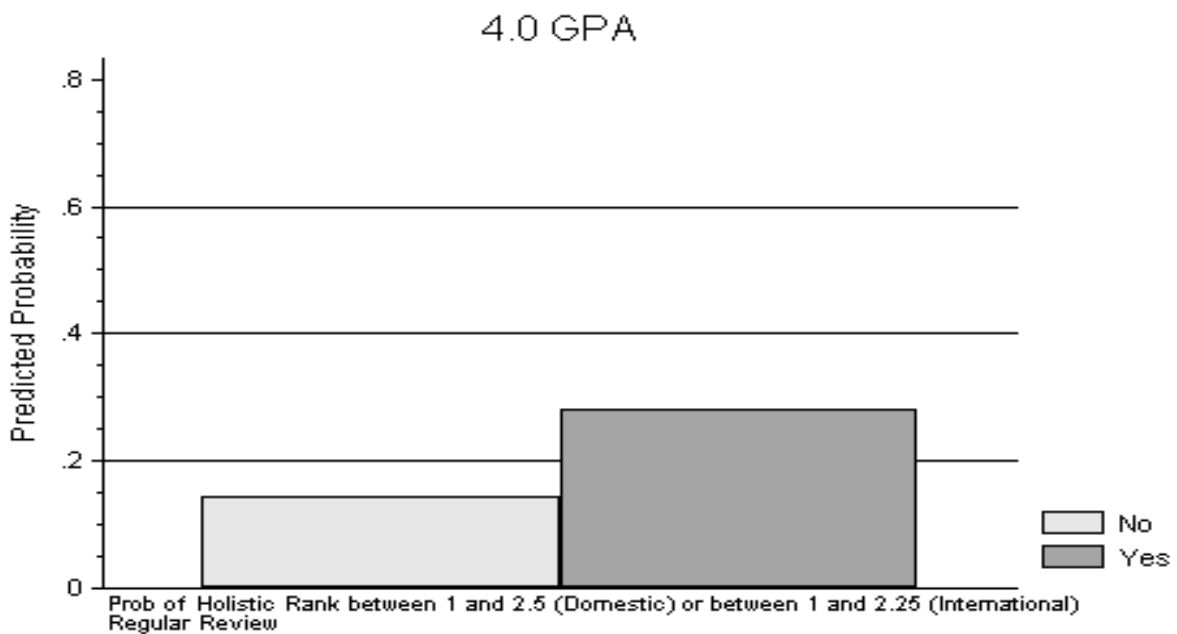
Fig. 3d. Applicant has 4.0 GPA

Figure 3 (continued). Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.
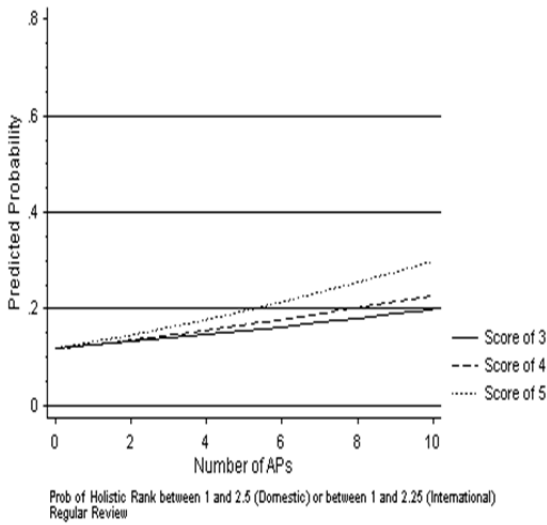
Fig. 3e. Number of AP Tests
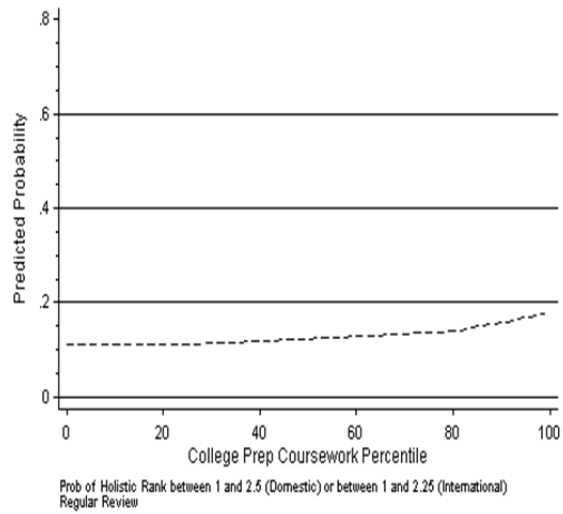
Fig. 3f. Number of A-G Courses Percentile
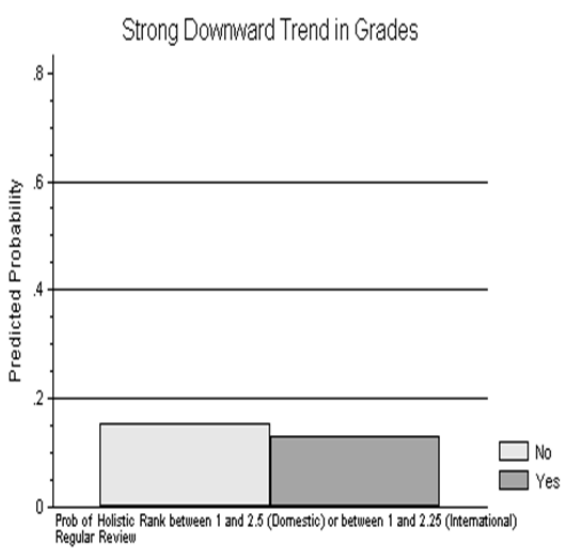
Fig. 3g. Strong Downward Trend in Grades
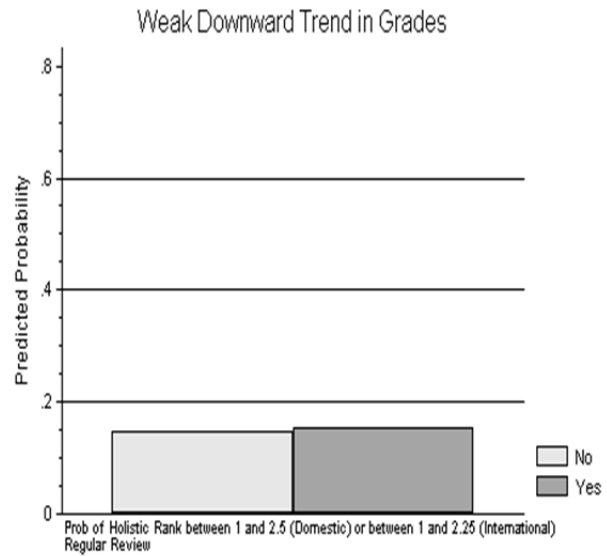
Fig. 3h. Weak Downward Trend in Grades

Figure 3 (continued). Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.
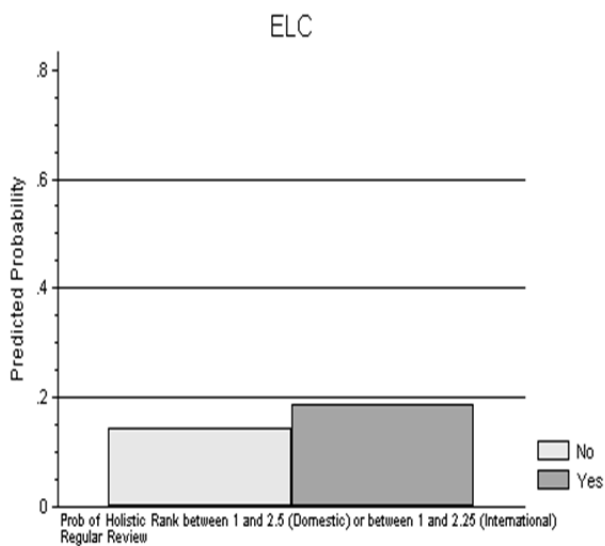
Figure 3i. Eligible in a Local Context
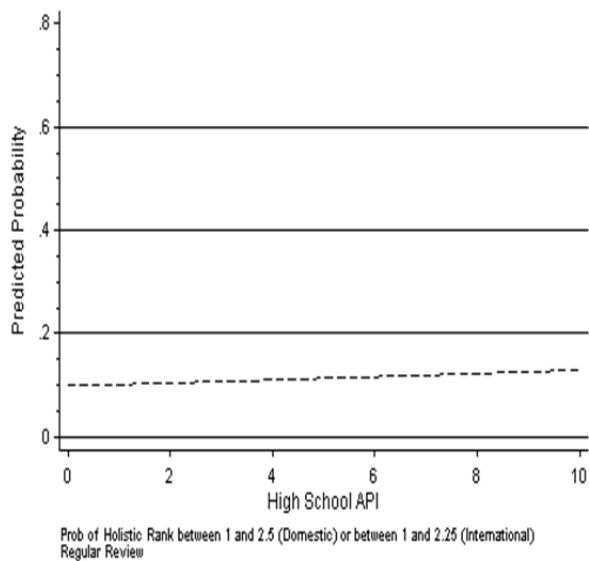
Figure 3j. High School API
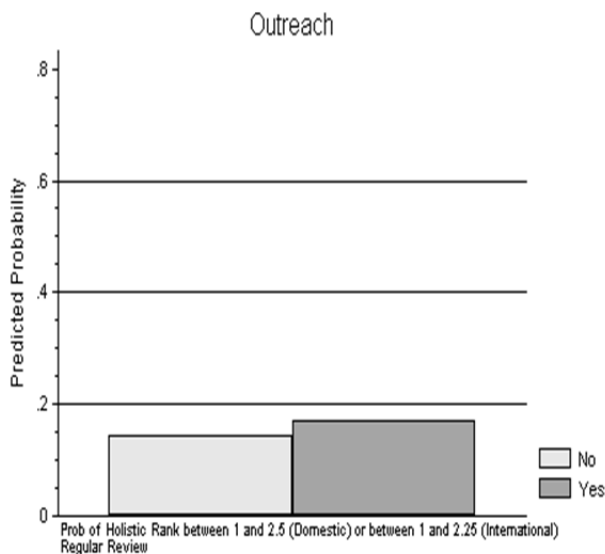
Fig. 3k. Outreach Participation
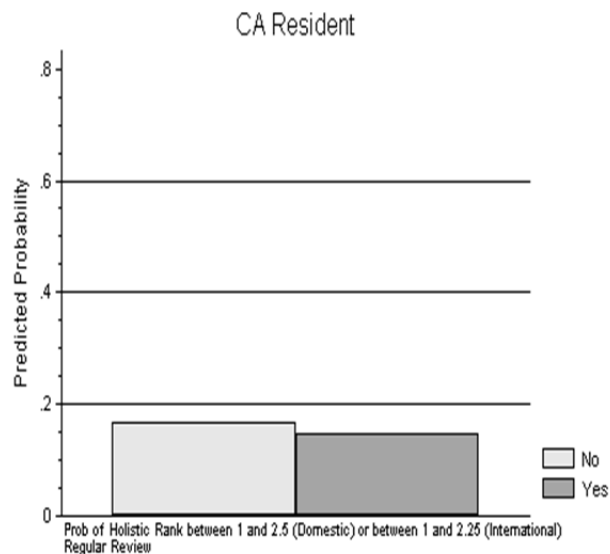
Fig. 3l. California Resident

Figure 3 (continued). Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.
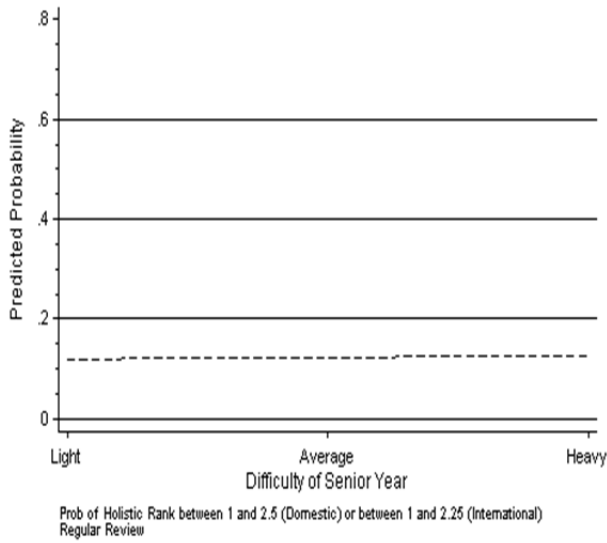
Fig. 3m. Difficulty of SeniorYear
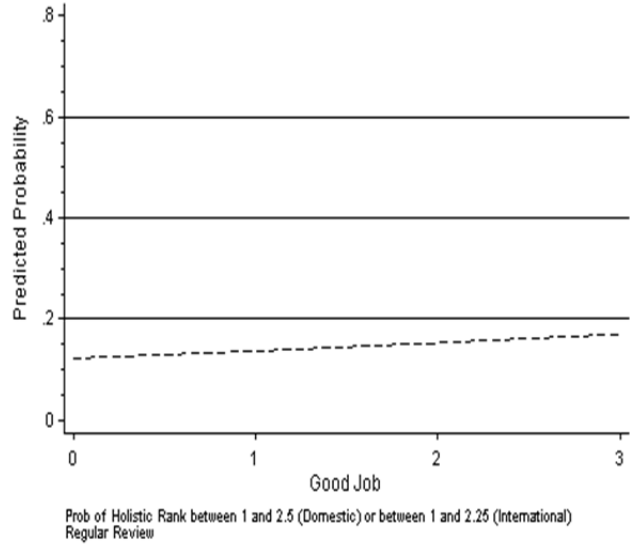
Fig. 3n. Held Good Job
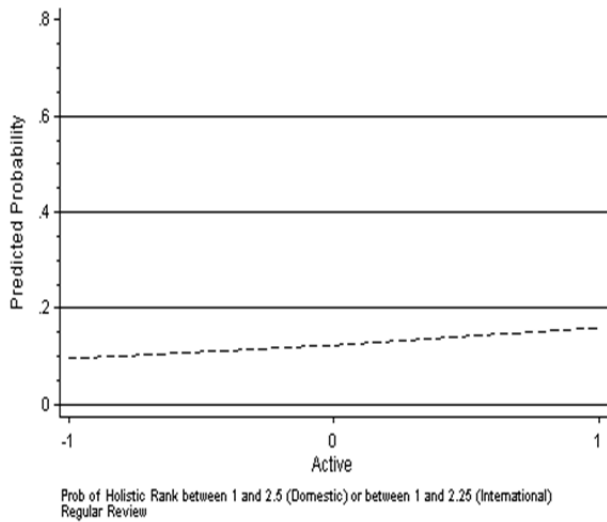
Fig. 3o. Level of Activity
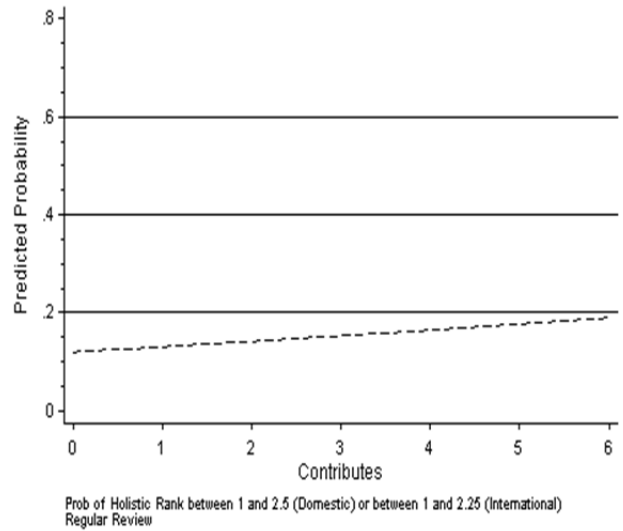
Fig. 3p. Contributes to Community

