

**HOLISTIC REVIEW IN FRESHMAN ADMISSIONS
AT THE UNIVERSITY OF CALIFORNIA--LOS ANGELES
2009-11 UPDATE**

**Prepared for the Committee on
Undergraduate Admissions and Relations with Schools (CUARS)**

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TABLE OF CONTENTS

	Page
Executive Summary	3
Acknowledgements	6
1. Introduction	7
2. Applicant Pool	9
3. The Review Process	12
4. A Model of the Admissions Process	13
5. Holistic Ranking in Regular Review, 2007-11	15
6. Final, Supplemental, and School Review	18
7. Trends Admission Disparities among Ethnic Identity Groups	19
8. Summary and Conclusions	24
Tables	28
Appendix Tables	39
Figures	55

HOLISTIC REVIEW IN FRESHMAN ADMISSIONS: 2007-11 UPDATE

EXECUTIVE SUMMARY

This report is an update to a study of holistic review in freshman admissions at UCLA Commissioned by the Committee on Undergraduate Admissions and Relations with Schools (CUARS) in 2008 and released in 2012. This report should be read in tandem with the 2012 report, which provides details about the motivation, guiding questions, data, and research methodology used in both the original and follow-up studies. The original study, based on administrative and other data for Fall 2007 and 2008 applicants, examined 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 given to the many factors that are considered in holistic ranking of applications and considered differences in admissions outcomes among ethnic identity groups in the applicant pool. It distinguished among the several stages of the review process -- Regular, Final, Supplemental, and School reviews. The updated study addresses the same issues with a similar approach, using administrative data on applications for freshman admissions for five years from Fall 2007 through Fall 2011. The conclusions of the follow-up study are as follows:

1. In 2009-11, as in 2007-08, holistic ranking in Regular Review, the stage of the admissions process when most admission decisions are made works much as prescribed. 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 academic accomplishment, including college preparatory coursework and performance on Advanced Placement tests, also have substantial beneficial effects on holistic

- ranking. Although these factors have the largest effects on favorable ranking and 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 contribute to favorable holistic ranking. An applicant who has many of these assets will win out against an applicant who lacks them. In each year, net disparities among ethnic identity groups in holistic ranking in Regular Review are very small.
2. 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. 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 measured academic qualifications, personal characteristics, and measured challenges and hardships.
 3. 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. 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. The disadvantages of Asian applicants occur, with varying magnitudes, throughout the admissions process. 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.

4. Although net disparities among ethnic identity groups persist, especially in the Final and Supplemental Review stages of the admissions process, the net advantages to African American and Latino applicants have declined somewhat over the 2007-11 period. The disadvantages experienced by some Asian applicant groups, however, have not declined over this period.
5. An important change between 2007 and 2011 is the growth in numbers of international applicants who are admitted to UCLA. Among those who applied for freshman admission in Fall 2011, international students are admitted in higher numbers than would be expected on the basis of their measured qualifications. The net advantage of these applicants and disadvantage of some Asian American applicants are much larger than disparities for the other major ethnic identity groups (African American, Latino, and White).

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HOLISTIC REVIEW IN FRESHMAN ADMISSIONS AT UCLA:

2009-11 UPDATE

1. INTRODUCTION

This document is an update of the report, “Holistic Review in Freshman Admissions at the University of California – Los Angeles,” which I prepared for the Committee on Undergraduate Admissions and Relations with Schools. Commissioned in 2008, the final report was submitted to CUARS in January 2012. As of May 2014, this report is available at:

<http://www.senate.ucla.edu/committees/cuars/documents/UCLAReportonHolisticReviewinFreshmanAdmissions.pdf> . In this document I refer to that report as the “2012 study.”

That report consists of a statistical analysis of data on freshman admissions at UCLA for Fall of 2007 and Fall 2008. Given the gap in time between 2008 and the completion of the report, I recommended that CUARS commission an update of the 2012 report, using the most recent available data and documenting trends in the admissions process and outcomes since 2007. The purpose of the update is to show both whether the results and conclusions of the 2012 report were applicable to the more recent period and also and identify any changes in admissions patterns that may have taken place. With funding from the Office of the Executive Vice-Chancellor, CUARS commissioned a follow-up study, which was carried out in the Summer of 2012 and the 2012-13 academic year. The follow-up study was based on application data for admissions in Fall 2007 through Fall 2011. This document reports the results of the follow-up study.

Except where noted below, this study maintains the research goals, data, and methodology of the original CUARS study. *Although some aspects of the study are described again here, this report should be read in tandem with the original study report,*

which provides most of the essential details about assumptions and procedures used in the original and follow-up studies. Page numbers cited from the 2012 study refer to the January 2012 version of that document. The follow-up study consists of: (1) a description of the applicant and admitted populations to UCLA for the Fall of 2007-11; (2) the use of a model for the admissions process that was developed in the original study and which takes account of the several stages of review – Regular, Final, Supplementary, and School Review; (3) using admissions data for Fall 2007 through 2011, examination of the ways in which the characteristics of applicants affect their holistic ranking and eventual admission decision in these several review stages; (4) quantification of the weights that readers give to various academic and nonacademic factors in the holistic reading process; (5) quantification of ethnic variation in admissions outcomes and their implications for the makeup of the admitted Freshman cohort. The emphasis in the follow-up study and this report is on the *time trend* in patterns of results relative to the baseline pattern for 2007-08 documented in the 2012 report.

For the follow-up study, the following data were used for persons who applied to UCLA in the Fall of 2007 through Fall 2011: (1) the Readsheets data for each applicant, (2) data on the ethnic identity of each applicant who provided this information, (3) and holistic rankings provided by each reader of an application plus additional information on the admission process. Details about these data sources are provided in the original report (pp. 11-15). Unlike the original study, the follow-up did not collect any data on readers' perceptions of the applicant, which were obtained through a reread study of a sample of Fall 2008 applicants in the original study. The original study found that, whereas perceptual factors may influence the ranks that readers give to applicants, these effects on admission decisions are very small relative to those for factors recorded on the

readsheets. To save time and money, I did no further reread studies.

Like the original study, the follow-up is concerned with the holistic review process in freshman admissions. It takes account of the complex set of steps in reviewing applications in a given year, including the several stages of review, and examines the statistical relationships between the characteristics of applicants and admissions outcomes at each stage.¹

Section 2 provides a descriptive overview of the 2011 and 2008 Freshman applicant populations at UCLA. Section 3 describes the stages of holistic review for Freshman admissions. Section 4 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 5 summarizes my analysis of holistic ranking in Regular Review, the review stage that determines most admission decisions. Section 6 examines assignment to and holistic ranking in Final, Supplemental, and School Review. Section 7 presents a trend analysis of disparities in admissions among ethnic identity groups, quantifying these disparities and showing where in the admissions process they occur. Section 8 presents a summary and conclusion.

2. CHANGES IN THE APPLICANT POOL AND ADMISSION

Applicants to UCLA are drawn disproportionately from among the most accomplished secondary school students in California, as well as a selective group of out of state residents. UCLA applicants score well above average on all measures of academic performance, including high school grades, standardized test scores, advanced

¹ Details about the scope and limitations of this type of study are provided in the 2012 report (pp. 9-10).

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. These patterns are discussed in some length in the 2012 report and will not be restated here. Instead, I will point mainly to a small number of recent changes.

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 UCLA 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. The top panel of Tables 1a and 1b shows Fall 2011 and 2008 applicants classified by gender, place of official residence, and ethnic identity.² The bottom panel replaces ethnic identity with high school grade point average (GPA). The number of applicants to UCLA increased by more than 10 percent from 2008 to 2011 (from 55,457 to 61,451). Whereas in 2008 approximately 85 percent of applicants officially were California residents, this percentage fell below 80 percent in 2011 reflecting a near doubling in the number of applicants from elsewhere, including U.S. out of state and international applicants. The increases in numbers of applicants varied among ethnic identity groups. As shown in Figure 1, increases were particularly marked among the North Asian and Latino groups, whereas African Americans increased much more modestly and Whites and South Asian groups were largely unchanged. The heterogenous “other” category, which includes

² The ethnic identity classifications used in the admissions process and in this report are discussed in detail on pp. 14-15 of the 2012 report.

Native Americans, those who declined to state their ethnic identity on their applications, and international applicants, also increased somewhat through this period. As shown in the classification of applicants in Tables 1a and 1b, the “other” category changes substantially in makeup during this period. International applicants become a much larger component of the “other” category and thus make up most of the increase in the applicant pool shown in Figure 1. Among domestic applicants, women continue to make up a disproportionate share of applicants (approximately 6 female applicants for each 5 male applicants). Among foreign applicants, however, a majority are men (a ratio of roughly 6 males per female applicant).

Figure 2 shows corresponding trends in numbers of applicants who were *admitted* between 2007 and 2011 by ethnic identity groups. These trends roughly parallel the increases in applicants shown in Figure 1, but successful applicants increase more in some groups than others. Numbers of admitted applicants increase markedly for Whites, North Asians, and “Others,” whereas the increases for African Americans and Southeast Asians are much more modest. Some of the processes that underpin these diverse trends are discussed later in this report.

As shown in Table 2a, in 2011, as throughout the 2007-11 period, applicants to UCLA came 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. These disparities, as well as those among applicants whose parents had diverse levels of educational attainment, were discussed in some detail in the 2012 report. One notable change between 2008 and 2011 is the growth in the proportion of applicants from the most affluent families, at least as measured in the income categories that were available in the application data. Among

applicants who reported their family incomes, the percentage whose families earned in excess of \$150,000 per year increased from approximately 22 percent [17/(100-24)] to 28 percent [(24/(100-13))]. Among the identity groups, the largest increase in the relative size of the most affluent group is the “other” category for whom the percentage in the most affluent group increased from 27 [17/(100-37)] to 38 [37/(100-20)] percent.