Figure 3 (continued). Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.
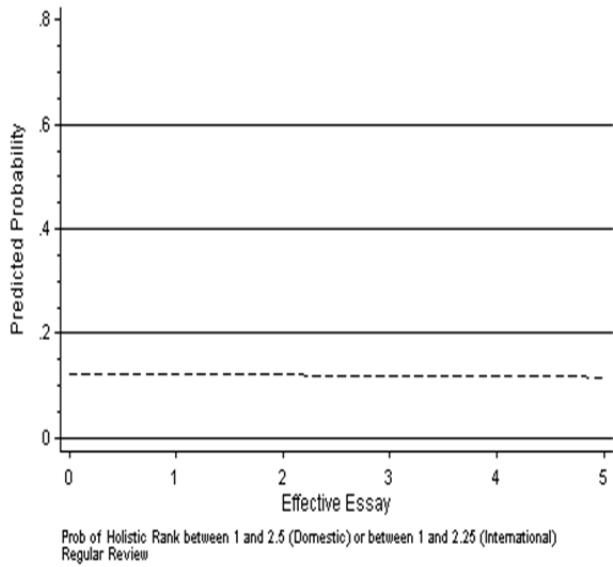
Fig. 3q. Wrote Effective Essay
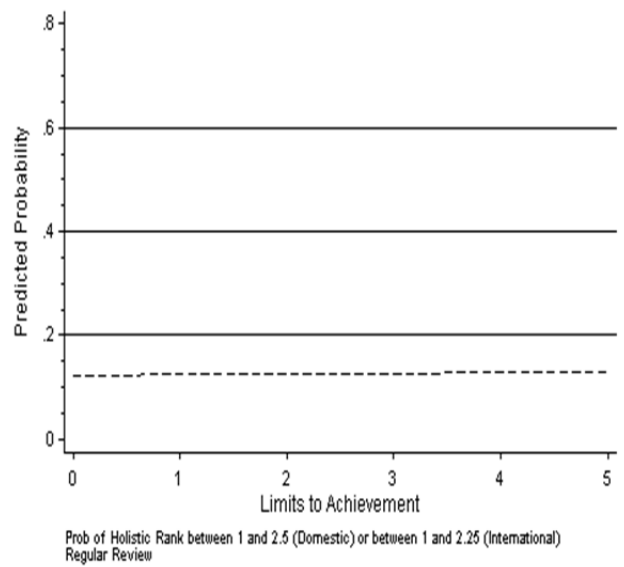
Fig. 3r. Number of Limits to Achievement
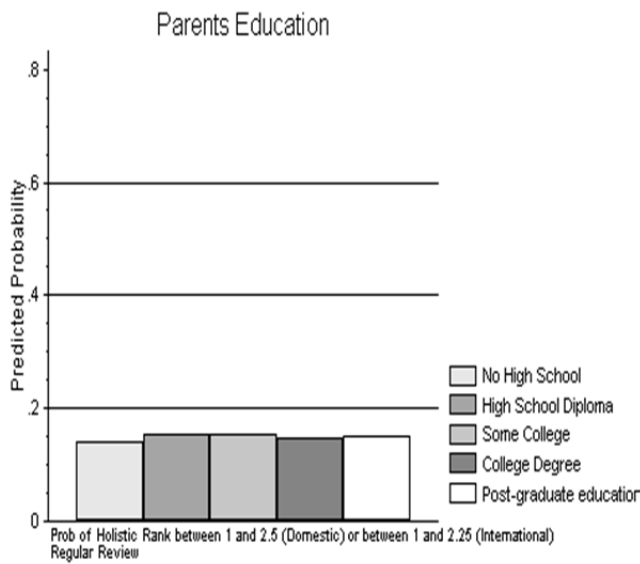
Fig. 3s. Parent's Educational Attainment
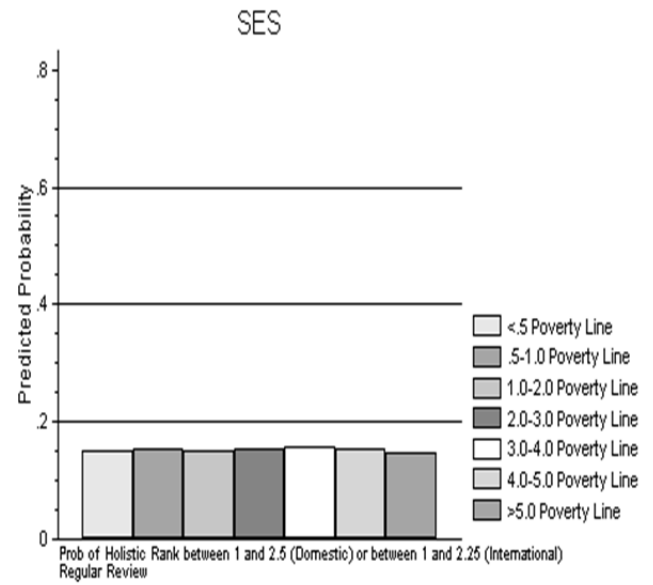
Fig. 3t. Family Income Relative to Poverty Line

Figure 3 (continued). Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.
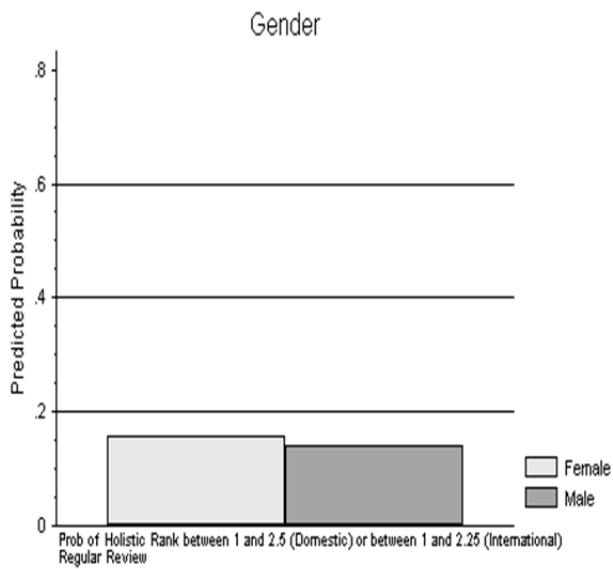
Fig. 3u. Gender
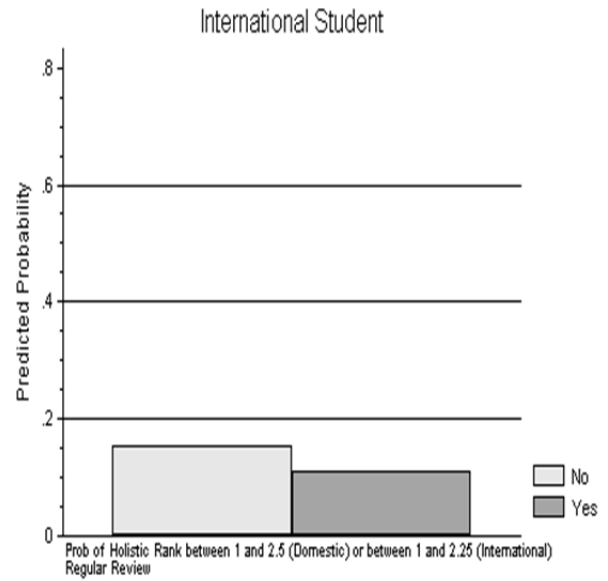
Fig. 3v. International Student
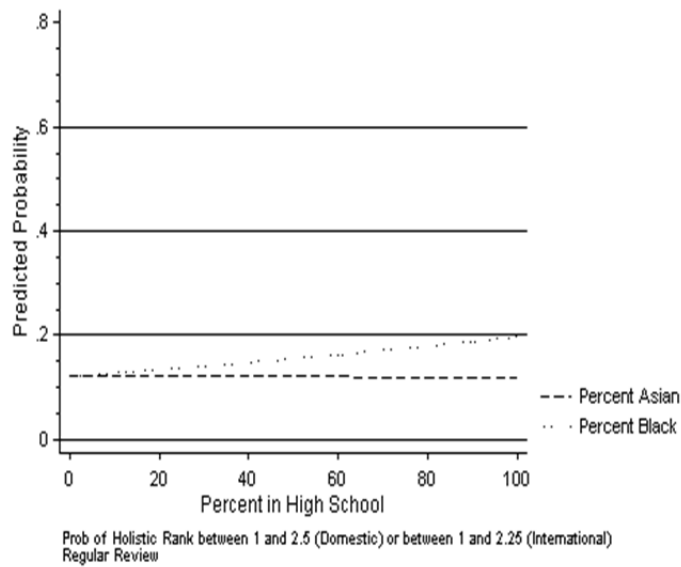
Fig. 3w. High School Ethnic Composition
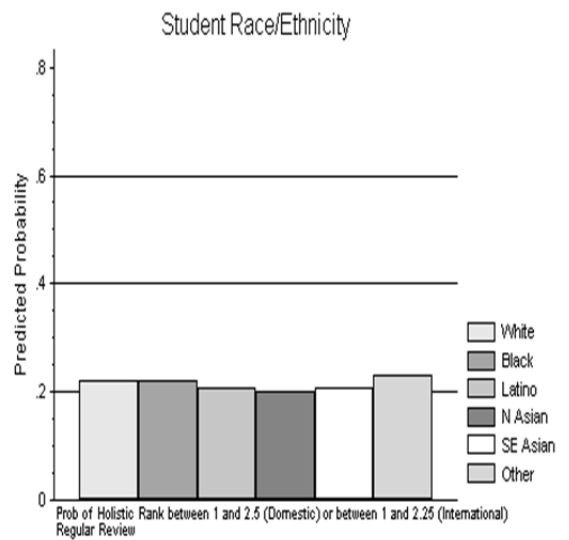
Fig. 3x. Ethnic Identity Group

Figure 3 (continued). Effects of Applicant Characteristics on Probability of Holistic Rank of 1-2.5 (Domestic) or 1-2.25 (International) in Regular Review, Fall 2008.

APPENDIX FIGURE 1

2008 UNIVERSITY OF CALIFORNIA APPLICATION FOR FRESHMAN ADMISSION

UNIVERSITY OF CALIFORNIA
APPLICATION FOR FRESHMAN ADMISSION AND SCHOLARSHIPS 2008–09

Please include the required nonrefundable fee of $60 per campus ($70 per campus for international applicants). Make check or money order payable to: The Regents of the University of California.

Type or print in black or dark blue ink.

I. APPLICATION INFORMATION

♦1 APPLICATION TERM *Check one box only. Winter/Spring applicants: Check with the campus admissions office to ensure that applications are being accepted.*

(1) ☐ FALL QUARTER– September 2008 *or* FALL SEMESTER – August 2008

(2) ☐ WINTER QUARTER *or* SPRING SEMESTER – January 2009

(3) ☐ SPRING QUARTER– March 2009 *(all campuses except Berkeley and Merced)*

♦2 APPLICANT CATEGORY— EXPECTED LEVEL AT TIME OF ENROLLMENT AT UC *Use this application only if you are a freshman (first-year) applicant. If you are applying as a transfer, second-baccalaureate or limited status applicant, please use the transfer application for admission and scholarships. For definitions of applicant categories, see page 10 of the freshman application instructions.*

(1) ☒ FRESHMAN

II. STUDENT INFORMATION

♦3 FULL LEGAL NAME *Insert a comma after your last and first names.*
LAST (FAMILY)   FIRST   MIDDLE   SUFFIX (Jr., III, etc.)

4 NAME ON PREVIOUS ACADEMIC RECORDS, IF DIFFERENT FROM ABOVE *Insert a comma after your last and first names. If you have more than one additional name, add it to Item 174 on page 7 of this form.*
LAST (FAMILY)   FIRST   MIDDLE   SUFFIX (Jr., III, etc.)

♦5 E-MAIL ADDRESS *Campuses use e-mail to send critical, time-sensitive correspondence to applicants. You must provide an e-mail address that you check regularly and plan to keep until you enroll in college.*

♦6 PERMANENT MAILING ADDRESS — NUMBER, STREET, APT. NO. OR POST OFFICE BOX (Home Country Address for International Applicants)
CITY   STATE   ZIP CODE
U.S. TELEPHONE (Area Code/Number)   UC USE ONLY   COUNTRY (if not the United States)   INTERNATIONAL POSTAL CODE

♦7 CURRENT MAILING ADDRESS — NUMBER, STREET, APT. NO. OR POST OFFICE BOX *Enter only if different from your permanent address.*
CITY   STATE   ZIP CODE
U.S. TELEPHONE (Area Code/Number) *Enter if different from Item 6.* COUNTRY (if not the United States)   INTERNATIONAL POSTAL CODE

♦8 U.S. MILITARY SERVICE (If applicable)* *Check all boxes that apply to your current status.*
(1) ☐ ON ACTIVE MILITARY DUTY (2) ☐ VETERAN OF U.S. ARMED FORCES (3) ☐ RESERVES OR NATIONAL GUARD

9 HAVE YOU LIVED IN CALIFORNIA FOR AT LEAST THE LAST 12 MONTHS?
MONTH DAY YEAR
(1) ☐ YES SINCE   (2) ☐ NO

10 IS YOUR CURRENT/MOST RECENT SCHOOL A CALIFORNIA HIGH SCHOOL, OR HAVE YOU ATTENDED A CALIFORNIA HIGH SCHOOL FOR TWO OR MORE YEARS?
(1) ☐ YES (2) ☐ NO

11 CALIFORNIA SSID NUMBER* *If you have attended a California high school, provide your Statewide Student ID number. You can locate your ID number through your school counselor or registrar's office.*

12 YOUR PLACE OF BIRTH
CITY   STATE COUNTRY (if not the United States)

13 DATE OF BIRTH
MONTH DAY YEAR

14 ARE YOU A U.S. CITIZEN?
(1) ☐ YES Go to Item 19. (2) ☐ NO Go to Item 15.

♦15 COUNTRY OF CITIZENSHIP (if not the United States)   UC USE ONLY

♦16 COUNTRY OF PERMANENT RESIDENCE   UC USE ONLY

17 INDICATE YOUR IMMIGRATION STATUS AS OF THE DATE YOU SUBMIT THIS APPLICATION. *You can give additional information about your citizenship and/or immigration status in Item 174 on page 7.*
(1) ☐ IMMIGRANT / U.S. PERMANENT RESIDENT *Check only if you have obtained permanent resident status in the United States.*
(2) ☐ REFUGEE
(3) ☐ NONIMMIGRANT *Complete Item 18.*

♦18 NONIMMIGRANT VISA *If applicable, fill in both (1) and (2) below; otherwise, respond only to (2). See page 11 of the freshman application instructions for visa codes.*
IF CURRENTLY IN THE UNITED STATES, TYPE OF VISA YOU HOLD (1) VISA CODE
FOR YOUR STUDIES AT THE UNIVERSITY, TYPE OF VISA FOR WHICH YOU HAVE APPLIED OR PLAN TO APPLY (2) VISA CODE

19 LANGUAGE(S) YOU LEARNED TO SPEAK FIRST
(1) ☐ ENGLISH ONLY
(2) ☐ ENGLISH AND ANOTHER LANGUAGE PLEASE SPECIFY
(3) ☐ ANOTHER LANGUAGE PLEASE SPECIFY

♦20 FOSTER CARE STATUS* *Indicate if you have ever been in foster care (e.g., foster home, group home or placed with a relative by the court).*
(1) ☐ YES (2) ☐ NO

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♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*

*Voluntary

III. FAMILY INFORMATION

21 STATE OF LEGAL RESIDENCE OF YOUR PARENT, SPOUSE OR LEGAL GUARDIAN
Answer only if your parent, spouse or legal guardian is a legal resident or U.S. citizen.

STATE ☐☐   SINCE   MONTH ☐☐   DAY ☐☐   YEAR ☐☐

22 DOES YOUR PARENT OR LEGAL GUARDIAN LIVE IN CALIFORNIA? *Answer only if you are under age 18.*

(1) ☐ YES   **(2)** ☐ NO

PARENTS' GROSS ANNUAL INCOME*
Estimate for 2007 if necessary.

♦**23** 2007 $ |___|___|___| , |___|___|___| .00
♦**24** 2006 $ |___|___|___| , |___|___|___| .00

YOUR GROSS ANNUAL INCOME*
Include your spouse's income, if married.
Estimate for 2007 if necessary.

♦**25** 2007 $ |___|___|___| , |___|___|___| .00
♦**26** 2006 $ |___|___|___| , |___|___|___| .00

FAMILY SIZE*

DEPENDENT STUDENTS ONLY
Include yourself, parents and other dependents.

♦**27** 2007 ☐
♦**28** 2006 ☐
♦**29** ☐ Check the box if this is a single-parent family.

INDEPENDENT STUDENTS ONLY
Include yourself, spouse and other dependents.

♦**30** 2007 ☐
♦**31** 2006 ☐
♦**32** ☐ Check the box if this is a single-parent family.

33 PARENTS' HIGHEST LEVEL OF FORMAL EDUCATION*
Check one box for each parent.

FATHER		MOTHER
(1) ☐	NO HIGH SCHOOL	**(1)** ☐
(2) ☐	SOME HIGH SCHOOL	**(2)** ☐
(3) ☐	HIGH SCHOOL GRADUATE	**(3)** ☐
(4) ☐	SOME COLLEGE/UNIVERSITY	**(4)** ☐
(5) ☐	TWO-YEAR COLLEGE GRADUATE	**(5)** ☐
(6) ☐	FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE	**(6)** ☐
(7) ☐	POSTGRADUATE STUDY	**(7)** ☐

♦**34** PARENTS' CURRENT AND PRIOR OCCUPATIONS*
See page 11 of the freshman application instructions for occupational codes.

FATHER
CURRENT OCCUPATION |_____| CODE |__| NO. OF YRS. |__|
         (a)   (b)
PREVIOUS OCCUPATION |_____| CODE |__| NO. OF YRS. |__|
         (c)   (d)

MOTHER
CURRENT OCCUPATION |_____| CODE |__| NO. OF YRS. |__|
         (e)   (f)
PREVIOUS OCCUPATION |_____| CODE |__| NO. OF YRS. |__|
         (g)   (h)

♦**35** ☐ CHECK THE BOX IF YOUR PARENT, LEGAL GUARDIAN OR SPOUSE IS AN EMPLOYEE OF THE UNIVERSITY OF CALIFORNIA.*   SPECIFY CAMPUS OR FACILITY |_____|

IV. EDUCATIONAL HISTORY

IN ITEMS 36–45 LIST *ALL* SCHOOLS AND COLLEGES YOU HAVE ATTENDED OR WILL ATTEND BEFORE ENROLLING AT THE UNIVERSITY.

BEGIN WITH THE HIGH SCHOOL YOU GRADUATED FROM and continue in chronological order, ending with the institution where you are currently enrolled or, if you are not in school, were last enrolled. List all colleges/universities you have attended, including University of California campuses and any institutions outside the United States. Be sure to list *all* institutions you attended — regardless of the length of attendance, whether courses were completed or whether you believe the record will affect your chances for admission to the University or yield transferable credit. *If you provide incomplete or incorrect information about the schools you have attended, your admission to or enrollment at the University of California may be jeopardized.*

♦**COLLEGE BOARD CODES** — You must provide the College Board code in Items 36–45 for each institution you attended in the United States and Canada. If you need to obtain a College Board code, see page 14 of the freshman application instructions. *For institutions outside the United States and Canada, do not provide codes.*

CURRENT/MOST RECENT SCHOOL — Mark with an X the institution that you currently attend or, if you are not in school, the one that you last attended. *Check one box only. If you are attending high school and are concurrently enrolled in a college course, indicate the high school as your current/most recent school.*

HIGH SCHOOL OF GRADUATION — Mark with an X the high school (secondary school) from which you will or did graduate. *Check one box only.*

	COLLEGE BOARD CODE	Current/Most Recent School	NAME OF SCHOOL, COLLEGE, UNIVERSITY	CITY	STATE (or country if not U.S.)	BEGIN MO. YR.	END MO. YR.	High School of Graduation	DIPLOMA/DEGREE/ CERTIFICATE AND DATE
36		☐						☐	
37		☐						☐	
38		☐						☐	
39		☐						☐	
40		☐						☐	
41		☐						☐	
42		☐						☐	
43		☐						☐	
44		☐						☐	
45		☐						☐	

♦**46** TYPE OF SCHOOL WHERE YOU ARE CURRENTLY ENROLLED OR WERE LAST ENROLLED *Check one box only.*
First-time freshman applicants only.

(1) ☐ PUBLIC HIGH SCHOOL (Secondary School)   **(2)** ☐ PRIVATE HIGH SCHOOL (Secondary School)

♦**47** EDUCATION OUTSIDE THE UNITED STATES
☐ Check this box if you attended high school/secondary school outside of the United States.

48 IF YOU ATTENDED SCHOOL OUTSIDE THE UNITED STATES, INDICATE THE LANGUAGE OF INSTRUCTION USED IN YOUR SCHOOL FOR GRADES 6–8 AND 9–12.

GRADES 6–8 |_____| GRADES 9–12 |_____|

♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*   *Voluntary

V. ACTIVITIES AND AWARDS

List and describe briefly the most significant awards you have received and activities you have been involved in since 9th grade. **See page 12** of the freshman application instructions for additional information including examples of the sorts of activities an applicant might list under specific categories listed below.

♦49 AWARDS AND HONORS

AWARD OR HONOR	DESCRIPTION OF AWARD OR HONOR	AWARD OR HONOR TYPE Academic Other	DATE RECEIVED MO./YR.
		☐ ☐	
		☐ ☐	
		☐ ☐	
		☐ ☐	
		☐ ☐	

♦50 COURSEWORK OTHER THAN "A-G"

List the courses you took during high school, other than those approved for UC admission (which you report on pages 4–5), that demonstrate a particular focus or interest (e.g., language immersion courses or career-technical education courses).

COURSE	DESCRIPTION OF COURSE	YEAR(S) OF ENROLLMENT 9th 10th 11th 12th / After 12th No. of Years	HOURS PER WEEK	WEEKS PER YEAR
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		

♦51 EXTRACURRICULAR ACTIVITIES

ACTIVITY	DESCRIPTION OF ACTIVITY *Note any leadership positions.*	YEAR(S) OF INVOLVEMENT 9th 10th 11th 12th / After 12th No. of Years	HOURS PER WEEK	WEEKS PER YEAR
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		

♦52 VOLUNTEER AND COMMUNITY SERVICE *List unpaid work only.*

ORGANIZATION	DESCRIPTION OF SERVICE OR WORK *Note any leadership positions.*	YEAR(S) OF INVOLVEMENT 9th 10th 11th 12th / After 12th No. of Years	HOURS PER WEEK	WEEKS PER YEAR
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		
		☐ ☐ ☐ ☐ ☐ ⌴		

♦53 EDUCATIONAL PREPARATION PROGRAMS

List your participation in educational or academic preparation programs that are designed to help students prepare for university study. These programs may include academic enrichment programs sponsored by colleges/universities, research programs and study-abroad programs. *Refer to page 12 of the freshman application instructions for codes.*

PROGRAM CODE	PROGRAM NAME	DESCRIPTION OF PROGRAM	YEAR(S) OF INVOLVEMENT 9th 10th 11th 12th / After 12th No. of Years	HOURS PER WEEK	WEEKS PER YEAR
			☐ ☐ ☐ ☐ ☐ ⌴		
			☐ ☐ ☐ ☐ ☐ ⌴		
			☐ ☐ ☐ ☐ ☐ ⌴		
			☐ ☐ ☐ ☐ ☐ ⌴		
			☐ ☐ ☐ ☐ ☐ ⌴		

♦54 EMPLOYMENT *List paid work only.*

	BEGIN MO./YR.	END MO./YR.	HOURS PER WEEK	PERIOD OF INVOLVEMENT Year-Round / Summer Only / School Year Only	YEAR(S) OF INVOLVEMENT 9th 10th 11th 12th / After 12th No. of Years
POSITION				☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ⌴
RESPONSIBILITIES					
POSITION				☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ⌴
RESPONSIBILITIES					
POSITION				☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ⌴
RESPONSIBILITIES					
POSITION				☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ⌴
RESPONSIBILITIES					

To what use have you or will you put your earnings?*

♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*   *Voluntary

♦ VI. FRESHMAN SELF-REPORTED ACADEMIC RECORD

BEFORE YOU COMPLETE THIS SECTION: Read pages 13–15 of the freshman application instructions and review the sample Freshman Self-Reported Academic Record on page 14. Refer to your high school transcript to complete this section. If you are not sure which courses are considered academic subject courses and UC-approved honors/AP/IB courses, refer to the UC-approved certified course list for your school (California high schools only). Lists are available online (www.ucop.edu/doorways). If your academic record changes after you submit your application, you must notify in writing the admissions office at each campus where you have applied. **DO NOT ATTACH YOUR TRANSCRIPT.**