3. THE REVIEW PROCESS

As discussed at length in the 2012 report, 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. Tables 3a and 3b tally the distribution of application and admission across these five channels in 2011 and 2008 respectively. 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 and, within the College of Letters and Sciences, a different subset of applicants is referred for Supplemental Review. Some applicants who received Supplemental Review 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.³

³ Further details about these admissions pathways and assumptions used in preparing these tables are provided in the 2012 report (pp. 20-25).

Tables 3a and 3b show that, in both years, a large majority of admitted applicants is established through “Regular” admission, a pattern that is even stronger in 2011 than in 2008. In 2008 approximately 84 percent of admission decisions and 75 percent of favorable decisions were made in Regular Review, 9 percent of decisions and 14 percent of favorable decisions were made in Final Review, and 5 percent of decisions and 6 percent of favorable decision were made in Supplemental Review. In 2011, approximately 85 percent of decisions were made in Regular review and 80 percent of favorable decisions were made at that stage. Other review stages became somewhat less numerically important, especially Supplemental Review, where the number admitted remained essentially unchanged despite a large increase in the applicant pool.

The 2012 report showed how holistic score distributions are linked to admissions decisions across stages of the review process, colleges within UCLA, and ethnic identity groups for 2007-08. In my estimation, no remarkable changes in these relationships took place between 2007 and 2011 and thus these patterns are not discussed in this follow-up report.

4. 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 (Regular, Final, Supplemental, and School Reviews) 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. With some minor modifications, the accounting and statistical models used in the follow-up study are identical to those used in the 2012 study. These two parts of the model are discussed in detail in the 2012 report (pp. 27-53).^{4 5}

To briefly summarize, in the follow-up analyses, the statistical model for each stage of the review process includes measures of (1) high school academic achievement, including Grade Point Average (relative to applicants to UCLA from the applicant's own high school), amount of college preparatory coursework (A-G courses), advanced placement test performance, a measure of whether an applicant's high school performance made them "Eligible in a Local Context" (ELC) for admission to a UC campus, and whether an applicant's grades exhibited a favorable or unfavorable trend over the high school years; (2) performance on standardized tests (relative to applicants to UCLA from the applicant's own high school) and whether the applicant participated in a university outreach program; (3) socioeconomic and demographic characteristics, including family income relative to the poverty line, parents' educational attainment, applicant's ethnic identity, gender, whether the applicant was a California Resident, and

⁴ Between 2007 and 2011 there were minor changes in the ways in which read scores in the various review stages affected admission decisions, both in determining cutoffs between admitted and nonadmitted applicants and in determining score levels within which other criteria would be used to make admissions decisions. The accounting model results reported in this update take account of these changes. The details of these changes are summarized in Appendix Tables A1 and A2.

⁵ As discussed in the 2012 report, in the statistical models, where data were missing on key variables, I included dummy variables for whether or not data are missing on those variables for a given applicant. I follow this same procedure in the follow-up study, but when the UC Score percentile, the key measure of performance on standardized tests, or High School GPA percentile is missing, I also include interactions between whether these variables are missing and their actual values. The rationale for this change is discussed in footnote 14 and 18 (pp. 39-40 and p. 44) of the 2012 report. I also re-estimated the statistical and accounting models for 2007 and 2008 to create a common modelling strategy across all five years. This may result in small differences between results reported for 2007-08 in the 2012 report and those reported for the follow-up study.

whether s/he was an international student; and (4) and a large number of characteristics of the applicant's high school, which are summarized on pp. 46-48 of the 2012 report. The measures of these characteristics are intended to capture most of the factors that readers are trained to take into account when they evaluate admissions files.

The 2012 report discusses a number of additional methodological issues that affect the interpretations and conclusions based on these analyses. These include the distinction between a statistical association and a true ("causal") effect, the distinction between the statistical significance of an estimated effect and the size of the effect, the distinction between the size of an effect and the importance of the effect, and the nuances of interpreting nonlinear models.⁶

5. HOLISTIC RANKING IN REGULAR REVIEW FOR 2007 AND 2011

Because of the complexity of the models, there is no single best way to view the results. In this section I show ordered logit model coefficients for the statistical model Fall 2011 and Fall 2007. The coefficients and their estimated standard errors and test statistics are directly estimated quantities that summarize effects on holistic ranking. The ordered logit model is nonlinear, and thus predicts a relatively unintuitive dependent variable. Moreover, the assumptions of the ordered logit model do not strictly hold for holistic ranking. However, it is useful for broad observations about stability and change in patterns of association, which are the main focus of this report. The implications of models such as these for ethnic identity group disparities in admission are shown in a more intuitive way in Section 7 of this report.^{7 8}

⁶ See pp. 50-53 of the 2012 report for the details.

⁷ The 2012 report also includes an extensive set of graphs of predicted probabilities of having a favorable read score across levels or categories of the predictor variables, holding constant the distributions of the

Table 4 reports ordered logit regression coefficients for the six-category holistic rank that readers assign in Regular Review for the Fall 2011 and Fall 2007 classes. 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 into account that most applications are read by two or more readers and thus we have two or more data points per person in those cases. 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. 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 1/100th 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.

The overall pattern of associations between applicant characteristics and holistic read scores for both 2007 and 2011 is consistent with the results reported in the 2012

other variables in the model (see pp. 109-116). Because of the relative stability of results and in the interests of brevity, I have not prepared similar graphs for the follow-up study results.

⁸ 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. The multinomial logit model predictions are used in the accounting model results reported in the next section.

report. With only a few exceptions, there is little evidence of change in the directions of association or relative weight given to the various predictors of read scores. High school GPA standardized test scores (“UC Scores”) have very large effects on read scores. The GPA and UC Score results are consistent with the pattern discussed in the 2011 report, namely that impact of these metrics of qualification accelerate at the top ends of their distribution. Increases in GPA or UC Score at the low end of their distributions do not have much impact on an applicant’s already low admissions chances. On the other hand, at the top end of the GPA and UC Score distributions, similar increments have much larger beneficial effects on read scores. The data are also consistent with the conjecture that readers rely on absolute as well as percentile versions of GPA and UC Scores, and make stronger use of the absolute measures when the percentile measures are missing from the application.⁹ The estimated results indicate that, in both years, a number of other factors may also affect the read score and, taken together, they can potentially reinforce or offset the large effects of GPA and UC Scores.

For the most part the differences between years in the estimated coefficients do not signify any qualitative differences in how read scores are assigned. The key exceptions to this are the estimated effects of California residence and being an international applicant. Whereas in 2007 there was no net difference between California residents and non-residents in their read score, in 2011, all others things equal, California residents score significantly worse than nonresidents. Whereas international applicants scored much worse than domestic applicants in 2007, in 2011 the international applicants score significantly better. These patterns are consistent with the overall higher level of admissions of international applicants already documented. Whether this reflects an

⁹ In this respect the models presented here differ from those presented in the 2012 report, which did not include the differential effects of absolute GPA and UC Scores by whether the percentile versions of these measures were missing or present in the application.

improvement in the average qualifications of international (and possibly domestic out-of-state) applicants or a change in how readers appraise their qualifications cannot be ascertained from this analysis. A somewhat less dramatic change is in the net differences among ethnic identity groups. The largest of these changes is for African American applicants. Whereas Black applicants received somewhat more favorable read scores in 2007 than members of other ethnic identity groups with similar qualifications and characteristics, they now receive similar or even slightly worse scores than similarly qualified White applicants.

Taken as a whole, these results suggest that readers of applications in the Regular Review stage of admissions continue to follow established guidelines in their assessments.

6. FINAL, SUPPLEMENTAL, AND SCHOOL REVIEW

My analysis of the effects of applicant qualifications and characteristics on the several stages of subsequent review, including referral to and scoring in Final, Supplemental, and School Reviews detects no substantial changes between 2007 and 2011 in estimated coefficients for the models I estimated for each of these stages. My description of the results for these stages of review in 2008 (see pp. 64-69 of the 2012 report) is broadly applicable to the results for 2011. The only exception to this generalization is in treatment of international applicants. International applicants were more likely to be assigned to final review in 2011 than in 2007 and were scored more favorably in Final Review in the later period relative to similarly qualified domestic applicants. On the other hand, international applicants were assigned to Supplemental Review at a lower rate in 2011 than in 2007. In the interests of brevity, I do not provide a

systematic discussion of these results in this report. The model coefficients for each review stage for 2011 are reported in Appendix Table A3. The implications of these and other, more subtle shifts in the treatment of different groups in the review process are discussed more fully in the next section.

8. TRENDS IN ADMISSION DISPARITIES AMONG ETHNIC IDENTITY GROUPS

In examining possible 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 that are included in the statistical models for stages of the review process, 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. 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. Based on analyses of these quantities for 2007 and 2008, the 2012 report reported the following findings:

1. 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 gross disparities arise principally in Regular Review. Final and Supplemental reviews dampen these disparities to some degree.
2. 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.
3. Relative to the entire cohort of admitted students, these disparities are 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 core of the follow-up study is to make parallel calculations for each year from 2007 through 2011 to see how the patterns reported for 2007-08 may have changed.

Summary tabulations of these calculations are provided in Tables 5 and 6.¹⁰ Table 5

¹⁰ These tables are abbreviated versions of the detailed decomposition tables that were used in the 2012 report. Full versions for all five years are included as Appendix Tables A5a-A5e in this document.

shows, for each ethnic identity group in each year, the numbers of persons admitted under alternative assumptions about the distributions of characteristics across groups and the degree to which each group is over or underrepresented among admitted students, both relative to a standard of an identical admission rate for each group (“disparity”) and relative to a standard of what we would expect if each group had the same distribution of personal characteristics (“adjusted disparity”). Table 6 shows, for each identity group in each year, the contributions of each review stage (“Regular,” “Final,” “Supplemental,” and “School”) to the adjusted disparities.¹¹

Gross and Adjusted Disparity Trends. The trends documented in Tables 5 and 6 are shown more clearly in Figures 3-9. Figure 9 shows the trend in the “gross disparities” among ethnic identity groups from 2007 to 2011 in numbers of admitted that reflect the basic patterns of application and admission shown in Figures 1 and 2 that were discussed above. In each period, African American, Latino, and Southeast Asian applicants are underrepresented among those who are admitted, whereas North Asian applicants are overrepresented. These patterns mainly reflect the generally unfavorable levels of high school performance and socioeconomic positions of the former groups and the generally favorable levels of these characteristics for the latter group. For African American and Latino applicants, however, these gross disparities have grown larger over the 5 year period. For blacks the deficit grew from 87 to 276, whereas for Latinos it grew from 226 to 738. As indicated in Figures 1 and 2, these trends reflect that levels of admission for these groups did not keep pace with the growing number of applicants.

¹¹ Differences between estimates for 2007 and 2008 reported here and those contained in the 2012 report arise because of small differences between the specification of the statistical models used in the 2012 and follow-up studies. In particular, the follow-up study made no use of reread study variables because those data were only collected for Fall 2008 applicants. Additionally, the models used in this report make different assumptions about the ways in which readers appraised applications that are missing high school GPA and UC Score percentiles. See footnotes 5 and 9 for further details.

The most striking feature of Figure 3, however, is the overrepresentation (relative to the size of the applicant pool) of admitted students in the “other” group, a category that is now made up of mainly international students. The gross disparity grows from essentially zero in 2007 to almost 800 in 2011, an amount that roughly approximates the increasing shortfalls of African Americans and Latinos.

When one takes account of the characteristics of applicants that affect admission - high school performance, standardized test scores, and social and demographic characteristics – a much different pattern of disparities emerges. Speaking broadly, Asians, especially the “North Asian” groups, are underrepresented among admitted applicants, a pattern that shows no sign of abating over the 2007-11 period. All other groups are somewhat overrepresented, though for the most part these disparities are relatively small. It is noteworthy that the adjusted disparities that favored African Americans and Latinos in 2007-08 have shrunk considerably over the five year period. The adjusted disparity for African Americans declined from 164 in 2007 to 78 in 2011 and the adjusted disparity for Latinos declined from 116 in 2007 to a net *disadvantage* of 15 in 2011.

As is the case for the gross disparities, however, the most striking change between 2007 and 2011 in the adjusted disparities is for the “other” group. In 2011, this group enjoys a substantially net advantage in admission, over 200 extra admitted students beyond what would be expected on the basis of their observed personal characteristics and qualifications. The large growth in this positive net disparity for “others,” which is the result of much higher admission levels for international students, mirrors declines in net disparities for White, African American, and Latino groups and the increase in the net disadvantage of Asian applicants between 2010 and 2011.

Figures 5 and 6 provide some perspective on the magnitudes of the adjusted disparities discussed in this section of the report. Figure 5 shows the trends in adjusted disparities relative to the numbers of applicants who are admitted for each group. By this standard, the disparities are small (less than 10 percent) for each group except African Americans. For Black applicants, however, the relative size of this disparities has decreased markedly, from approximately 50 percent to 20 percent, over this period. In 2011, the number of admitted African Americans is approximately 20 percent higher than would be expected on the basis of their measured characteristics and qualifications. Relative to the admitted cohort overall, however, all of these disparities are very small (less than 2.5 percent for all groups).

Adjusted Disparities by Review Stage. Figures 7, 8, and 9 show trends in adjusted disparities in “Regular,” “Final,” and “Supplemental” review stages respectively. In Regular review (Figure 7), Whites enjoy a small yet persistent advantage of approximately 50 extra admitted applicants, whereas North Asians are disadvantaged to a much larger degree (in the neighborhood of 150 extra admits each year). Over time, there are two notable changes. First, the small advantage that Black applicants enjoyed in Regular review in 2007-08 disappeared by 2011. And second, “other” applicants in 2011 enjoyed a large positive adjusted disparity of almost 100 admitted applicants.

The contributions of Final Review (Figure 8) to overall adjusted disparities are smaller than those of Regular Review and show little evidence of change. In most years African Americans experience a small advantage and North Asians a relatively small disadvantage at this review stage. The “other” group had a notably large benefit through final review in 2011 (76 admitted students) who made up a significant part of their overall advantage in that year. In Supplemental Review (Figure 9), net disparities are,

with one exception, largely unchanged between 2007 and 2011. The advantages of African Americans (of approximately 50 admitted applicants) and the disadvantages of North Asians (of roughly 75 admits), persist through this period. Again, however, the “other” group was advantaged in this review stage in 2011 to a level identical to that of African American applicants (51 admits).

Summary. In summary, North Asian applicants experienced a net disadvantage at each of these three review stages, an adjusted disparity that did not change very much between 2007 and 2011. The “other” group, increasingly made up of international students enjoyed an increasing advantage and, by 2011, had a positive net disparity at each of these three review stages. The net advantages of African American and Latino applicants dropped markedly over this period, though small advantages remain for African Americans in Supplemental Review and for Latinos in Regular Review. Whites enjoy a persistent advantage in Regular Review, though this is offset to some degree in the later review stages.

9. SUMMARY AND CONCLUSION

This study updates the research on the UCLA freshman admissions process that was described in my 2012 report. The statistical models, procedures, and analytic goals of this follow-up study were much the same as the early study, although the emphasis is on what, if anything, has changed between the 2007-08 period, which was the focus of the 2012 report and the 2009-2011 period. My analyses and conclusions can be summarized as follows:

1. In 2009-11, as in 2007-08, holistic ranking in Regular Review, the stage of the admissions process when most admission decisions are made works much as

prescribed. 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 academic accomplishment, including college preparatory coursework and performance on Advanced Placement tests, also have substantial beneficial effects on holistic ranking. Although these factors have the largest effects on favorable ranking and 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 contribute to favorable holistic ranking. An applicant who has many of these assets will win out against an applicant who lacks them. In each year, net disparities among ethnic identity groups in holistic ranking in Regular Review are very small.

2. 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. 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 measured academic qualifications, personal characteristics, and measured challenges and hardships.

3. 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. 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. The disadvantages of Asian applicants occur, with varying magnitudes, throughout the admissions process. 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.
4. Although net disparities among ethnic identity groups persist, especially in the Final and Supplemental Review stages of the admissions process, the net advantages to African American and Latino applicants appear to have declined somewhat over the 2007-11 period. The disadvantages experienced by some Asian applicant groups, however, have not declined over this period.
5. An important change between 2007 and 2011 is the growth in numbers of international applicants who are admitted to UCLA. Among those who applied for freshman admission in Fall 2011, international students are admitted in higher numbers than would be expected on the basis of their measured qualifications.

The net advantage of these applicants and disadvantage of some Asian American applicants are much larger than disparities for the other major ethnic identity groups (African American, Latino, and White).

Over the period from 2007 to 2011, the relative sizes of disparities in overall admission rates and in how applicants are treated at the various stages of the review process among social groups have changed. Some disparities, such as the net advantages accorded to African Americans and Latinos have declined substantially, whereas others, such as the net disadvantage to North Asian groups have persisted, whereas still others, notably the net advantage to international applicants, have emerged and grown much larger. As I wrote in conclusion of the 2012 report, whether these disparities are considered small or large is a normative, policy issue rather than a scientific one. But it does seem prudent for UCLA to continue to monitor the admissions process with studies similar to this one, not with the intent of reaching a final conclusion about whether the holistic review system is fair or unfair, but to keep abreast of the intended and unintended effects of changes in university policies and applicant demography on who gets into UCLA.

Table 1a. Applicants by Ethnic Identity, High School Grades, Gender and California Residency, 2011

Characteristic	Official Residence						Total
	California			Elsewhere			
	Male	Female	Unknown	Male	Female	Unknown	
<u>Ethnic Identity</u>							
Native	126	151	3	44	34	2	360
African American	1,000	1,677	12	209	414	1	3,313
Chicano/Latino	5,095	7,408	78	359	437	5	13,382
North Asian American	6,084	6,625	33	1,140	1,103	8	14,993
South Asian American	2,493	3,315	21	186	234	0	6,249
White	6,235	6,880	58	1,402	1,459	17	16,051
Declined to state	363	425	392	75	96	65	1,416
Foreign	19	8	0	3,034	2,563	63	5,687
Total	21,415	26,489	597	6,449	6,340	161	61,451
<u>High School Grades</u>							
Missing	0	0	1	12	11	13	3
Below 3.0	9	7	8	7	6	7	8
3.0 to 3.33	19	17	16	13	11	7	17
3.34 to 3.66	29	30	28	24	24	21	28
3.67 to 3.99	33	36	36	34	37	40	35
Perfect 4.0	9	10	12	10	12	12	10
Total	100%	100%	100%	100%	100%	100%	100%

Table 1b. Applicants by Ethnic Identity, High School Grades, Gender and California Residency, 2008

Characteristic	Official Residence						Total
	California			Elsewhere			
	Male	Female	Unknown	Male	Female	Unknown	
<u>Ethnic Identity</u>							
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
South 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
<u>High School Grades</u>							
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 2a. Applicants by Parents' Education and Income and Applicants' Ethnic Identity, 2011 (N=55,643)

	Ethnic Identity						Total
	Black	Latino	N Asian	S Asian	White	Other	
<u>Highest Education by Either Parent</u>							
No High School	1	21	3	6	0	1	6
No High School Diploma	3	14	3	6	0	1	5
High School Diploma	15	19	10	11	5	5	11
Some College	18	13	7	13	6	5	9
2-Year College Degree	8	5	4	7	4	3	4
4-Year College Degree	26	14	26	35	30	37	27
Post-Graduate	25	13	45	18	53	44	36
Missing	3	2	2	2	2	4	2
Total	100%	100%	100%	100%	100%	100%	100%
<u>Parents' Income</u>							
Missing	10	6	13	8	19	20	13
<\$30,000	33	37	15	25	7	7	19
\$30,000-\$59,999	23	28	17	20	9	13	18
\$60,000-\$99,000	14	12	15	17	13	16	14
\$100,000-\$149,000	10	8	15	14	15	13	13
\$150,000 or more	11	9	25	16	37	31	24
Total	100%	100%	100%	100%	100%	100%	100%