ACADEMIC SUBJECTS "A-G" Requirements

9TH GRADE — Enter ninth-grade courses and your grades. *Grades reported for 9th grade will not be used in calculating your GPA for admission purposes.*

10TH GRADE — Enter 10th-grade courses and your grades. *Include courses completed during the summer following 9th grade.*

UC-APPROVED HONORS STATUS CODES
AP Advanced Placement
HL Honors Level
IB UC-designated International Baccalaureate
CL Transferable college course (*List the college name after the course title.*)

Academic Subject	9TH GRADE COURSE TITLE	FIRST-SEMESTER GRADE	SECOND-SEMESTER GRADE	10TH GRADE COURSE TITLE	UC-APPROVED HONORS COURSE STATUS	FIRST-SEMESTER GRADE	SECOND-SEMESTER GRADE
♦55 "a" History/Social Science — U.S. History; Civics; American Government; World History, Cultures and Geography; European History	(01)			(01)			
	(02)			(02)			
	(03)			(03)			
♦56 "b" English (Language of Instruction) — Composition, Literature (American, English, World, etc.)	(04)			(04)			
	(05)			(05)			
	(06)			(06)			
♦57 "c" Mathematics — Algebra, Geometry, Advanced Algebra, Trigonometry, Precalculus, Integrated Math, Calculus, Statistics, Math Analysis **(Do not include arithmetic and pre-algebra.)**	(07)			(07)			
	(08)			(08)			
	(09)			(09)			
♦58 "d" Laboratory Science — Biology, Chemistry, Physics, Integrated Science with Lab, Marine Biology, Physiology, Anatomy, etc.	(10)			(10)			
	(11)			(11)			
	(12)			(12)			
♦59 "e" Language Other Than English (Second Language) — French, German, Spanish, Latin, Mandarin Chinese, Japanese, etc.	(13)			(13)			
	(14)			(14)			
	(15)			(15)			
♦60 "f" Visual and Performing Arts — Dance, Drama/Theater, Music, Visual Arts	(16)			(16)			
	(17)			(17)			
♦61 "g" College-Preparatory (Academic) Electives — List only UC-approved college-preparatory electives, such as social science (Anthropology, Economics, Psychology, Sociology, etc.), Computer Science and ninth-grade laboratory science. **(Do not list courses such as PE, typing, drivers' education, health or pep squad.)**	(18)			(18)			
	(19)			(19)			
	(20)			(20)			
	(21)			(21)			
	(22)			(22)			

TOTAL NUMBER OF SEMESTER COURSES

♦63 **9TH-GRADE COURSE TOTALS** Enter the number of courses listed above for *each* semester of ninth grade. [1ST SEM.] [2ND SEM.]

♦64 **10TH-GRADE COURSE TOTALS** Enter the number of courses listed above for *each* semester of 10th grade. [1ST SEM.] [2ND SEM.]

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68 GRADES 7 AND 8 MATHEMATICS COURSEWORK Enter the number of terms of algebra, geometry or more advanced mathematics you completed with a grade of C or better during grades 7 and 8. *Do not include arithmetic or pre-algebra. List only courses equivalent to those on your high school's UC-certified course list. Each semester counts as one term.*
SPECIFY COURSE(S)

69 GRADES 7 AND 8 LANGUAGE OTHER THAN ENGLISH COURSEWORK Enter the number of terms of language other than English (such as French, Spanish, Chinese, Japanese, etc.) you completed during grades 7 and 8 with a grade of C or better. *List only courses equivalent to those on your high school's UC-certified course list. Each semester counts as one term.*
SPECIFY COURSE(S)

70 TERM SYSTEM Select the term type(s) used by the school you attended for grades 10 and/or 11. If the term types are unfamiliar, use the number of grades you received for a yearlong course as your guide. If you are on the block system, check off the box that corresponds to the number of final grades you received per course. You may select more than one box.

(1) ☐ SEMESTER (*two final grades per year*)
(2) ☐ TRIMESTER (*three final grades per year*)
(3) ☐ QUARTER (*four final grades per year*)
(4) ☐ FULL (*one final grade per year*)

71 GRADING SYSTEM ☐ Check the box if any school you attended for grades 10 or 11 used a grading system other than A-B-C-D-F. *If your school uses the A-B-C-D-F grading system and you received "Pass/Fail," "Credit/No Credit," "Incomplete" or "Withdrawal," do NOT check this box.*

♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*

ACADEMIC SUBJECTS "A-G" requirements	**11TH GRADE** *Enter 11th-grade courses and your grades. Include courses completed during the summer following 10th and 11th grades.* **UC-APPROVED HONORS STATUS CODES** **AP** Advanced Placement **CL** Transferable college course **HL** Honors Level *(List the college name after* **IB** UC-designated *the course title.)* International Baccalaureate	**12TH GRADE** *Enter the courses you are taking now and those you plan to take. If you already have completed a course, enter the grade(s) earned under the appropriate term.*	**GRADES SEMESTER COURSE TOTAL** **Enter the number of semester courses listed.** *Each semester of coursework counts as one course.*

Subject	COURSE TITLE	UC-APPROVED HONORS COURSE STATUS	FIRST-SEMESTER GRADE	SECOND-SEMESTER GRADE	COURSES IN PROGRESS FIRST SEMESTER	UC-APPROVED HONORS COURSE STATUS	COURSES PLANNED SECOND SEMESTER	UC-APPROVED HONORS COURSE STATUS	Total
"a" History/Social Science		(01)							◆55 **"a" courses** TOTAL SEMESTER COURSES
		(02)							
		(03)							
"b" English (Language of instruction)		(04)							◆56 **"b" courses** TOTAL SEMESTER COURSES
		(05)							
		(06)							
"c" Mathematics		(07)							◆57 **"c" courses** TOTAL SEMESTER COURSES
		(08)							
		(09)							
"d" Laboratory Science		(10)							◆58 **"d" courses** TOTAL SEMESTER COURSES
		(11)							
		(12)							
"e" Language Other Than English		(13)							◆59 **"e" courses** TOTAL SEMESTER COURSES
		(14)							
		(15)							
"f" Visual and Perf. Arts		(16)							◆60 **"f" courses** TOTAL SEM. COURSES
		(17)							
"g" College-Preparatory (Academic) Electives		(18)							◆61 **"g" courses** TOTAL SEMESTER COURSES
		(19)							
		(20)							
		(21)							◆62 **TOTAL 55–61** Total number of semesters of courses listed *(should equal total of items 63–67)*
		(22)							

◆65 **11TH-GRADE COURSE TOTALS** Enter the number of courses listed above for *each* semester of 11th grade.	1ST SEM.	2ND SEM.	◆66 **12TH-GRADE FIRST-SEMESTER (IN PROGRESS) COURSE TOTAL**	◆67 **12TH-GRADE SECOND-SEMESTER (PLANNED) COURSE TOTAL**

72   SPECIALIZED CURRICULUM

Check the appropriate box(es) if you participated in a specialized-curriculum program in high school. *To provide admissions evaluators with more information about your involvement in this program, you may discuss the scope of your participation in your personal statement.*

If you have attended a high school on a year-round schedule, check the "Year-Round System" box and specify your track (Track A,B,C, etc.); if your year-round schedule changed, also indicate your previous track and note your grade level(s) for each track — for example, "Track A (11th, 12th), Track B (9th, 10th)."

(1) ☐ MAGNET   **(2)** ☐ HOME SCHOOL   **(3)** ☐ INDEPENDENT STUDY   **(4)** ☐ CAREER PATHWAY/ ACADEMY

(5) ☐ OTHER   IF OTHER, SPECIFY CURRICULUM PROGRAM

(6) ☐ YEAR-ROUND SYSTEM   SPECIFY YEAR-ROUND TRACK

73   GAPS IN EDUCATION

Did you graduate from high school before October 2007?   **(1)** ☐ YES   *If "yes," please describe what you have been doing since graduation. If you have attended college, include the college's name and your date of enrollment.*   **(2)** ☐ NO

◆ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*

♦ VII. TEST SCORES AND DATES — Required for all applicants graduating after spring 2005

(If you graduated from high school in spring 2005 or earlier, skip to Section VIII.) Freshman applicants who graduated from high school after spring 2005 must report completed test dates and scores (or planned test dates) for: (1) Either the ACT Assessment plus Writing or the SAT Reasoning Test, AND (2) Two SAT Subject Tests from two different subject areas. Record your scores exactly as reported by the testing agency. If you have taken the ACT or the SAT Reasoning Test more than once, record your highest set of scores from a single test date. For the SAT Subject Tests, report all exams you have taken. (UC will use your highest scores from two different subject areas.) See page 15–16 of the freshman application instructions for Subject Test codes (the English Literature and Mathematics codes have been entered for you). If you have taken an exam but have not yet received your score, list the date you took the test under the appropriate "Planned Test Date." If you are unable to take the required SAT or ACT examinations, explain why in Item 174 on page 7 of this form. Not taking required examinations may affect your admission to UC.

SAT REASONING TEST

	TEST DATE (MO. YR.)	CRITICAL READING SCORE	MATHEMATICS SCORE	WRITING SCORE
♦74		♦75 __ 0	♦76 __ 0	♦77 __ 0

♦78 TOTAL SCORE __ 0   ♦79 PLANNED SAT REASONING TEST DATE (MO. YR.)

ACT ASSESSMENT PLUS WRITING

	TEST DATE (MO. YR.)		English	Mathematics	Reading	Science Reasoning	English/ Writing
♦80		♦81					

SCORES

♦82 COMPOSITE SCORE   ♦83 PLANNED ACT ASSESSMENT PLUS WRITING TEST DATE (MO. YR.)

SAT SUBJECT TESTS *See page 14 of the freshman application instructions for Subject Test codes.*

	TEST CODE	TEST DATE (MO. YR.)	SCORE
ENGLISH LITERATURE	♦84 L R	♦85	♦86 __ 0
Planned Test Date for English Literature		♦87 (MO. YR.)	
MATHEMATICS — Level 2 (formerly Math IIC)	♦88 M 2	♦89	♦90 __ 0
Planned Test Date for Math Level 2		♦91 (MO. YR.)	
SCIENCE	♦92	♦93	♦94 __ 0
Planned Test Date for Science		♦95 (MO. YR.)	
SCIENCE	♦96	♦97	♦98 __ 0
Planned Test Date for Science		♦99 (MO. YR.)	
SCIENCE	♦100	♦101	♦102 __ 0
Planned Test Date for Science		♦103 (MO. YR.)	

	TEST CODE	TEST DATE (MO. YR.)	SCORE
HISTORY/SOCIAL STUDIES	♦104	♦105	♦106 __ 0
Planned Test Date for History/Social Studies		♦107 (MO. YR.)	
HISTORY/SOCIAL STUDIES	♦108	♦109	♦110 __ 0
Planned Test Date for History/Social Studies		♦111 (MO. YR.)	
LANGUAGES	♦112	♦113	♦114 __ 0
Planned Test Date for Languages		♦115 (MO. YR.)	
LANGUAGES	♦116	♦117	♦118 __ 0
Planned Test Date for Languages		♦119 (MO. YR.)	
LANGUAGES	♦120	♦121	♦122 __ 0
Planned Test Date for Languages		♦123 (MO. YR.)	

♦ VIII. TEST SCORES AND DATES — Required for all applicants who graduated in spring 2005 or earlier

(If you graduated from high school after spring 2005, ignore this section and fill out Section VII above.) Freshman applicants who graduated from high school in spring 2005 or earlier must report completed test dates and scores (or planned test dates) for: (1) Either the ACT or the SAT I, AND (2) Three SAT II: Subject Tests (Writing, Mathematics and a third test) All exams must have been taken before you graduated from high school. Record your scores exactly as reported by the testing agency. If you took a test more than once, record your highest set of scores from a single test date. See page 15–16 of the freshman application instructions for Subject Test codes. If you were unable to take the required SAT or ACT examinations, explain why in item 174 on page 7 of this form. Not taking required examinations may affect your admission to UC.

SAT I: REASONING TEST

	TEST DATE (MO. YR.)	VERBAL SCORE	MATH SCORE	TOTAL SCORE
♦124		♦125 __ 0	♦126 __ 0	♦127 __ 0

ACT

	TEST DATE (MO. YR.)		English	Mathematics	Reading	Science Reasoning	COMPOSITE SCORE
♦128		♦129					♦130

SCORES

SAT II: SUBJECT TESTS

	TEST DATE (MO. YR.)	SCORE
WRITING (or English Composition)	♦131	♦132 __ 0
MATHEMATICS — Level I or IC	♦133	♦134 __ 0
MATHEMATICS — Level IIC	♦135	♦136 __ 0

THIRD TEST
Enter in Item 137 the SAT II code that corresponds to your third SAT II test. See page 20 of the freshman application instructions for codes.

	TEST CODE	TEST DATE (MO. YR.)	SCORE
	♦137	♦138	♦139 __ 0

123

♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*

IX. OTHER EXAMINATIONS

140 TOEFL CBT OR PBT, TOEFL iBT OR IELTS
If not applicable, go to Item 143.
Check the appropriate box to indicate that you have taken or plan to take exam.