Table 2b. Applicants by Parents' Education and Income and Applicants' Ethnic Identity, 2008 (N=55,437)

	Ethnic Identity						Total
	Black	Latino	N Asian	S Asian	White	Other	
<u>Highest Education by Either Parent</u>							
No High School	1	21	3	7	0.08	1	6
No High School	3	12	3	5	0.2	1	4
High School Dip	14	19	10	10	4	6	10
Some College	21	14	8	12	7	6	10
2-Year College]	9	5	4	7	4	3	5
4-Year College]	22	13	25	34	27	28	25
Post-Graduate	25	13	40	20	52	42	36
Missing	5	3	7	5	6	13	6
Total	100%	100%	100%	100%	100%	100%	100%
<u>Parents' Income</u>							
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 3a. Applicants and Amissions by Type of Review, 2011

	All	
	Applicants	Admitted
Regular Admission	52,304	12,544
Athletes	170	170
Final Review	5,312	2,002
Supplemental Review	3,282	681
School Review	378	254
Total	61,446	15,651

	L&S	
	Applicants	Admitted
Regular Admission	38,157	9,720
Athletes	167	167
Final Review	3,781	1,548
Supplemental Review	3,282	681
School Review	378	254
Total	45,765	12,370

	Domestic	
	L&S	
	Applicants	Admitted
Regular Admission	34,613	8,350
Athletes	165	165
Final Review	3,122	1,156
Supplemental Review	3,264	680
School Review	335	232
Total	41,499	10,583

Table 3b. 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 4. Ordered Logit Model of Effect of Applicant and School Characteristics on Read Score in Regular Review, 2011 and 2007

	2011		2007	
	b	z(b)	b	z(b)
Ethnic Identity (White omitted)				
Black	0.072	2	-0.244	-5
Latino	0.107	4	-0.062	-2
North Asian	0.218	9	0.153	6
South East Asian	0.097	3	0.054	2
Other	-0.003	0	-0.006	0
Male	0.199	11	0.116	5
Gender missing	0.205	2	0.017	0
California Resident	0.788	7	0.115	1
International Student	-0.411	-5	2.667	19
Academic Performance				
Number of APs: Score 3	-0.055	-5	-0.025	-2
Number of APs: Score 4	-0.050	-5	-0.065	-5
Number of APs: Score 5	-0.102	-9	-0.150	-11
Weak Downward Trend in Grades	0.042	2	0.016	1
Strong Downward Trend in Grades	0.138	6	0.030	1
High School Grades				
Spline: 0 through 3.75	-1.744	-12	-2.827	-23
Spline: 3.75 through 4.00	-1.188	-6	-3.401	-15
Spline: 4.00 through 5.00	-1.522	-12	-3.429	-25
GPA missing	-20.416	-23	-12.907	-20
Spline: 0 through 3.75 * GPA percentile missing	-3.381	-11	-1.054	-5
Spline: 3.75 through 4.00 * GPA percentile missing	-8.147	-18	-5.341	-11
Spline: 4.00 through 5.00 * GPA percentile missing	-3.273	-16	-0.969	-5
High School Grades				
Spline: 0%ile through 20%ile	-0.117	-20	-0.039	-8
Spline: 20%ile through 80%ile	-0.079	-49	-0.030	-19
Spline: 80%ile through 99%ile	-0.111	-33	-0.052	-14
GPA percentile missing	9.334	9	2.543	4
Perfect 4.0 GPA	-0.756	-20	-0.909	-22
College Prep Coursework				
Number of A-G Courses: 0 through 20%ile	-0.008	-2	-0.008	-3
Number of A-G Courses: 20 through 80%ile	-0.007	-12	-0.004	-7
Number of A-G Courses: 80 through 99%ile	-0.019	-10	-0.027	-12
Number of A-G Courses: %ile missing	-0.089	0	-0.091	0
Test Scores				
UC Score: Spline 0 through 300	-0.008	-12	-0.006	-8
UC Score: Spline 300 through 460	-0.010	-17	-0.012	-20
UC Score Spline: 460 through 500	-0.034	-11	-0.047	-12
UC Score missing	-1.793	-4	-1.761	-7
UC Score: Spline 0 through 300 * UC Score %ile missing	0.005	3	0.001	1
UC Score: Spline 300 through 460 * UC Score %ile missing	-0.021	-23	-0.007	-9
UC Score Spline: 460 through 500 * UC Score %ile missing	-0.084	-6	-0.043	-3
Test Scores				
UC Score %ile: Spline 0 through 10th %ile	-0.005	-1	0.027	3
UC Score %ile: Spline 10 through 85th %ile	-0.009	-9	-0.005	-4
UC Score %ile: 85 through 99th %ile	-0.039	-9	-0.047	-10
UC Score %ile missing	-0.645	-1	0.081	0
High School Variables				
ELC	-0.417	-14	-0.331	-10
API	-0.022	-2	0.032	3

API missing	0.177	2	0.189	1
<10 applicants	0.159	3	0.113	2
Outreach	-0.272	-15	-0.365	-17
Socioeconomic Status				
Below 1/2 the poverty line (omitted)				
Between 1/2 and 1 times the poverty line	-0.049	-1	-0.069	-1
Between 1 and 2 times the poverty line	-0.011	0	-0.012	0
Between 2 and 3 times the poverty line	-0.035	-1	0.022	0
Between 3 and 4 times the poverty line	-0.069	-1	-0.017	0
Between 4 and 5 times the poverty line	-0.026	0	0.023	0
More than 5 times the poverty line	-0.068	-1	0.030	0
Income missing	-0.054	-1	-0.026	0
Parents Education				
No high school diploma (omitted)				
High school diploma	-0.039	-1	-0.007	0
Some college	-0.026	-1	-0.014	0
College degree	-0.011	0	-0.053	-1
Post-graduate education	-0.072	-2	-0.121	-3
Parents' education missing	0.075	1	-0.015	0
School Characteristics from CA DOE data				
School Ethnic Proportion (White omitted)				
Black	-0.001	-1	-0.002	-1
Latino	0.001	1	0.001	1
Asian	0.003	4	0.003	2
Other	-0.001	0	-0.001	0
Other School Characteristics				
High school enrollment	0.000	6	0.000	4
% teachers with emergency credentials	0.002	1	0.004	1
% students eligible for subsidized meals	-0.001	-1	-0.001	-1
% students who are English learners	-0.004	-2	-0.003	-1
% students with no college educated parents	-0.002	-2	0.000	0
% 10th grade attrition	0.000	0	0.002	1
% did not complete A-G requirement	0.000	0	-0.001	-1
Average income - UC applicants	0.000	0	0.000	-1
High school graduates, 2007	0.000	-2	0.000	0
Number applications to any UC campus	0.002	3	0.000	0
Number applications to UCLA	-0.004	-4	0.000	0
Number admits to UCLA	0.004	2	-0.003	-2
% of admitted students who enrolled at UCLA	0.000	0	0.001	1
Mean SAT, Reading	-0.004	-2	-0.003	-1
Mean SAT, Math	0.002	1	-0.001	-1
Mean SAT, Writing	0.004	2	0.004	2
AP courses offered per year	-0.001	-1	0.003	1
% students with AP score >3, '05-'07	0.005	5	0.001	1
% students with low Opportunity To Learn	0.004	3	0.003	2
Student-Teacher Ratio	0.005	2	0.007	2
Less than 5% apply to UC system	0.088	0	-0.104	-1
Log-likelihood	-69246		-55924	

More negative coefficients indicate more favorable read scores. Not shown are ordered logit "cutpoints for distributions of dependent variables and coefficients for missing data on readsheets 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 5. Observed and Adjusted Disparities in Admission by Ethnic Identity Group, 2007-11

2007						
	White	Black	Latino	N Asian	SE Asian	Other
Observed	2,991	325	1,244	2,864	934	999
Model	2,914	576	1,586	2,172	1,000	1,109
Parity	2,933	412	1,470	2,413	1,080	1,048
Disparity	58	-87	-226	451	-146	-49
Adjusted disparity	-19	164	116	-241	-80	60
As % of Group Admittees	-0.6	50.4	9.3	-8.4	-8.6	6.1
As % of Total Admittees	-0.2	1.8	1.2	-2.6	-0.9	0.6
2008						
	White	Black	Latino	N Asian	SE Asian	Other
Observed	3,201	358	1,507	2,818	1,007	1,268
Model	3,132	646	1,853	2,190	1,051	1,286
Parity	3,091	478	1,781	2,456	1,139	1,213
Disparity	110	-120	-274	362	-132	55
Adjusted disparity	41	168	72	-265	-89	73
As % of Group Admittees	1.3	46.9	4.8	-9.4	-8.8	5.8
As % of Total Admittees	0.4	1.7	0.7	-2.6	-0.9	0.7
2009						
	White	Black	Latino	N Asian	SE Asian	Other
Observed	2,891	328	1,484	2,835	930	1,078
Model	2,860	626	1,766	2,224	942	1,129
Parity	2,816	454	1,707	2,435	954	1,180
Disparity	75	-126	-223	400	-24	-102
Adjusted disparity	44	172	59	-212	-13	-50
As % of Group Admittees	1.5	52.5	3.9	-7.5	-1.4	-4.7
As % of Total Admittees	0.5	1.8	0.6	-2.2	-0.1	-0.5
2010						
	White	Black	Latino	N Asian	SE Asian	Other
Observed	2,872	350	1,505	2,896	883	1,580
Model	2,883	630	1,846	2,359	1,038	1,329
Parity	2,812	536	1,861	2,516	1,014	1,347
Disparity	60	-186	-356	380	-131	233
Adjusted disparity	72	94	-15	-156	24	-18
As % of Group Admittees	2.5	26.8	-1.0	-5.4	2.7	-1.1
As % of Total Admittees	0.7	0.9	-0.2	-1.5	0.2	-0.2

	2011					
	White	Black	Latino	N Asian	SE Asian	Other
Observed	3,407	379	1,873	3,552	1,050	2,269
Model	3,478	733	2,616	2,803	1,184	1,717
Parity	3,437	655	2,611	3,093	1,233	1,501
Disparity	-30	-276	-738	459	-183	768
Adjusted disparity	41	78	5	-290	-49	216
As % of Group Admittees	1.2	20.5	0.3	-8.2	-4.7	9.5
As % of Total Admittees	0.3	0.6	0.0	-2.3	-0.4	1.7

Table 6. Adjusted Admissions Disparities by Stage and Ethnic Identity, 2007-11

Stage	2007					
	White	Black	Latino	N Asian	SE Asian	Other
Regular	28	63	59	-143	-57	50
Final	-30	45	38	-47	-13	7
Supplemental	-19	55	30	-52	-14	0
School	2	1	-12	1	4	3
Total	-19	164	116	-241	-80	60
	2008					
	White	Black	Latino	N Asian	SE Asian	Other
Regular	55	44	-3	-127	-37	67
Final	-19	75	37	-57	-25	-11
Supplemental	-4	48	42	-70	-26	11
School	8	1	-5	-11	0	6
Total	41	168	72	-265	-89	73
	2009					
	White	Black	Latino	N Asian	SE Asian	Other
Regular	76	66	53	-116	8	-88
Final	-4	26	-1	-23	-8	10
Supplemental	-21	66	13	-73	-13	28
School	-7	14	-7	0	0	0
Total	44	172	59	-212	-13	-50
	2010					
	White	Black	Latino	N Asian	SE Asian	Other
Regular	76	23	-1	-123	52	-26
Final	-6	11	-25	14	-9	13
Supplemental	-8	61	22	-44	-16	-15
School	10	-2	-11	-3	-3	9
Total	72	94	-15	-156	24	-18
	2011					
	White	Black	Latino	N Asian	SE Asian	Other
Regular	65	-5	40	-165	-33	99
Final	-14	28	-39	-50	-1	76
Supplemental	-15	51	8	-79	-16	51
School	4	5	-4	4	1	-10
Total	41	78	5	-290	-49	216

Table A1. Admission Holistic Rank Cut-offs by Review Stage and Year

		2007	2008	2009	2010	2011
Regular Review	Admit Category	Domestic applicants with Holistic Rank between 1 and 2.5 and International applicants with Holistic Rank between 1 and 2.25	Domestic applicants with Holistic Rank between 1 and 2.5 and International applicants with Holistic Rank between 1 and 2.25	Domestic applicants with Holistic Rank between 1 and 2.25 and International applicants with Holistic Rank between 1 and 2	Applicants with Holistic Rank between 1 and 2.5	Applicants with Holistic Rank between 1 and 2.5
	Tie Category	California Applicants with a Holistic Rank of 2.75	California Applicants with a Holistic Rank of 2.75	Domestic applicants with Holistic Rank of 2.5 and International Applicants with Holistic Rank between 2.25 and 2.5	none	Applicants with Holistic Rank of 2.75
Final Review	Admit Category	Domestic applicants with Holistic Rank between 1 and 2.5 and International applicants with Holistic Rank between 1 and 2.25	Domestic applicants with Holistic Rank between 1 and 2.5 and International applicants with Holistic Rank between 1 and 2.25	Domestic applicants with Holistic Rank between 1 and 2.25 and International applicants with Holistic Rank between 1 and 2	Applicants with Holistic Rank between 1 and 2.5	Applicants with Holistic Rank between 1 and 2.5
	Tie Category	California Applicants with a Holistic Rank of 2.75	California Applicants with a Holistic Rank of 2.75	Domestic applicants with Holistic Rank of 2.5 and International Applicants with Holistic Rank between 2.25 and 2.5	none	Applicants with Holistic Rank of 2.75
Supplemental Review	Admit Category	Applicants with Supplemental Review Score of 2.25 or better	Applicants with Supplemental Review Score of 2.25 or better	Applicants with Supplemental Review Score of 2.25 or better	Applicants with Supplemental Review Score of 2.25 or better	Applicants with Supplemental Review Score of 2.25 or better
	Tie Category	none	none	none	Applicants with Supplemental Review Score of 2.5	Applicants with Supplemental Review Score of 2.5
School Review	Admit Category	Applicants with School Review Score of 1	Applicants with School Review Score of 2.25 or better	Applicants with School Review Score of 2.25 or better	Applicants with School Review Score of 2.25 or better	Applicants with School Review Score of 2.25 or better
	Tie Category	none	none	none	none	none

Table A2. Number of Holitic Reads by School and Year

	2007	2008	2009	2010	2011
Domestic Students, Letters & Sciences	2	2	2	2	2
International Students, Letters & Sciences	1	1	2	2	2
Domestic Students, Engineering	2	2	2	2	2
International Students, Engineering	1	1	2	2	2
All other schools (Arts & Architecture, Theater & Film, Nursing)	1	1	2	2	2

Table A3. Coefficients for Statistical Models of Effects of Applicant Characteristics on Stages of Admission Process, 2011

	Ordered Logit for read score for Regular Review (N=76,286; 38,143 students)				Binary Logit for Referral to Final Review (N=45,584)		Ordered Logit for Final Review Score (N=3,781)		Binary Logit for Referral to Supplemental Review (N=45,584)		Ordered Logit for Supplemental Review Score (N=3,282)		Binary Logit for Referral to School Review (N=45,584)		Ordered Logit for School Review Score (N=378)	
	b		z(b)		b	z(b)	b	z(b)	b	z(b)	b	z(b)	b	z	b	z
Ethnic Identity (White omitted)																
Black	0.072	2	0.184	2	-0.274	-2	0.688	8	-0.565	-3	0.013	0	-1.392	-2		
Latino	0.107	4	0.017	0	0.161	1	0.210	3	0.077	1	-0.087	0	0.202	0		
North Asian	0.218	9	0.079	2	0.287	3	-0.232	-3	0.342	2	0.091	1	0.342	1		
South East Asian	0.097	3	0.138	2	0.022	0	-0.131	-1	0.257	2	-0.046	0	-0.147	0		
Other	-0.003	0	0.394	4	-0.064	0	0.334	3	-0.207	-1	-0.499	-1	-0.117	0		
Male	0.199	11	0.135	4	0.166	3	0.048	1	-0.032	0	-0.049	0	0.597	2		
Gender missing	0.205	2	-0.007	0	-0.265	-1	0.034	0	-0.264	-1	0.503	1	0.021	0		
California Resident	0.788	7	-0.153	-1	0.471	2	0.738	4	0.145	0						
International Student	-0.411	-5	-0.725	-6	-0.620	-3	-1.926	-7	0.004	0	-0.517	-1	-0.024	0		
Performance on AP Tests																
Number of APs: Score 3	-0.055	-5	-0.040	-2	-0.155	-4	0.043	2	0.001	0	-0.014	0	-0.443	-3		
Number of APs: Score 4	-0.050	-5	-0.028	-1	-0.139	-4	0.017	1	-0.035	-1	0.126	2	-0.494	-4		
Number of APs: Score 5	-0.102	-9	-0.064	-4	-0.251	-9	-0.036	-1	-0.057	-1	-0.131	-2	-0.335	-2		
Weak Downward Trend in Grades	0.042	2	-0.074	-2	0.108	2	-0.041	-1	0.025	0	-0.012	0	0.469	2		
Strong Downward Trend in Grades	0.138	6	0.030	1	0.157	2	-0.035	-1	-0.015	0	0.101	1	-0.063	0		
Trend in Grades missing	0.829	5	0.557	5	1.044	5	0.099	0	0.208	0						
High School Grades																
Spline: 0 through 3.75	-1.744	-12	-0.004	0	-2.043	-7	1.487	7	-1.066	-3	-0.174	-2				
Spline: 3.75 through 4.00	-1.188	-6	2.763	8	-2.247	-3	0.553	1	-1.769	-3	6.759	7	-7.212	-4		
Spline: 4.00 through 5.00	-1.522	-12	-0.158	-1	-1.852	-5	-0.705	-2	-0.474	-1	1.558	3	0.584	1		
GPA missing	-20.416	-23	0.313	1	-8.830	-9	2.251	2	-5.969	-4						
Spline: 0 through 3.75 * GPA percentile missing	-3.381	-11	0.093	0	-0.226	-1	-0.689	-2	-0.413	-1						
Spline: 3.75 through 4.00 * GPA percentile missing	-8.147	-18	-0.185	0	-3.137	-3	1.182	1	-1.476	-1						
Spline: 4.00 through 5.00 * GPA percentile missing	-3.273	-16	-0.690	-3	-0.411	-1	-1.988	-3	-0.497	-1	-4.343	-5				
High School Grades																
Spline: 0%ile through 20%ile	-0.117	-20	-0.005	-1	-0.047	-3	-0.012	-1	-0.045	-3	-0.032	-1	0.077	1		
Spline: 20%ile through 80%ile	-0.079	-49	0.008	4	-0.028	-7	-0.002	-1	-0.016	-4	0.022	3	0.024	1		
Spline: 80%ile through 99%ile	-0.111	-33	-0.030	-5	-0.062	-6	-0.142	-12	-0.011	-1	-0.136	-7	-0.042	-1		
GPA percentile missing	9.334	9	-0.543	-1	-0.410	0	1.819	2	0.906	0						
Perfect 4.0 GPA	-0.756	-20	-0.092	-1	-0.925	-8	-0.344	-3	-0.587	-3	-0.692	-3	0.190	0		
College Prep Coursework																
Number of A-G Courses: 0 through 20%ile	-0.008	-2	-0.011	-2	-0.012	-1	0.004	1	-0.005	0	-0.027	-1	-0.080	-1		
Number of A-G Courses: 20 through 80%ile	-0.007	-12	0.000	0	-0.011	-4	0.002	1	0.000	0	0.001	0	0.004	0		
Number of A-G Courses: 80 through 99%ile	-0.019	-10	0.006	2	-0.014	-2	-0.005	-1	-0.005	-1	-0.024	-2	0.021	1		
Number of A-G Courses: %ile missing	-0.089	0	-0.004	0	-0.459	-1	1.077	2	-0.245	0						
Test Scores																
UC Score: Spline 0 through 300	-0.008	-12	-0.003	-2	-0.011	-4	0.000	0	-0.004	-2	0.017	2	0.001	0		
UC Score: Spline 300 through 460	-0.010	-17	0.007	7	-0.013	-7	-0.003	-2	0.003	1	0.014	4	-0.003	-1		
UC Score Spline: 460 through 500	-0.034	-11	-0.011	-2	-0.029	-2	0.008	0	0.044	1	-0.076	-3	0.004	0		
UC Score missing	-1.793	-4	0.236	0	-6.520	-3	0.604	1	-2.379	-3	5.385	2				
UC Score: Spline 0 through 300 * UC Score %ile missing	0.005	3	0.001	0	-0.008	-1	0.003	1	-0.006	-2	0.005	1				
UC Score: Spline 300 through 460 * UC Score %ile missing	-0.021	-23	0.007	6	-0.016	-7	-0.005	-2	-0.002	0	-0.008	-2				
UC Score Spline: 460 through 500 * UC Score %ile missing	-0.084	-6	-0.034	-3	-0.018	-1	0.016	0	-0.104	-1						
Test Scores																
UC Score %ile: Spline 0 through 10th %ile	-0.005	-1	0.012	1	0.047	1	0.021	1	-0.033	-1	-0.033	0	0.026	0		
UC Score %ile: Spline 10 through 85th %ile	-0.009	-9	-0.001	-1	-0.018	-5	0.003	2	-0.011	-3	0.007	1	-0.017	-1		
UC Score %ile: 85 through 99th %ile	-0.039	-9	-0.028	-3	-0.005	0	-0.046	-4	-0.016	-1	-0.025	-1	-0.073	-1		
UC Score %ile missing	-0.645	-1	-0.466	-1	3.448	2	-0.734	-1	0.936	1						
High School Variables																
ELC	-0.417	-14	0.055	1	-0.376	-3	0.019	0	-0.206	-2	0.297	2	-0.360	-1		
API	-0.022	-2	-0.023	-1	-0.030	-1	-0.059	-3	0.011	0	-0.078	-1	0.109	1		
API missing	0.177	2	0.560	2	-0.442	-1	0.753	3	1.409	3	-0.779	-1	0.200	0		
<10 applicants	0.159	3	-0.316	-5	-0.236	-2	0.224	2	-0.153	-1	-1.047	-4	3.129	6		
Outreach	-0.272	-15	-0.117	-3	-0.253	-4	0.287	7	-0.219	-3	-0.270	-2	-0.160	-1		