(1) ☐ TOEFL CBT or PBT   **(2)** ☐ TOEFL iBT   **(3)** ☐ IELTS

141 TOEFL CBT OR PBT, TOEFL iBT OR IELTS TEST DATE (completed or planned)

MONTH   YEAR

142 TOEFL CBT OR PBT, TOEFL iBT OR IELTS EXAM SCORE

♦ **ADVANCED PLACEMENT EXAMINATIONS**
List the name, corresponding two-digit code and test date of any College Board Advanced Placement examination you have taken or plan to take. List scores for completed examinations. *See page 16 of the freshman application instructions for additional information and codes.*

	AP EXAM CODE	AP EXAM NAME	TEST DATE MO. YR.	SCORE		AP EXAM CODE	AP EXAM NAME	TEST DATE MO. YR.	SCORE
143					152				
144					153				
145					154				
146					155				
147					156				
148					157				
149					158				
150					159				
151					160				

♦ **INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS**
List the name, corresponding one-digit code, IB Level — SL (Standard Level) or HL (Higher Level), and test date of the UC-accepted IB exams you have taken or plan to take. List scores for completed exams. *See page 16 of the freshman application instructions for additional information and codes.*

	IB EXAM CODE	IB LEVEL SL OR HL	IB EXAMINATION NAME	TEST DATE MO. YR.	SCORE		IB EXAM CODE	IB LEVEL SL OR HL	IB EXAMINATION NAME	TEST DATE MO. YR.	SCORE
161						167					
162						168					
163						169					
164						170					
165						171					
166						172					

173 ☐ Check this box if you have completed or plan to complete the International Baccalaureate diploma.

♦ X. PERSONAL STATEMENT

You must respond to the two prompts *listed on page 16 of the freshman application instructions* using a maximum of 1,000 words total. You may allocate the word count as you wish. If you choose to respond to one prompt at greater length, we suggest your shorter answer be no less than 250 words.

All applicants must submit a personal statement. Use 8.5 x 11" white paper, writing or typing on one side of each sheet. Before beginning your essay, review all personal statement information on page 16 of the freshman application instructions.

XI. ADDITIONAL COMMENTS*

174 Use this space only to clarify or expand on other information as directed earlier in the application (e.g., to list additional names, explain citizenship/visa issues, etc.) or to tell us anything else you want us to know about you or your academic record that you have not had the opportunity to describe elsewhere in the application.

♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*   *Voluntary

XII. ADMISSION AND SCHOLARSHIP CHOICES

♦175 CAMPUS, MAJOR AND ALTERNATE MAJOR CHOICES
Check the boxes of the campus(es) to which you wish to apply and enter a major code and name for each. Indicate an alternate major code and name where appropriate.
Be sure to use the correct codes for each campus. See page 17 of the freshman application instructions for additional information.

CAMPUS	MAJOR CODE	MAJOR NAME	ALTERNATE MAJOR CODE	ALTERNATE MAJOR NAME
(1) ☐ BERKELEY ▶			NOT AVAILABLE AT UCB	NOT AVAILABLE AT UCB
(2) ☐ DAVIS ▶				
(3) ☐ IRVINE ▶				
(4) ☐ LOS ANGELES ▶				
(5) ☐ MERCED ▶				
(6) ☐ RIVERSIDE ▶				
(7) ☐ SAN DIEGO ▶				
(8) ☐ SANTA BARBARA ▶				
(9) ☐ SANTA CRUZ ▶				

♦176 SAN DIEGO COLLEGE RANKING
See page 17 of the freshman application instructions. Rank UCSD colleges in order of preference from 1 to 6.

☐ SIXTH COLLEGE	☐ ELEANOR ROOSEVELT	☐ THURGOOD MARSHALL	☐ EARL WARREN	☐ REVELLE	☐ JOHN MUIR

♦177 SCHOLARSHIPS*
Read pages 30–39 of the freshman application instructions for information on qualifying and applying for various scholarships. Additionally, to be considered for "restricted" scholarships, enter the appropriate codes below. *See pages 40–41 of the freshman application instructions for codes.* Some scholarships are available only to U.S. citizens and permanent residents.

♦178 EDUCATIONAL OPPORTUNITY PROGRAM*
☐ Check the box to apply to the Educational Opportunity Program. The program is for students from disadvantaged backgrounds.

To apply to the Educational Opportunity Program, you must also complete Items 23–34 on page 2 of this form, and discuss your reasons for applying in your personal statement. The program is open only to California residents and American Indians from any state. See page 17 of the freshman application instructions for additional information.

♦179 ELIGIBILITY IN THE LOCAL CONTEXT (ELC)
If you received an ELC ID number, enter it here.   **E** [| | | | | | | | | | | |]

XIII. RELEASE AUTHORIZATION

♦180 ☐ I authorize the University of California to release application information, including copies of my application and test scores, to outside agencies that award scholarships.*

♦181 ☐ I authorize the University of California to release to my parents, legal guardian or spouse information regarding my application, including test scores, transcripts and other supporting documents, as well as my admission and scholarship status.*

♦182 ☐ I authorize the University of California to release to my school counselor/counseling office (or sponsoring agency) information regarding my application, including test scores, transcripts and other supporting documents, as they relate to my admission and scholarship status.*

♦183 ☐ I authorize the University of California to release biographical information from my application to recognized UC student organizations and alumni groups that may wish to contact me.*

♦ XIV. STATISTICAL INFORMATION

Information in Section XIV will be used for purposes of statistical analysis only; it is not used in the admissions process and will have no bearing on your admission status. Providing this information is voluntary.

184 GENDER*
(1) ☐ FEMALE
(2) ☐ MALE

185 ETHNIC IDENTITY* Indicate your ethnic identity by checking the appropriate boxes. *See page 22 of the freshman application instructions for more information.*

(01) ☐ AFRICAN AMERICAN/BLACK
(02) ☐ AMERICAN INDIAN/ALASKA NATIVE — PLEASE SPECIFY TRIBAL AFFILIATION
(03) ☐ CHINESE/CHINESE AMERICAN
(04) ☐ EAST INDIAN/PAKISTANI
(05) ☐ FILIPINO/FILIPINO AMERICAN
(06) ☐ JAPANESE/JAPANESE AMERICAN
(07) ☐ KOREAN/KOREAN AMERICAN
(08) ☐ MEXICAN/MEXICAN AMERICAN/CHICANO
(09) ☐ PACIFIC ISLANDER (Includes Micronesian, Polynesian, other Pacific Islanders)
(10) ☐ VIETNAMESE/VIETNAMESE AMERICAN
(11) ☐ WHITE/CAUCASIAN (Includes Middle Eastern)
(12) ☐ OTHER ASIAN (Not including Middle Eastern) — PLEASE SPECIFY
(13) ☐ OTHER SPANISH AMERICAN/LATINO (Includes Cuban, Puerto Rican, Central American, South American) — PLEASE SPECIFY
(14) ☐ OTHER — PLEASE SPECIFY

XV. SIGNATURE AND SOCIAL SECURITY NUMBER

♦186 YOUR SIGNATURE IS REQUIRED BELOW. *Without your signature, your application is not complete and cannot be processed.*

I certify that all the information provided in my application, all supporting documentation and subsequent communications are complete and accurate. I also certify that I am the author of the attached personal statement. I understand that the University of California may verify any information I have provided in my application, including my personal statement, and may deny me admission or enrollment if any information is found to be incomplete or inaccurate. By filing this application, I am authorizing the University of California to release application information, including copies of my application and test scores, to any UC campus for admission or scholarship consideration.

U.S. SOCIAL SECURITY NUMBER	SIGNATURE OF APPLICANT *(in ink)*	DATE OF APPLICATION

♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*   *Voluntary

♦ XVI. RESIDENCY INFORMATION FOR TUITION PURPOSES

Providing the following information is optional. It will <u>not</u> affect your admission to the University. After admission, the UC campus at which you plan to enroll may use this information to expedite financial aid and to assess your California residency status for tuition purposes (this is determined by different criteria than your residency for admission).

187 IS YOUR FATHER† A U.S. CITIZEN? *

(1) ☐ YES   **(2)** ☐ NO   **(3)** ☐ Deceased

188 IS YOUR MOTHER† A U.S. CITIZEN? *   *Voluntary

(1) ☐ YES   **(2)** ☐ NO   **(3)** ☐ Deceased

189 HAVE YOU BEEN PHYSICALLY PRESENT IN CALIFORNIA FOR THE LAST 3 YEARS, EXCLUDING BRIEF ABSENCES FOR VACATION PURPOSES? *
If you attended school or accepted employment outside California during the last three years, answer "no."

(1) ☐ YES   **(2)** ☐ NO

190 HAS YOUR FATHER BEEN PHYSICALLY PRESENT IN CALIFORNIA FOR THE LAST 3 YEARS, EXCLUDING BRIEF ABSENCES FOR VACATION PURPOSES? *
If your father attended school or accepted employment outside California during the last three years, answer "no."

(1) ☐ YES   **(2)** ☐ NO   **(3)** ☐ Deceased

191 HAS YOUR MOTHER BEEN PHYSICALLY PRESENT IN CALIFORNIA FOR THE LAST 3 YEARS, EXCLUDING BRIEF ABSENCES FOR VACATION PURPOSES? *
If your mother attended school or accepted employment outside California during the last three years, answer "no."

(1) ☐ YES   **(2)** ☐ NO   **(3)** ☐ Deceased

† In this section, "father" and "mother" are defined as biological or adoptive parents only, and do not include stepparents, guardians or other individuals.

♦ *Please read the additional information in the freshman application instructions before completing items marked with this symbol.*   *Voluntary

Application Checklist for Freshman Applicants

DO NOT SEND THIS CHECKLIST WITH YOUR APPLICATION.
It is provided for your information only.

HAVE YOU...

❑ Read the freshman application instructions, which provide important information for completing the application form?

❑ Provided all required information and signed the application form?

❑ Enclosed a check or money order for the appropriate application fees? Make your check or money order payable in U.S. dollars to The Regents of the University of California.

❑ Written your name and date of birth on your check or money order?

❑ Enclosed your personal statement with your name, your date of birth and the words "Personal Statement" printed in the top right corner of each page?

❑ Affixed adequate postage to your envelope? As an estimate for first-class mailing within the United States, the average cost of mailing an application is $1.17. If mailing from outside the United States, use airmail with the correct amount of airmail postage. **DO NOT use certified or registered mail or an express delivery service to send your application. This will delay processing of your application.**

YOU SHOULD...

❑ Keep copies of your application and personal statement.

❑ Send your application to University of California Undergraduate Application Processing Service, P.O. Box 4010, Concord, CA 94524-4010.

❑ Mail only the original application form, fees and personal statement to the processing service address. Do not include letters of recommendation, transcripts, test score reports or other supporting documentation, such as awards, photographs, poetry, etc., in your envelope. They will not be forwarded, returned or retained.

APPENDIX FIGURE 2

UCLA FRESHMAN APPLICATION READ SHEET FALL 2008

UCLA Freshman Application Read Sheet Fall 2008

Batch: **0000**   Case: **0**   Set:

Applicant Data

Name	Stu ID	CPID	CP LA Dt
Major:	Intl:	Mixed Rec:	Cal Res:
Parents - Highest Educ		Dis Neigh:	Vet:
Income/Family Size:		From Single Par:	Foster:
		Is Single Par:	
			ELC:

School Profile

Location:

Setting: Enrollment   Yr Round
Type:

OP Approved Course List: Grade Span:

Performance
  API State Rank:
  Low OTL:
  Low SAT Quintile:

School Environment	Compared to State
Emergency Credentials	
Student/Teacher Ratio	
English Learners	
Elig for Free/Red Meal	
First Gen. College	
10th Grade Attrition	
Did not complete A-G	

Avg Fam Incm UC Apps:

Coursework - Percentile Ranking

	Sch LA	Pool LA	Sch UC
Unw GPA			
F07 4.0 Unw GPA fr schl:			
Wtd GPA			
A-G Courses			

Honors (HL/AP/IB/CL)
Soph-Jr
Sr

Calendar

Test Scores - Percentile Ranking

	Sch LA	Pool LA	Sch UC
UC Score:			
SAT:			
Reading			
Math			
Writing			
ACT:			
Read			
Math			
Sci			
Eng/Writ			
Subject:			
High 1			
High 2			

2007 Seniors	UCLA Pool F07
HS Graduates	Apps:
Apps to any UC Campus:	Adm:
<5% appl to UC:	SIR

Testing 2007 Seniors Avg CA-Pctl	School Honors
SAT Read:	AP Crs offered per yr:
SAT Math:	05-07 AP Exams>=3:
SAT Writ:	Est Hon Crs (AP/IB/HL):

Outreach Participation

Batch	Case/Name/QC	-------------------- Rating --------------------	Rec SR	Reader
0000	**0**	1 ☐ 2 ☐ 2.5 ☐ 3 ☐ 4 ☐ 5 ☐ can't rate ☐	☐	_____

Comments: _____

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APPENDIX FIGURE 3

REREAD STUDY QUESTIONNAIRE

Previously Unrecorded Variables

1. Welcome!

Welcome the University of California, Los Angeles admissions (UCLA) study sponsored by the Committee on Undergraduate Admissions and Relations with Schools (CUARS)! The following pages will guide you through the coding process of the set of Fall 2008 applications that you were given by the Admissions Office.

If you have any questions, please feel free to contact Yana Kucheva at 617-710-6107 (9am-9pm) or ykucheva@ucla.edu. We appreciate your contribution to the Admissions Study.

Previously Unrecorded Variables

2. Instructions

The following instructions will lead you through the application by indicating the various items that have been selected for coding. The instructions list the variable, the range of responses, and on occasion a non-exhaustive list of examples describing the variable. Questions will either ask you about specific parts of the application or about your overall impression of the applicant.

PLEASE READ THE WHOLE APPLICATION BEFORE ANSWERING ANY OF THE QUESTIONS. Writing on the applications is permissible.

Please make sure that you have a reliable Internet connection. If you lose your connection to the Internet while going through the questionnaire, please do not refresh your browser window. Instead, after you reconnect to the Internet, use the back button on your browser to go to the last page that you have completed and click on the "Next" button inside the questionnaire. That will take you to the next page of questions. If you accidentally refresh your browser window after you reconnect to the Internet, the questionnaire will automatically take you to the first page. If that happens, please re-enter all information for the application you were working on.