Socioeconomic Status

Below 1/2 the poverty line (omitted)														
Between 1/2 and 1 times the poverty line	-0.049	-1	-0.056	-1	-0.319	-1	-0.155	-2	0.053	0	1.158	2		
Between 1 and 2 times the poverty line	-0.011	0	-0.020	0	-0.124	-1	-0.432	-6	0.222	2	1.563	2		
Between 2 and 3 times the poverty line	-0.035	-1	-0.160	-2	0.001	0	-1.174	-12	0.097	1	1.488	2		
Between 3 and 4 times the poverty line	-0.069	-1	-0.127	-1	-0.187	-1	-1.426	-12	0.258	1	1.450	2		
Between 4 and 5 times the poverty line	-0.026	0	-0.207	-2	-0.279	-1	-1.310	-10	-0.057	0	1.493	2		
More than 5 times the poverty line	-0.068	-1	-0.142	-1	-0.293	-1	-1.250	-13	0.129	1	1.381	2		
Income missing	-0.054	-1	-0.127	-1	-0.234	-1	-0.960	-9	0.118	1	1.588	2		

Parents Education

No high school diploma (omitted)														
High school diploma	-0.039	-1	-0.041	-1	-0.037	0	-0.202	-3	-0.050	-1	0.153	0	0.331	0
Some college	-0.026	-1	0.019	0	0.047	0	-0.331	-5	-0.044	0	0.512	2	-0.334	0
College degree	-0.011	0	0.023	0	-0.131	-1	-0.658	-9	0.175	1	0.682	2	-1.376	-2
Post-graduate education	-0.072	-2	-0.026	0	-0.197	-1	-0.456	-5	0.215	1	0.604	2	-0.951	-1
Parents' education missing	0.075	1	-0.036	0	0.165	1	-0.529	-3	0.113	1	1.116	3	0.035	0

Sample

School Characteristics from CA DOE data

School Ethnic Composition

Proportion of students:

Black	-0.001	-1	0.000	0	-0.005	-1	-0.001	0	0.006	1	0.004	0	0.000	0
Latino	0.001	1	-0.002	-1	-0.004	-1	0.000	0	0.001	0	-0.001	0	0.003	0
Asian	0.003	4	-0.004	-2	0.001	0	-0.002	-1	0.003	1	-0.017	-2	0.021	1
Other	-0.001	0	-0.020	-2	-0.005	0	-0.011	-1	-0.019	-1	0.009	0	-0.035	-1
Missing	0.025	0	-0.094	0	-0.992	-1	-0.153	-1	0.094	0	0.742	1		

School Characteristics

High school enrollment	0.000	6	0.000	0	0.000	1	0.000	-2	0.000	0	0.000	0	0.001	3
% teachers with emergency credentials	0.002	1	0.000	0	-0.034	-2	-0.002	0	-0.018	-1	-0.087	-2	-0.019	0
% students eligible for subsidized meals	-0.001	-1	-0.005	-2	-0.003	-1	0.003	1	0.000	0	0.007	1	-0.028	-1
% students who are English learners	-0.004	-2	0.002	0	-0.002	0	0.006	2	0.012	2	-0.031	-2	-0.043	-1
% students with no college educated parents	-0.002	-2	0.000	0	-0.002	-1	0.000	0	0.001	0	0.001	0	0.035	2
% 10th grade attrition	0.000	0	0.005	2	0.001	0	0.004	1	0.004	1	0.028	3	0.009	1
% did not complete A-G requirement	0.000	0	0.000	0	-0.004	-2	-0.002	-2	0.003	1	0.011	2	-0.004	0
Average income - UC applicants	0.000	0	-0.003	-4	-0.002	-1	-0.002	-2	-0.001	0	0.003	2	-0.003	-1
High school graduates, 2007	0.000	-2	0.000	-1	0.000	0	0.000	0	0.000	0	0.001	1	-0.003	-2
Number applications to any UC campus	0.002	3	-0.002	-2	0.002	1	-0.001	-1	0.001	1	-0.018	-4	0.013	1
Number applications to UCLA	-0.004	-4	0.002	1	-0.003	-1	0.002	1	0.004	1	-0.009	-1	-0.002	0
Number admits to UCLA	0.004	2	0.003	1	0.000	0	0.008	1	-0.023	-2	0.122	7	-0.054	-1
% of admitted students who enrolled at UCLA	0.000	0	0.000	0	0.000	0	-0.003	-3	0.000	0	-0.001	0	-0.006	-1
Mean SAT, Reading	-0.004	-2	-0.001	0	-0.012	-1	0.014	3	0.026	3	-0.024	-2	-0.044	-1
Mean SAT, Math	0.002	1	-0.001	0	0.007	1	-0.005	-2	-0.003	0	-0.012	-1	0.013	1
Mean SAT, Writing	0.004	2	0.000	0	0.001	0	-0.012	-2	-0.025	-3	0.042	3	0.068	1
AP courses offered per year	-0.001	-1	-0.002	0	0.004	0	-0.003	-1	-0.003	0	0.011	1	-0.039	-1
% students with AP score >3, '05-'07	0.005	5	0.003	2	-0.002	-1	0.002	1	-0.003	-1	0.009	1	-0.040	-3
% students with low Opportunity To Learn	0.004	3	-0.015	-6	0.021	4	-0.008	-2	-0.007	-1	-0.055	-6	0.000	0
Student-Teacher Ratio	0.005	2	-0.019	-2	0.023	2	-0.010	-1	0.006	1	-0.061	-2	-0.015	0
Less than 5% apply to UC system	0.088	0	0.185	1	0.779	2	-0.210	-1	-0.330	-1				

Log-likelihood	-69246	-13198	-6277	-9340	-6133	-1752	-399
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Not shown are ordered logit "cutpoints" for distributions of dependent variables or coefficients for missing data on school variables. Coefficients that are more than twice their estimated robust standard errors are in boldface. Z(b) denotes ratio of coefficient to estimated robust standard error.