Previously Unrecorded Variables

3. Reader and Application Information

1. Please enter your reader ID

[_____]

2. Please enter the application ID

[_____]

3. Were you instructed to enter a holistic rank for this application?

○ Yes

○ No

Previously Unrecorded Variables

4. Holistic Rank

1. Please select a holistic rank for the application

○ 1

○ 2

○ 2.5

○ 3

○ 4

○ 5

5. Major Awards

1. How many major awards has the applicant received? Tally and indicate number.

Examples of major awards include Bausch and Lomb, Rensselaer Scholarship, Governor's Scholar Award, Westinghouse Science Competition (finalist or semi-finalist), Boys/Girls State, HOBY, RYLA, Certificate of Merit, Eagle Scout/Gold Award, Brown/Yale/Harvard Book Awards, Siemans Award, school district, county, state, national science fair awards, AP Scholar (with distinction or honor), etc. They may also include an MVP distinction, or other athletic, artistic or service awards that signify distinction beyond the school site such as at a district, regional, state or national level (e.g., award in Future Farmers of America or Junior Statesmen of America, etc.).

Number of major awards

---

6. Activities

Please read the following description of major activities that the applicant may have participated in and then answer questions 1 through 4.

A major activity is an academic, athletic, artistic or service activity that meets either one of the following two criteria:

a. Sustained participation (more than one year) in a major organization or group such as: Academic examples include: Yearbook, school newspaper, literary magazine, Academic Decathlon, Science Olympiad, Brain Bowl, Math Competitions, Mock Trial, Speech and Debate, Model UN, National Forensics League (NFL), robotics club, published author, etc.
Other major activities include: Youth symphony (district, county, state, etc.), visual art exhibited in a juried show, participation in an adult artistic organization or endeavor (adult symphony, professional actor), etc.

b. Individual position of significant responsibility or participation in a group/organization in which the applicant has been a founder or leader, or achieved distinction beyond the school level such as: Founder or co-founder, President (or other student government officer), Editor, Board of Directors, Team Captain (including cheerleading), member of a regional or state championship team, CEO, soloist, first chair, lead acting role, concertmaster, composer, producer, director, choreographer, section leader, District Board of Directors, School Site Council, city/county youth council, WASC Council, Teen hotline/crisis hotline, Mayor's Youth Advisory Board, Youth Commissioner (to school or beyond, e.g. city or county), Young Entrepreneurs, FBLA, Future Farmers of America (FFA), 4-H, Distributive Education Clubs of America (DECA), Junior Statesmen of America (JSA), HOSA, ROTC, Kiwanis/Key Club, CSF, NHS, TUTORING in an academic subject, internships (if high level of responsibility), etc.

NOTE: Pop-culture and other social groups or organizations such as the anime club, hip hop club, pep club, chess club, etc. are NOT considered major activities EVEN IF the applicant holds a leadership position. But, if the applicant is a founder of such a club it may be considered a major activity.

1. How many major activities has the applicant participated in? Tally and indicate number.

Number of major activities

2. In activities tallied in Question 1, how many leadership roles did the applicant assume? Tally and indicate number

Number of leadership roles

---

3. Are any of the activities tallied in Question 1:

	Yes	No
academic	○	○
artistic	○	○
athletic	○	○
community service	○	○

4. Did the applicant assume a leadership role in an activity not tallied in Question 1 above?

○ Yes

○ No

---

7. Judgment

1. Please indicate the overall strength of the applicant's special programs participation, including the intensity of the program and the duration of involvement, relative the the UCLA applicant pool.

○ Significant

○ Less Significant

○ Did not participate

2. Overall, do you consider Page 4 of the application to be strong, average or light relative to the UCLA applicant pool? A strong page 4 means sustained participation in a number of activities with significant leadership and honors. A light page 4 means sparse or intermittent participation, generally without significant leadership or honors.

○ Strong

○ Average

○ Light

Previously Unrecorded Variables

8. Employment (paid work)

1. Was the applicant employed for pay at least once during the sophomore, junior and/or senior school years?

○ Yes
○ No
○ Can't determine

Previously Unrecorded Variables

9. Employment (continued)

For the next two questions, please consider the stature or nature of the paid position. Positions such as lifeguard, camp counselor, teen crisis hotline staff, tutor, teacher, supervisor, team leader, programmer, child care provider, coach, league referee, translator, CEO, etc. have a high level of responsibility and require additional skills, talent, training, and/or maturity.

1. Did the applicant hold a responsible position?

○ Yes
○ No
○ Can't determine

2. Did the applicant hold a position that requires a special skill?

○ Yes
○ No
○ Can't determine

Previously Unrecorded Variables

10. Reported Hours

1. What is the maximum reported number of hours worked per week?

Maximum hours worked [   ]

2. Does the applicant use earnings for non-discretionary purposes? Non-discretionary purposes include earnings spent to help support family (including paying for personal items like gas, food, rent in order to reduce family financial hardship), paying for tests and applications, etc.

○ Yes
○ No
○ Can't determine

3. Does the applicant hold a position with academic content?

○ Yes
○ No
○ Can't determine

Previously Unrecorded Variables

11. Self-Report of Courses (Judgment)

For the following two questions, please base your judgment only on blatant errors in the reporting of a-g courses and HL/AP/CL/IB course designations.

1. Has the applicant reported accurately the UC-approved Honors, AP, CL, and IB courses that he/she has taken?

○ Yes
○ No, the applicant has overreported his/her UC-approved Honor, AP, CL and IB courses
○ No, the applicant has underreported his/her UC-approved Honors, AP, CL and IB courses

2. Has the applicant reported accurately the UC-approved a-g courses that he/she has taken?

○ Yes
○ No, the applicant has overreported his/her UC-approved a-g courses
○ No, the applicant has underreported his/her UC-approved a-g courses

12. Senior Year Courses

1. The following question refers to courses that the applicant is taking during his/her senior year. Please tally and indicate the total number of SEMESTER SOLID TERM COURSES. Solid term courses are all UC approved a-e courses, f courses with an AP designation, and g courses except those like journalism, debate, creative writing, ROP, intro to computers, etc. If the applicant's curriculum is not on the semester system, please count the number of solid term courses based on that applicant's particular school schedule.

Semester solid term courses [   ]

2. Please give your judgment about the applicant's senior year. Would you consider the applicant's senior year academic program heavy, average, or light, relative to the UCLA applicant pool?

○ Heavy

○ Average

○ Light

---

13. Courses Overall

1. Please judge the overall strength of the applicant's academic program by considering both the coursework and the grades. Do you consider the applicant's overall academic program strong, average or light, relative to the UCLA applicant pool?

○ Strong

○ Average

○ Light

---

14. Personal Statement

The following questions are based on the two personal statement essays and any additional comments supplied by the applicant.

1. Is there evidence of academic achievement not mentioned elsewhere in the application?

○ Yes

○ No

2. Is there evidence of leadership not mentioned elsewhere in the application (either new information or significant details about activities mentioned on p. 4)?

○ Yes

○ No

3. Is there evidence of other non-academic accomplishments not mentioned elsewhere in the application (either new information or significant details about activities mentioned on p. 4)?

○ Yes

○ No

4. Is there evidence that the applicant pursued a passion?

○ Yes

○ No

5. Is there evidence that the applicant made special effort to seek advanced academic coursework?

○ Yes

○ No

6. Is there evidence that the applicant made special effort to seek other academic challenges?

○ Yes

○ No

7. Is there evidence that the applicant taught self an academic subject or skill?

○ Yes

○ No

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8. Is there evidence that the applicant taught others an academic subject or skill, including formal or informal tutoring?

○ Yes

○ No

9. Does the personal statement show intellectual maturity, relative to the UCLA applicant pool?

○ Yes

○ No

Previously Unrecorded Variables

15. Judgment

PLEASE CONSIDER THE WHOLE APPLICATION.

1. Please assess the degree to which the applicant contributed to their school or community, relative to the UCLA applicant pool.

○ Above average

○ Average

○ Below average

Previously Unrecorded Variables

16. Life Experiences

Please consider the applicant's PERSONAL STATEMENTS AND ADDITIONAL COMMENTS ONLY and answer the following questions regarding some life experiences that the applicant may have had.

1. In your judgment, did the applicant indicate the following life experiences in his/her personal statements? Please check as many life experiences from the following list as you see in the applicant's essays.

☐ Homelessness

☐ Environment discouraged educational aspirations or participation in extracurriculars

☐ Neglect or mistreatment by family member

☐ Lives in dangerous neighborhood

☐ Sibling caretaker

☐ Home not suitable for homework (crowded or chaotic)

☐ Commutes more than an hour to school

☐ Has lived apart from parents

☐ Foster home

☐ Divorce or separation

☐ Death of a family member

☐ Incarceration

☐ Disruptive and frequent moves (multiple schools, homes, etc)

☐ Low-income family in high income school

☐ Contributes to family income

☐ Must work for free in family business

☐ Student must help parents (e.g., as translator, conducts business, pays bills, etc.)

☐ Parents have low English proficiency

☐ Home language not English

☐ Prior schooling not in English

☐ Comes from a culture with no written language

☐ Low-level or no experience with institutionalized education

Previously Unrecorded Variables

☐ Victim of discrimination

☐ Stressful immigration experience

☐ Serious or chronic illness or injury

☐ Physical Disability

☐ Learning Disability

☐ Pregnancy

☐ Coming out

☐ Victim of violence

☐ Parents are undocumented immigrants

☐ Drug/alcohol dependency in the family

☐ Ever enrolled in Special Education

2. In your judgment, does the applicant excel despite obstacles enumerated above?

○ Strong Yes

○ Average Yes

○ No

○ Not applicable (no obstacles)

3. Did the applicant's home and school environment limit his/her opportunities relative to the UCLA applicant pool?

○ Yes

○ No

Previously Unrecorded Variables

17. Judgment: Overall Application

1. Does the applicant demonstrate spark, pluck, energy, grit, insight, maturity, or originality, relative to the UCLA applicant pool?

○ Strong Yes

○ Average Yes

○ No

2. Will the applicant be likely to contribute positively to campus life?

○ Strong Yes

○ Average Yes

○ No

Previously Unrecorded Variables

18. Instructions

Now we would like to ask you about some characteristics of the applicant that you may or may not be able to identify.

Previously Unrecorded Variables

19. Gender

1. What is the applicant's gender?

- ◯ Female
- ◯ Male
- ◯ Don't Know

Previously Unrecorded Variables

20. Gender

1. How do you know? Check all that apply.

- ☐ Name
- ☐ Honors/Awards/Activities
- ☐ Essay
- ☐ Other

Previously Unrecorded Variables

21. Religion

1. Is the applicant religious?

- ◯ Yes
- ◯ No
- ◯ Don't know

Previously Unrecorded Variables

22. Religion

1. How do you know? Check all that apply.

- ☐ Honors/Awards/Activities
- ☐ Essay
- ☐ Other

Previously Unrecorded Variables

23. Religious Identity

1. What is the applicant's religious identity? Please check all that apply.

- ☐ Protestant
- ☐ Catholic
- ☐ Jewish
- ☐ Muslim
- ☐ Buddhist
- ☐ Other
- ☐ Atheist/agnostic
- ☐ Don't know

Previously Unrecorded Variables

24. Religious Identity

1. How do you know? Check all that apply.

- ☐ Name
- ☐ Honors/Awards/Activities
- ☐ Essay
- ☐ Other

Previously Unrecorded Variables

25. Ethnicity

1. What is the applicant's ethnic group? PLEASE CHECK ALL THAT APPLY.

- ☐ African American/Black/West Indian/African
- ☐ American Indian/Alaska Native
- ☐ Asian (not specified)
- ☐ Chinese/Chinese-American
- ☐ East Indian/Pakistani
- ☐ Filipino/Filipino-American
- ☐ Japanese/Japanese-American
- ☐ Korean/Korean-American
- ☐ Vietnamese/Vietnamese-American
- ☐ Other Asian (not including Middle Eastern)
- ☐ Hispanic/Latino (not specified)
- ☐ Mexican/Mexican-American/Chicano
- ☐ Other Hispanic/Latino (includes Cuban, Puerto Rican, Central American, South American, etc.)
- ☐ Pacific Islander (includes Micronesian, Polynesian, other Pacific Islanders, etc.)
- ☐ White/Caucasian
- ☐ Middle Eastern (includes Arab, Syrian, Palestinian, Persian, Iranian, etc.)
- ☐ Other
- ☐ Don't know

Previously Unrecorded Variables

26. Ethnicity

1. How do you know? Check all that apply.

- [ ] Name
- [ ] Honors/Awards/Activities
- [ ] Essay
- [ ] Other

Previously Unrecorded Variables

27. UCLA Legacy

1. Did another member of the applicant's family attend UCLA?

- ( ) Yes
- ( ) No
- ( ) Don't know

Previously Unrecorded Variables

28. UCLA Legacy

1. How do you know? Check all that apply.

- [ ] Essay
- [ ] Honors/Awards/Activities
- [ ] Other

Previously Unrecorded Variables

29. Immigration Status

1. Was the applicant born in the United States?

- ( ) Yes
- ( ) No

Previously Unrecorded Variables

30. Documentation

1. Is the applicant a citizen or legal resident of the United States?

○ Yes

○ No

○ Don't know

Previously Unrecorded Variables

31. Documentation

1. How do you know? Check all that apply.

☐ Honors/Awards/Activities

☐ Essay

☐ Other

Previously Unrecorded Variables

32. Politics

1. How would you characterize the applicant's political beliefs and opinions?

○ Strongly liberal

○ Somewhat liberal

○ Somewhat conservative

○ Strongly conservative

○ Don't know

Previously Unrecorded Variables

33. Politics

1. How do you know? Check all that apply.

☐ Honors/Awards/Activities

☐ Essay

☐ Other

Previously Unrecorded Variables

34. Thank You!

This is the last page of the questionnaire. If you are satisfied with your answers, please click on the "Next" button in order to submit your final answers.