Table A4. Coefficients for Statistical Models of Effects of Applicant Characteristics on Stages of Admission Process, 2007

	Ordered Logit for read score for Regular Review (N=65,294; 33,413 students)				Binary Logit for Referral to Final Review (N=39,616)		Binary Logit for Referral to Supplemental Review (N=39,616)		Ordered Logit for Supplemental Review Score (N=2,669)		Binary Logit for Referral to School (N=39,616)		Ordered Logit for School Review Score (N=462)	
	b		z(b)		b	z(b)	b	z(b)	b	z(b)	b	z	b	z
	b	z(b)	b	z(b)	b	z(b)	b	z(b)	b	z(b)	b	z	b	z
Ethnic Identity (White omitted)														
Black	-0.244	-5	0.332	3	-0.787	-4	0.905	9	-0.634	-4	0.080	0	-0.479	-1
Latino	-0.062	-2	0.153	2	-0.217	-2	0.494	6	0.212	1	-0.344	-2	-0.811	-2
North Asian	0.153	6	-0.034	-1	0.238	2	-0.158	-2	0.288	2	-0.010	0	-0.461	-1
South East Asian	0.054	2	-0.084	-1	-0.022	0	0.096	1	0.387	2	0.101	1	-0.139	0
Other	-0.006	0	0.103	1	0.054	0	-0.045	0	0.076	0	0.097	0	-0.439	-1
Male	0.116	5	0.034	1	-0.017	0	-0.013	0	0.033	0	0.251	2	-1.001	-3
Gender missing	0.017	0	-0.275	-2	-0.243	-1	0.323	2	-0.511	-1	0.128	0	-0.389	-1
California Resident	0.115	1	-0.022	0	0.012	0	0.312	2	-0.217	0				
International Student	2.667	19	-2.904	-10	0.747	1	0.125	1	-0.773	-1	-0.309	-1	-0.620	0
Performance on AP Tests														
Number of APs: Score 3	-0.025	-2	0.001	0	-0.126	-3	-0.020	-1	0.013	0	-0.033	-1	0.028	0
Number of APs: Score 4	-0.065	-5	0.009	0	-0.100	-2	-0.056	-1	-0.049	-1	-0.034	-1	-0.042	0
Number of APs: Score 5	-0.150	-11	-0.054	-2	-0.205	-5	-0.073	-1	0.176	2	-0.162	-2	-0.059	0
Weak Downward Trend in Grades	0.016	1	0.042	1	-0.022	0	0.005	0	-0.023	0	-0.400	-3	-0.116	0
Strong Downward Trend in Grades	0.030	1	-0.050	-1	0.110	1	-0.039	-1	-0.047	0	0.484	3	0.805	2
Trend in Grades missing	0.194	2	0.238	2	0.013	0	-0.286	-1	0.334	1	-0.461	-1		
High School Grades														
Spline: 0 through 3.75	-2.827	-23	1.583	5	-2.709	-4	1.173	5	-2.227	-5	8.441	1	29.883	1
Spline: 3.75 through 4.00	-3.401	-15	1.956	5	-2.587	-3	-0.252	-1	-1.503	-2	3.897	2	-1.344	0
Spline: 4.00 through 5.00	-3.429	-25	-0.410	-2	-2.693	-7	-0.858	-2	-1.045	-1	0.702	1	-0.102	0
GPA missing	-12.907	-20	0.195	0	-14.087	-5	2.551	2	-12.577	-7				
Spline: 0 through 3.75 * GPA percentile missing	-1.054	-5	-1.446	-4	-1.672	-2	-0.561	-2	-0.804	-1	1.545	0		
Spline: 3.75 through 4.00 * GPA percentile missing	-5.341	-11	0.079	0	-0.425	0	0.907	1	1.074	1	-0.836	0		
Spline: 4.00 through 5.00 * GPA percentile missing	-0.969	-5	0.306	1	-0.900	-2	-0.908	-1	-0.266	0	-3.756	-2		
High School Grades														
Spline: 0%ile through 20%ile	-0.039	-8	-0.031	-2	-0.019	-1	0.015	1	-0.026	-1	-0.071	0	-0.123	-1
Spline: 20%ile through 80%ile	-0.030	-19	0.007	2	-0.021	-4	-0.009	-3	0.000	0	0.083	8	-0.022	-1
Spline: 80%ile through 99%ile	-0.052	-14	-0.008	-1	-0.050	-5	-0.074	-6	-0.008	0	-0.073	-5	0.048	1
GPA percentile missing	2.543	4	5.509	4	5.490	2	0.193	0	2.286	1				
Perfect 4.0 GPA	-0.909	-22	0.034	1	-0.431	-4	-0.387	-3	0.521	2	-0.785	-4	-0.242	-1
College Prep Coursework														
Number of A-G Courses: 0 through 20%ile	-0.008	-3	-0.008	-1	-0.009	-1	0.006	1	0.000	0	0.019	1	0.004	0
Number of A-G Courses: 20 through 80%ile	-0.004	-7	-0.001	-1	-0.004	-2	-0.003	-2	-0.004	-2	0.001	0	-0.005	-1
Number of A-G Courses: 80 through 99%ile	-0.027	-12	0.006	1	-0.035	-4	0.008	1	-0.008	-1	-0.023	-2	0.035	1
Number of A-G Courses: %ile missing	-0.091	0	-0.526	-2	-0.918	-2	1.313	2	-0.553	-1				
Test Scores														
UC Score: Spline 0 through 300	-0.006	-8	0.001	1	-0.011	-3	-0.001	-1	-0.009	-4	0.008	2	-0.002	0
UC Score: Spline 300 through 460	-0.012	-20	0.003	3	-0.009	-4	-0.002	-1	-0.003	-1	0.006	2	0.017	2
UC Score Spline: 460 through 500	-0.047	-12	-0.011	-2	-0.025	-2	-0.024	-1	-0.038	-1	-0.045	-2	-0.048	-1
UC Score missing	-1.761	-7	-0.134	0	-4.307	-4	-0.445	-1	-2.815	-5	-2.051	-1		
UC Score: Spline 0 through 300 * UC Score %ile missing	0.001	1	-0.001	0	-0.005	-1	0.002	1	-0.005	-2	-0.011	-1	0.047	2
UC Score: Spline 300 through 460 * UC Score %ile missing	-0.007	-9	0.003	2	-0.006	-2	-0.002	-1	0.003	1	-0.009	-2	-0.033	-2
UC Score Spline: 460 through 500 * UC Score %ile missing	-0.043	-3	-0.003	0	-0.048	-2	-0.103	-1	0.447	4				
Test Scores														
UC Score %ile: Spline 0 through 10th %ile	0.027	3	0.016	1	0.047	1	0.023	1	-0.056	-2	0.094	1	1.218	2
UC Score %ile: Spline 10 through 85th %ile	-0.005	-4	0.009	4	-0.008	-2	0.001	1	-0.002	-1	0.002	0	-0.016	-1
UC Score %ile: 85 through 99th %ile	-0.047	-10	-0.017	-2	-0.050	-4	-0.029	-2	-0.007	0	-0.106	-5	0.059	1
UC Score %ile missing	0.081	0	0.739	1	1.677	1	-0.404	-1	0.474	1	3.974	2		
High School Variables														
ELC	-0.331	-10	0.017	0	-0.446	-4	0.140	2	-0.249	-2	0.475	4	0.283	1
API	0.032	3	-0.011	-1	0.022	1	-0.051	-2	0.068	2	-0.009	0	0.186	1
API missing	0.189	1	0.011	0	1.567	2	-0.138	0	-0.677	-1	-0.751	0	2.752	1
<10 applicants	0.113	2	-0.173	-1	0.182	1	0.349	3	0.080	0	-0.937	-2		
Outreach	-0.365	-17	0.053	1	-0.385	-5	0.521	11	-0.329	-4	-0.275	-3	0.479	2

Socioeconomic Status

Below 1/2 the poverty line (omitted)														
Between 1/2 and 1 times the poverty line	-0.069	-1	-0.127	-1	0.077	0	-0.118	-1	-0.094	-1	0.044	0	-0.794	-1
Between 1 and 2 times the poverty line	-0.012	0	-0.177	-2	-0.062	0	-0.585	-6	-0.059	0	-0.102	0	-0.487	-1
Between 2 and 3 times the poverty line	0.022	0	-0.273	-2	0.053	0	-0.953	-9	0.099	1	-0.091	0	0.410	1
Between 3 and 4 times the poverty line	-0.017	0	-0.311	-2	-0.152	-1	-1.152	-10	-0.183	-1	-0.428	-1	0.082	0
Between 4 and 5 times the poverty line	0.023	0	-0.319	-2	-0.083	0	-1.354	-10	-0.087	0	-0.076	0	1.076	1
More than 5 times the poverty line	0.030	0	-0.242	-2	-0.245	-1	-1.436	-12	-0.256	-1	-0.387	-1	0.175	0
Income missing	-0.026	0	-0.269	-2	-0.148	-1	-0.884	-8	-0.271	-1	-0.087	0	0.150	0

Parents Education

No high school diploma (omitted)														
High school diploma	-0.007	0	-0.071	-1	-0.132	-1	-0.037	-1	-0.038	0	0.030	0	-0.010	0
Some college	-0.014	0	-0.126	-1	-0.082	0	-0.299	-4	0.032	0	-0.224	-1	0.892	2
College degree	-0.053	-1	-0.067	-1	-0.038	0	-0.547	-7	0.288	2	-0.058	0	0.173	0
Post-graduate education	-0.121	-3	-0.130	-1	-0.066	0	-0.593	-6	0.004	0	-0.310	-1	0.057	0
Parents' education missing	-0.015	0	-0.089	-1	-0.079	0	-0.798	-6	0.367	2	-0.346	-1	0.642	1

Sample

School Characteristics from CA DOE data

School Ethnic Composition

Proportion of students:

Black	-0.002	-1	-0.001	0	-0.004	-1	0.007	2	0.000	0	0.039	5	-0.010	0
Latino	0.001	1	0.001	0	0.000	0	0.004	2	0.004	1	0.013	2	0.024	2
Asian	0.003	2	0.004	2	-0.001	0	0.002	1	0.010	2	0.000	0	0.012	1
Other	-0.001	0	0.002	0	-0.002	0	0.003	0	-0.014	-1	-0.017	-1	0.022	0
Missing	-0.182	-2	0.072	0	0.183	0	-0.034	0	-0.275	-1	1.212	2		