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APPENDIX FIGURE 4

READSHEET STUDY TRAINING PRESENTATION

Overview

Study Objective: To examine the process of holistic admissions at UCLA and uncover how experienced readers approach the process

Task: Re-read a sample of the applications from the Fall 2008 cycle and report via an online questionnaire what information you were able to glean from them

Timeline: July 30th through August 29th

Instructions

1. Please read the whole application before proceeding with the online questionnaire

2. We will ask that you assign a holistic rank to some of the applications you will be reading. For other applications, we will not ask for a rank.

3. We anticipate that you will have access to a reliable Internet connection.

4. Some of the questions on the online questionnaire will ask you to rate the applicant relative to the UCLA applicant pool. Please use your best judgment in answering these questions.

5. Unlike the actual holistic review process, we do not aim to norm your responses

Instructions

6. Please pay attention to the instructions preceding each question.

7. Please note that almost all questions require an answer.

8. While going through the online questionnaire for a single application, you will be able to navigate back and forth and change your answers to any previous questions. Once you submit your final answers, you will not be able to change them for that particular application.

9. We will send you the link to the online questionnaire to the email address you have provided to the UCLA Admissions Office.
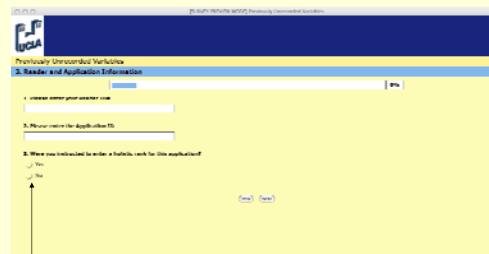
The Coding Questionnaire

Online module: surveymonkey.com
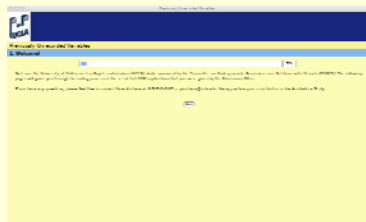
Questions relate either to specific items on the application or to the application as a whole.

The following tutorial will use Norming Application 39 to make illustrative examples.

Reader and Applicant Identification

Please indicate whether you were asked to enter a holistic rank for that specific application.

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1

Major Awards

Page 4

Major Activities

Page 4

Please read carefully the definition of major activities preceding the questions.

Special Program Participation and Overall Judgment of Page 4

Page 4

Overall Judgment of Awards, Activities, and Special Program Participation

Employment

Nature of the position

Page 5

Use of earnings

Accuracy of Course Self-Report

HL, AP, CL and IB Designation

Page 2

a-g Course Names

Refer to Instructions for a list of UC-approved courses

Senior Year Coursework

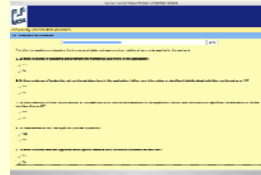12th Grade

Summary of Senior Year Course Load

Page 2

Read Sheet

Overall Strength of Coursework
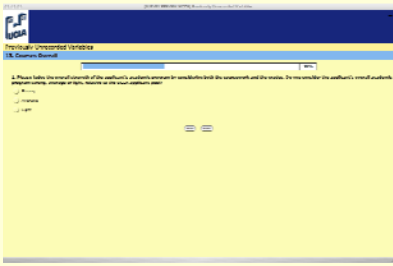
Please use your best judgment using your knowledge of the UCLA applicant pool.

Personal Statements and Additional Comments

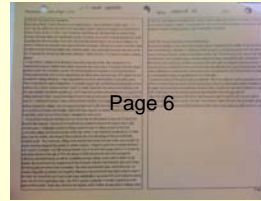Academic achievement not mentioned elsewhere in the application

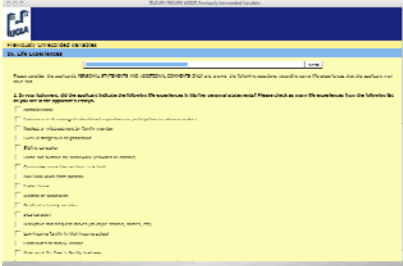Taught self or others a special skill

Pursued a passion

Intellectual maturity

Significant obstacles to achievement in family and/or high school environments

Page 6

Note: some questions ask for assessment relative to the UCLA applicant pool

Life Experiences

e.g. Environment discouraged educational aspirations; Lives in dangerous neighborhood

For a full list of life experiences listed in the questionnaire please refer to your Instructions sheet.
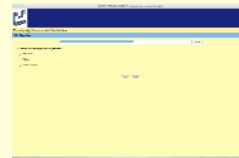
Overall Judgment of the Application

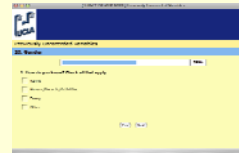## Applicant Characteristics

You may or may not be able to identify the following applicant characteristics

- Gender

- Religious affiliation

- Ethnic group

- UCLA legacy status

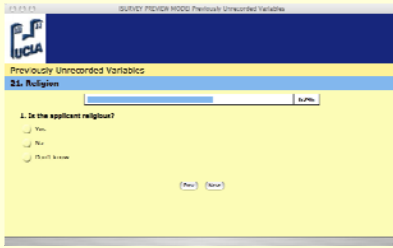- Immigration status

- Political beliefs

Gender

Female

Essay

Religious Identity

If an applicant does not explicitly mention any of the characteristics you were asked to identify, please choose "Don't know" as an answer.

Ethnicity
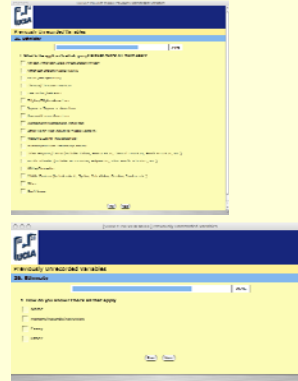
African American

Honors/Awards and Essay

Immigration Status
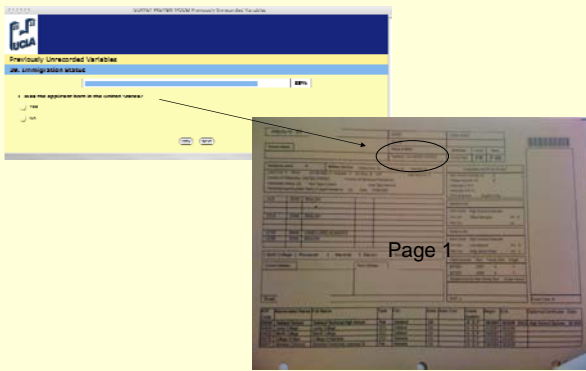
Page 1

Online Survey

Link: http://www.surveymonkey.com/s.aspx?sm=NL2G1ZQBcqCdexqnIw9XCQ_3d_3d

Please read Application Bruin 05.

Online Survey

Link: http://www.surveymonkey.com/s.aspx?sm=NL2G1ZQBcqCdexqnIw9XCQ_3d_3d

Please read Application Bruin 02.

Questions ?

APPENDIX FIGURE 5

2008 UCLA FRESHMAN ADMISSIONS CRITERIA

University of California, Los Angeles
Undergraduate Admissions Criteria — Fall 2008

I.   Background

On August 30, 2006, members of the Academic Senate's Committee on Undergraduate Admissions and Relations with Schools (CUARS) voted to convert to a holistic review process for the admission of freshman students in the College of Letters and Science starting with fall 2007 enrollment. The decision was made to adopt a process similar to UC Berkeley's, since it had already been approved by the Board of Admissions and Relations with Schools (BOARS).

The purpose of a holistic approach to comprehensive review is to give a rigorous, individualized, and qualitative assessment of each applicant's entire dossier. It ensures that academic reviews are based on a wide range of criteria including classroom performance, motivation to seek challenges, and the rigor of the curriculum within the context of high school opportunities. Moreover, academic achievement should not be the sole criterion for admission, as UCLA seeks well-rounded students whose qualifications include outstanding personal accomplishments, distinctive talents, and the potential to make significant contributions to the campus, the state of California, and the nation. In holistic review, no single criterion should be given undue weight, nor a narrow set of criteria used to assess applicants in their selection for admission.

Our goals are to achieve an integrated review process reflective of the full record of student achievement, and to make it comprehensible to the significant number of students applying to UCLA, a flagship campus of the University of California. The admissions process is to be reviewed and revised each year with the objective of moving, over time, toward more nuanced approaches to evaluating applicant qualifications. The admissions review should remain an evolving process that adapts to changing campus conditions and new information about campus life.

The following selection criteria are derived from criteria developed by the Admissions, Enrollment and Preparatory Education Committee of the Berkeley Division of the Academic Senate. Berkeley's criteria were originally developed between September 1995 and October 1996, formally adopted in October 1996, and modified annually for the fall 1998 through fall 2005 admissions cycles. The next section, "Guiding Principles for Undergraduate Admissions," developed by CUARS in fall 2006, is intended to establish a process similar to the one used by UC Berkeley, with an attention to the unique identity and mission of the UCLA campus.

UCLA is a world-class university that serves the nation as an engine of social mobility and fosters economic growth in California communities. UCLA excels in research and has been at the forefront of scientific and humanistic research and social change. We seek students who demonstrate academic excellence, strong social involvement, who have taken full advantage of the opportunities made available to them, and are skilled in problem-solving. UCLA is also ranked first among public and private universities in providing opportunities for social mobility, due to its large numbers of Pell Grant eligible and first-generation college students. We wish to continue this commitment to identifying talented and motivated students who have overcome the obstacles of limited educational and family resources.

II. Guiding Principles For Undergraduate Admissions

UCLA's freshman selection criteria are based on the following principles:

1. The admissions process honors academic achievement and accords priority to students of exceptional academic accomplishment. At the same time, the definition of academic achievement should go beyond strong high school grades and standardized test scores to include such qualities as intellectual curiosity, love of learning, creative thinking, and the potential for growth and development.

2. Each applicant is judged individually and comprehensively, and all achievements are evaluated in the context of opportunities available and challenges faced. Merit should be assessed within the school context, particularly in regard to the applicant's access (or lack thereof) to educational opportunities.

3. The admissions 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 nation. As a public land-grant university, UCLA is entrusted with identifying and cultivating tomorrow's leaders, professionals, artists, scientists, and intellectuals.

4. Students should be admitted from the full range of the UC eligibility pool. By virtue of having achieved UC eligibility, all of the students in the pool demonstrate the potential to succeed at any UC campus. Selecting students from across the breadth of the eligibility pool best enables UCLA to draw from a broad range of student experiences, talents, interests, and skills.

5. The diversity of California has been the source of its accomplishments throughout the state's history. Diversity also creates a rich learning environment and enables graduating seniors to work more effectively in an increasingly pluralistic society. Because its mission is to serve the state of California, UCLA must seek to achieve a diverse student body that encompasses all aspects of difference: race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographical region.

6. In accordance with Proposition 209, the admissions process should be fair and equitable to all applicants by not discriminating against or giving preference to any applicant based on race, ethnicity, gender, or national origin.

7. The selection process should ensure that admitted students are capable of succeeding in UCLA's rigorous and broad-based academic program. Only those students who demonstrate a strong likelihood to persist to graduation should be selected for admission.

III. Freshman Selection Criteria

The purpose of the admissions process is to identify those applicants who, based on a thorough and qualitative review of all information— both academic and non-academic— presented in their applications, are most deserving of admission to UCLA and will make the greatest contribution to UCLA's intellectual and cultural community. All applications will be read in their entirety at least twice. Applications along the tie-breaking line and referred for supplemental review will receive

additional reviews. The admissions evaluation will reflect the reader's thoughtful consideration of the full spectrum of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's academic and personal circumstances and the overall strength of the UCLA applicant pool. The criteria on which this evaluation will be based are as follows:

1. The applicant's full record of achievement in college preparatory work in high school, including the number and rigor of courses taken and grades earned in those courses. Consideration will be given to completion of courses beyond the University's a-g minimums; strength of the senior year course load; and performance in honors, college level, Advanced Placement, and International Baccalaureate Higher Level (IBHL) courses *to the extent that such courses are available to the applicant*. In assessing achievement levels, consideration will be given to individual grades earned, to the pattern of achievement over time, and to an applicant's achievement relative to that of others in his or her high school, including whether he or she is among those identified as Eligible in the Local Context.

2. Personal qualities of the applicant, including leadership ability, character, motivation, tenacity, initiative, originality, creativity, intellectual independence, responsibility, insight, maturity, and demonstrated concern for others and for the community. These qualities may not be reflected in traditional measures of academic achievement. They may be found elsewhere in the application and judged by the reader as positive indicators of the student's ability to succeed at UCLA and beyond.

3. Likely contributions to the intellectual and cultural vitality of the campus. In addition to a broad range of intellectual interests and achievements, consideration will be given to evidence of an applicant's ability and desire to contribute to a campus that values cultural, socioeconomic, and intellectual diversity. This includes the likelihood that the student would make meaningful and unique contributions to intellectual and social interchanges with faculty and fellow students, both inside and outside the classroom.

4. Performance on standardized tests, including the required SAT Subject Tests, the ACT plus Writing or SAT Reasoning, and any Advanced Placement or IBHL examinations the applicant may have taken. Applicants who have not had the opportunity to take Advanced Placement or IBHL courses or who have chosen not to take the examinations for these courses will not be disadvantaged. Test scores will be evaluated in the context of all other academic information in the application and preference will be given to tests that show a demonstrable relationship to curriculum and to Academic Senate statements of competencies expected of entering college students. Under no circumstances does UCLA employ minimum scores or "cut-offs" of any kind.

5. Achievement in academic enrichment programs, including, but not limited to, those sponsored by the University of California. This criterion will be measured by time and depth of participation, by the academic progress made by the applicant during that participation, and by the intellectual rigor of the particular program.

6. Other evidence of achievement. This criterion will recognize exemplary, sustained achievement in any field of intellectual or creative endeavor; accomplishments in the performing arts and athletics; employment; leadership in school or community organizations or activities; and community service.

7. Opportunities. 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 evaluating the context in which academic accomplishments have taken place, readers consider the strength of the high school curriculum, including the availability of honors and Advanced Placement courses, and the total number of college preparatory courses available, among other indicators of the resources available within the school. When appropriate and feasible, readers look comparatively at the achievements of applicants in the same pool who attended the same high school and therefore might be expected to have similar opportunities to achieve.

8. Challenges. For an applicant who has faced any hardships or unusual circumstances, readers consider the maturity, determination, and insight with which he or she has responded to and/or overcome them. Readers also consider other contextual factors that bear directly on the applicant's achievement, including linguistic background, parental education level, and other indicators of support available in the home.

The admissions evaluation should also recognize a wide range of talent and creativity that is not necessarily reflected in traditional measures of academic achievement but which, in the judgment of the reader, is a positive indicator of the student's ability to succeed at UCLA and beyond; to contribute meaningfully and uniquely to intellectual and social interchanges with faculty and fellow students, both inside and outside the classroom; and to make a special contribution to our society and culture. In applying the criteria above, readers should carefully consider evidence provided in the personal statement, as well as in the academic record and list of honors and achievements. For example, the essay may reveal a level of maturity and ability to reflect on one's life experience in relation to the larger world that indicates a high potential to benefit from and contribute to the richness of the intellectual life of the campus. Or it may reveal special qualities of leadership and initiative that indicate unique potential to contribute to the community and to society in an important way through political, social, or other forms of service.

UCLA FALL 2008
FRESHMAN ADMISSION SCORING GUIDELINES

The purpose of the application scoring process is to rate applicants according to the Freshman Selection Criteria. Applicants will be ranked based on the scores they receive from at least two readers and will be admitted in rank order. The score assigned to each applicant should reflect the reader's thoughtful consideration of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's educational and personal circumstances.

Readers are asked to estimate the relative academic strength of each applicant as well as that individual's relative level of achievement in non-academic areas and to consider thoughtfully the type of contribution that student would make to the overall intellectual, social, and cultural community at UCLA. In assessing academic achievement, readers should focus on the full record of achievement, including both the level of achievement reached and, if appropriate, any particularly challenging obstacles or hardships overcome. Quantitative indicators provided in the application, such as unweighted and weighted GPA, number of courses taken, and test scores should be considered in the context of the student's individual high school (as indicated by percentile information provided on the reader sheet) as well as the overall applicant pool. Readers should also consider the broader educational context of each applicant, including academic and demographic information about the high school attended, family educational background, academic support resources available both within and outside the school environment, and barriers to academic success such as family linguistic background or the need to work. Personal contextual factors include a broad range of factors concerning the applicant's life experience and exceptional circumstances within that experience.

Scoring Guide

Applicants will be given a single score that represents the reader's judgment of their relative level of achievement in both academic and non-academic areas. *Applicants who receive a particular score may exhibit quite different patterns of achievement across various dimensions if, in the professional judgment of the reader, those differing patterns nonetheless equate to a similar overall level of achievement when compared to all other UCLA applicants and viewed in the context of opportunities and challenges the applicant has faced.* For cases in which they believe that additional information would be helpful in fully assessing the candidate, readers may, in addition to assigning a score, recommend referral to Supplemental Review. (See additional policy and referral guidelines for Supplemental Review.) Applicants referred to Supplemental Review will retain their original scores and be considered in both pools.

The guidelines below direct readers to assign admission scores based on their professional judgment as to whether the applicant should be recommended for admission.

To assist readers in deciding how many applicants should receive various scores, these guidelines provide rough percentile distributions for each numerical score. Actual admit decisions based on these scores will also depend on the College and, in the case of the Henry Samueli School of Engineering, the School of the Arts & Architecture, the School of Theater, Film and Television, and the School of Nursing, the major to which the applicant has applied.

1. **Emphatically Recommend for Admission.** The score of 1 should be given to those truly outstanding applicants whom the reader would emphatically recommend for admission. Only about 5% of all applicants should receive a score of 1. In arriving at the judgment that an applicant is among the top 5% of all UCLA applicants and so deserves a score of 1, the reader should assess the applicant on the basis of all of the selection criteria, viewed in the context of the educational and personal circumstances of the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are judged to be outstanding and place them toward the high end of all UCLA applicants.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 1 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be sufficiently extraordinary.

2. **Strongly Recommend for Admission.** The score of 2 should be given to applicants whom the reader would strongly recommend for admission. Approximately 10% of all applicants should receive a score of 2, meaning that these applicants, along with those receiving a score of 1, constitute roughly the top 15% of the UCLA applicant pool. In arriving at the judgment that an applicant deserves a score of 2, the readers should assess the applicant on the basis of all of the selection criteria, viewed in the context of the educational and personal circumstances of the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are judged to be very high.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 2 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be sufficiently outstanding.

2.5 **Recommend for Admission.** The score of 2.5 should be given to applicants whom the reader would recommend for admission. Approximately 10 % of all applicants should receive a score of 2.5, meaning that these applicants, along with those receiving scores of 1 and 2, constitute roughly the top 25% of the UCLA applicant pool. In arriving at the judgment that an applicant deserves a score of 2.5, the reader should assess the applicant on the basis of all of the selection criteria, viewed in the context of the educational and personal circumstances of the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are judged to be high.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 2.5 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be sufficiently high.

3. **Acceptable for Admission.** The score of 3 should be given to applicants whom the reader would find acceptable to recommend for admission. Approximately 15% of all applicants should receive a score of 3, meaning that these applicants, along with those receiving scores of 1, 2 and 2.5, constitute roughly the top 40% of the UCLA applicant pool. In arriving at the judgment that an applicant deserves a score of 3, the reader should assess the applicant on the basis of all of the selection criteria, viewed in the context of the educational and personal circumstances of the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are judged to be strong.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 3 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be sufficiently high.

Qualified. Applicants deserving a score of 4 are those who, in the judgment of the reader, are qualified and could succeed at UCLA and contribute to the campus community, but whose overall level of achievement, when judged in context and on the basis of all criteria, is not sufficiently high relative to the rest of the applicant pool to warrant recommending admission. Approximately 50% of all applicants should receive a score of 4.

5.   **Recommend Deny.** Applicants deserving a score of 5 are those who readers cannot say with confidence could succeed at UCLA, given their level of preparation relative to applicants who will be admitted. These applicants appear to meet minimum U.C. eligibility standards, based on information available at the time of the review. Approximately 10% of all applicants should receive a score of 5.

As noted above, any applicant can also be recommended for referral to Supplemental Review if the reader feels the application meets the Supplemental Review referral guidelines.

UCLA Fall 2008
Reader Guidelines for Referral to the Supplemental Review Pool

Background on the Supplemental Review Process

The Supplemental Review evaluation process is designed to provide additional review for applicants who are close to being competitive for admission, but whose applications are particularly challenging or lack essential information that would confirm for the reader that the applicant should receive a score likely to result in admission. Supplemental Review was created to allow UCLA to admit a very small number of students who for some significant reason—for example, special talents in particular areas or having achieved despite severe hardship—are particularly deserving of the opportunity for a UC education. Virtually all of the applicants admitted through this process will be UC-eligible and, in fact, most will far exceed minimum eligibility requirements. Consistent with the Guiding Principles the faculty has articulated for undergraduate admissions, applicants admitted through the Supplemental Review process must demonstrate personal qualities and levels of academic preparation that indicate a strong likelihood that they will persist to graduation given the academic and personal support services available on campus.

Supplemental Review candidates are identified by admissions readers during the regular reading process. Readers assign these applicants a holistic score, but also note that they recommend the candidates be referred to Supplemental Review. Recommendations for referral to the Supplemental Review pool are reviewed and confirmed by resource team leaders. Once a team leader confirms a reader's referral to Supplemental Review, the applicant is sent a questionnaire that gives the applicant an opportunity to expand on information provided in the original application such as special talents/skills, personal circumstances (which includes but is not limited to: medical conditions, immigrant experience, disabilities, family experiences and opportunities that were or were not available at school or home), and any extraordinary circumstances that the applicant believes bear on his or her high school performance. Applicants are also offered the opportunity to submit seventh-semester grades. These applications are reviewed by senior admissions readers in a process similar to the regular reading process. Depending on the size of the Supplemental Review pool and the distribution of scores, Supplemental Review candidates may be subject to a tie-breaking process which would again be similar to that of the regular reading process.

Criteria for Referral to Supplemental Review

Readers should use their professional judgment to evaluate each applicant on the full range of selection criteria, using all of the information available in the application and evaluating that information in the context of opportunity. Applicants whom the reader wishes to refer to Supplemental Review should be given a unitary score that reflects the reader's judgment of the applicant's relative qualifications in comparison to the full range of the UCLA applicant pool, based on the information available.

The referral criteria listed below are designed to capture the most likely circumstances in which readers would wish to refer applicants to Supplemental Review. They cannot, however, cover every circumstance in which referral is the right course of action. Therefore, readers evaluating applicants whose cases meet the spirit of the Supplemental Review process, even if their circumstances are not covered by any of the guidelines below, should recommend referral to Supplemental Review. Although many cases referred to Supplemental Review will be applicants who have experienced hardship or limited academic opportunities, the committee recognizes that some applicants who have not experienced hardship as that term is traditionally defined may nonetheless have

encountered extraordinary circumstances of various types that make them appropriate candidates for Supplemental Review. Finally, because UCLA receives so many applications from low-income students, the fact that an applicant comes from a low-income family and/or has parents who did not graduate from college is not enough to warrant an applicant being referred to the Supplemental Review pool.

In general, and noting the exceptions and qualifications in the paragraphs above, readers should use the following criteria when referring applicants to Supplemental Review.

- Evidence of great improvement in the academic record but not to a level that would be competitive for regular admission, accompanied by reasons for the initial poor performance that are in keeping with the intent of the policy.

- Evidence of extraordinary talent in one area but lacking the overall balance that would be found in most applicants who are likely to be admitted through the regular review process.

- Evidence of significant academic achievement or the potential for academic achievement at the University in spite of extraordinary or compound disadvantage or other disability or other unusual circumstances.

- Evidence of academic achievement at a level that may indicate the potential for success at UCLA, but with insufficient information in the application with which to fully gauge this— such that the reader feels the scoring would benefit from review of a completed applicant questionnaire, and seventh-semester grades. Applicants referred based on insufficient information should have participated in outreach programs and/or demonstrated the ability to overcome substantial hardship. In cases where referral to Supplemental Review is in doubt, participation in outreach programs is a sufficient ground in itself to refer the application.

- Evidence of impassioned and continuing commitment and extraordinary achievement in a particular area (e.g., intellectual or creative activity, athletics, leadership, or community service) or evidence of character traits that imply a strong likelihood of making a significant contribution to campus life at UCLA.

- Evidence of relative lack of access to, counseling about, or support to take a-g, honors, or AP classes or required college entrance examinations.

APPENDIX FIGURE 6

UC SCORE CALCULATION PROCEDURES

UC Score Total

The University calculates your UC Score Total as follows:

If you took the SAT Reasoning Test: The University converts your highest scores in critical reading, math and writing from a single sitting and two SAT Subject Tests from different subject areas to equivalent UC Scores (see translation table below). Then all five UC Scores are added together to produce your UC Score Total (critical reading + math + writing + subject test 1 + subject test 2).

If you took the ACT plus its Writing exam: The University takes your highest math, reading, science and combined English/writing score from a single sitting and converts them to equivalent UC scores (see the translation table below). To give the ACT writing component equal weight to the SAT writing exam, the University multiplies the sum of your converted math, reading and science scores by two-thirds, then adds the converted English/writing score. This subtotal is then added to your two highest SAT Subject Test scores from two different subject areas, which are also converted to equivalent UC Scores, to reach your UC Score Total ([math + reading + science] x 0.667 + English/writing + subject test 1 + subject test 2).

SAT Test Score Translation			
SAT Score	UC Score	SAT Score	UC Score
800	100	490	48
790	98	480	47
780	97	470	45
770	95	460	43
760	93	450	42
750	92	440	40
740	90	430	38
730	88	420	37
720	87	410	35
710	85	400	33
700	83	390	32
690	82	380	30
680	80	370	28
670	78	360	27
660	77	350	25
650	75	340	23
640	73	330	22
630	72	320	20

620	70	310	18
610	68	300	17
600	67	290	15
590	65	280	13
580	63	270	12
570	62	260	10
560	60	250	8
550	58	240	7
540	57	230	5
530	55	220	3
520	53	210	2
510	52	200	0
500	50		

ACT Test Score Translation

ACT Score	UC Score	ACT Score	UC Score
36	100	20	47
35	97	19	43
34	93	18	40
33	90	17	37
32	87	16	33
31	83	15	30
30	80	14	27
29	77	13	23
28	73	12	20
27	70	11	17
26	67	10	13
25	63	9	10
24	60	8	7
23	57	7	3
22	53	1-6	0
21	50		