School Characteristics

High school enrollment	0.000	4	0.000	3	0.000	0	0.000	-3	0.000	0	0.000	3	0.000	1
% teachers with emergency credentials	0.004	1	0.002	0	0.010	1	0.006	1	0.000	0	0.039	3	0.020	1
% students eligible for subsidized meals	-0.001	-1	0.000	0	-0.002	-1	0.001	1	0.001	0	0.010	2	0.010	1
% students who are English learners	-0.003	-1	-0.001	0	-0.005	-1	0.005	1	-0.003	-1	-0.010	-1	-0.060	-2
% students with no college educated parents	0.000	0	-0.005	-2	-0.001	0	-0.001	-1	-0.003	-1	-0.013	-3	-0.004	0
% 10th grade attrition	0.002	1	0.003	1	0.001	0	0.005	1	0.014	3	-0.019	-2	-0.012	0
% did not complete A-G requirement	-0.001	-1	0.005	3	-0.003	-1	-0.001	-1	0.003	1	0.009	2	0.021	2
Average income - UC applicants	0.000	-1	0.001	1	-0.002	-1	0.002	1	0.000	0	-0.002	-1	-0.003	0
High school graduates, 2007	0.000	0	-0.001	-2	0.000	0	0.000	1	0.000	0	-0.001	-1	-0.002	-1
Number applications to any UC campus	0.000	0	0.001	1	0.005	2	0.004	2	-0.002	-1	0.004	1	0.002	0
Number applications to UCLA	0.000	0	-0.002	-1	-0.009	-2	-0.006	-2	0.004	1	-0.035	-6	-0.016	-1
Number admits to UCLA	-0.003	-2	0.004	1	0.002	0	0.005	1	-0.008	-1	0.089	11	0.037	2
% of admitted students who enrolled at UCLA	0.001	1	0.000	0	0.000	0	0.000	0	-0.002	-1	0.012	4	-0.007	-1
Mean SAT, Reading	-0.003	-1	0.002	0	-0.009	-1	0.004	1	0.008	1	-0.046	-3	0.054	1
Mean SAT, Math	-0.001	-1	-0.008	-3	0.011	2	-0.011	-3	-0.008	-1	0.030	4	-0.019	-1
Mean SAT, Writing	0.004	2	0.004	1	0.003	0	0.000	0	-0.002	0	0.029	2	-0.041	-1
AP courses offered per year	0.003	1	0.002	1	0.005	1	0.003	1	0.004	0	-0.010	-1	0.036	1
% students with AP score >3, '05-'07	0.001	1	-0.001	-1	-0.003	-1	0.000	0	0.008	2	0.002	0	-0.003	0
% students with low Opportunity To Learn	0.003	2	-0.005	-2	-0.002	0	-0.009	-3	-0.002	0	-0.022	-2	-0.023	-1
Student-Teacher Ratio	0.007	2	-0.026	-3	0.012	1	0.000	0	0.000	0	-0.021	-1	-0.023	0
Less than 5% apply to UC system	-0.104	-1	-0.191	-1	0.019	0	0.089	0	0.268	1	-1.118	-1		

Log-likelihood	-55923.89	-10773.753	-4918.646	-7754	-4785.492	-1893.549	-259.332
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Not shown are ordered logit "cutpoints" for distributions of dependent variables or coefficients for missing data on school variables. Coefficients that are more than twice their estimated robust standard errors are in boldface. Z(b) denotes ratio of coefficient to estimated robust standard error.

Table A5a. Summary of Representation of Ethnic Identity Groups by Stage of Admission Process, 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	2,264	349	1,134	1,707	760	841	7,056
Parity	2,226	303	1,083	1,826	816	802	7,056
Disparity	192	-176	-402	526	-128	-12	
Adjusted Disparity	38	47	51	-119	-56	40	
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	662	113	314	486	235	280	2,089
Parity	659	90	321	541	242	237	2,089
Disparity	70	-14	-42	-42	4	23	
Adjusted Disparity	3	23	-7	-55	-7	43	
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	117	34	70	80	46	56	402
Parity	127	17	62	104	47	46	402
Disparity	-76	19	72	-45	17	12	
Adjusted Disparity	-10	16	8	-24	-1	10	
B. FINAL REVIEW							
Assigned to Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	1079	158	586	929	337	269	3358
Model	987	210	638	798	347	379	3358
Parity	1021	163	578	851	387	358	3358
Disparity	58	-5	8	78	-50	-89	
Adjusted Disparity	-35	47	61	-53	-40	21	
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	289	94	206	221	106	114	1,030
Parity	313	50	177	261	119	110	1,030
Disparity	43	3	-32	38	-30	-22	
Adjusted Disparity	-25	44	28	-40	-12	4	
L&S California Applicants with a Holistic Rank of 2.75, Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	53	9	62	58	21	10	213
Model	46	11	59	52	23	21	213
Parity	72	10	34	60	20	18	213
"Disparity"	-26	2	25	-8	3	4	
L&S Admitted Applicants Tied Category of Holistic Rank in Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	5	5	42	7	5	3	67
Model	17	3	20	12	5	9	67
Parity	23	3	11	19	6	6	67
Disparity	-18	2	31	-12	-1	-3	
Adjusted Disparity	-5	0	10	-7	-1	3	

C. SUPPLEMENTAL REVIEW

Assigned to Supplemental Review (SuR)							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	356	334	1152	381	347	168	2738
Model	751	244	634	548	308	254	2738
Parity	833	133	471	694	315	292	2738
Disparity	-477	201	681	-313	32	-124	
Adjusted Disparity	-82	111	163	-146	-7	-39	

Applicants with SuR Score of 2.25 or Better and Not Admitted with a Holistic Rank of 2.5 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	83	94	210	65	47	39	538
Model	145	81	123	84	48	57	538
Parity	164	26	93	136	62	57	538
Disparity	-81	68	117	-71	-15	-18	
Adjusted Disparity	-19	55	30	-52	-14	0	

D. SCHOOL REVIEW

Assigned to School Review (ScR)							
Model	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	125	17	59	156	73	42	472
Model	147	25	60	122	61	56	472
Parity	144	23	81	119	54	50	472
Disparity	-19	-6	-22	37	19	-8	
Adjusted Disparity	3	2	-21	2	7	6	

Applicants with a ScR Score of 2.25 or Better and Not Admitted at Other Stages

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	78	10	32	82	41	21	264
Model	82	14	34	68	34	32	264
Parity	81	13	45	67	30	28	264
Disparity	-3	-3	-13	15	11	-7	
Adjusted Disparity	2	1	-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	2,914	576	1,586	2,172	1,000	1,109	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	164	116	-241	-80	60	
As % of Group Admittees	-0.6	50.4	9.3	-8.4	-8.6	6.1	
As % of Total Admittees	-0.2	1.8	1.2	-2.6	-0.9	0.6	

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	28	63	59	-143	-57	50	
Final	-30	45	38	-47	-13	7	
Supplemental	-19	55	30	-52	-14	0	
School	2	1	-12	1	4	3	
Total	-19	164	116	-241	-80	60	

Note: "Model" denotes multinomial 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 "Parity" predictions. Predicted Numbers are weighted by the number of students who reached that stage in the process. For further details, see 2012 report.

Table A5b. Summary of Representation of Ethnic Identity Groups by Stage of Admission Process, 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	2,371	390	1,287	1,717	810	973	7,549
Parity	2,316	347	1,295	1,838	849	904	7,549
Disparity	268	-209	-481	502	-103	23	
Adjusted Disparity	56	43	-9	-121	-38	69	
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	545	87	281	378	182	219	1,691
Parity	519	78	290	412	190	202	1,691
Disparity	66	-36	-30	44	19	-63	
Adjusted Disparity	26	9	-9	-34	-8	16	
Admitted Applicants out of CA Residents with HR = 2.75							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	27	6	91	38	35	8	205
Model	62	10	41	44	24	22	205
Parity	63	9	35	50	23	25	205
Disparity	-36	-3	56	-12	12	-17	
Disparity	0	1	6	-6	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	1,314	261	853	1,087	488	530	4533
Parity	1344	229	849	1069	504	537	4533
Disparity	-13	-16	-86	5	-43	154	
Adjusted Disparity	-30	32	4	18	-16	-7	
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	408	147	301	284	137	160	1,437
Parity	426	73	269	339	160	170	1,437
Disparity	-28	15	-46	-19	-31	109	
Disparity	-18	74	32	-55	-23	-11	
L&S California Applicants with a Holistic Rank of 2.75, Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	92	6	63	99	40	24	324
Model	95	8	65	87	45	23	324
Parity	96	16	61	76	36	38	324
Disparity	-4	-10	2	23	4	-14	
Adjusted Disparity	-1	-8	4	11	9	-15	
L&S Admitted Applicants Tied Category of Holistic Rank in Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	3	2	35	9	7	2	58
Model	17	3	16	11	5	7	58
Parity	17	3	11	14	6	7	58
Disparity	-14	-1	24	-5	1	-5	
Disparity	0	0	5	-3	-2	0	

C. SUPPLEMENTAL REVIEW

Assigned to Supplemental Review (SuR)							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	440	376	1316	419	335	148	3034
Model	894	206	664	606	267	396	3034
Parity	900	153	569	716	338	360	3034
Disparity	-460	223	747	-297	-3	-212	
Adjusted Disparity	-6	53	96	-109	-70	36	

Applicants with SuR Score of 2.25 or Better and Not Admitted with a Holistic Rank of 2.5 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	94	115	314	67	68	32	690
Model	201	83	171	92	50	92	690
Parity	205	35	129	163	77	82	690
Disparity	-111	80	185	-96	-9	-50	
Disparity	-4	48	42	-70	-26	11	

D. SCHOOL REVIEW

Assigned to School Review (ScR)							
Model	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	187	11	78	87	47	40	450
Model	153	18	84	100	46	48	450
Parity	133	23	84	106	50	53	450
Disparity	54	-12	-6	-19	-3	-13	
Adjusted Disparity	19	-4	-1	-6	-4	-5	

Applicants with a ScR Score of 2.25 or Better and Not Admitted at Other Stages

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	95	9	30	44	22	20	220
Model	73	12	36	41	25	32	220
Parity	65	11	41	52	24	26	220
Disparity	30	-2	-11	-8	-2	-6	
Disparity	8	1	-5	-11	0	6	

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	3,132	646	1,853	2,190	1,051	1,286	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	41	168	72	-265	-89	73	
As % of Group Admittees	1.3	46.9	4.8	-9.4	-8.8	5.8	
As % of Total Admittees	0.4	1.7	0.7	-2.6	-0.9	0.7	

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	55	44	-3	-127	-37	67	
Final	-19	75	37	-57	-25	-11	
Supplemental	-4	48	42	-70	-26	11	
School	8	1	-5	-11	0	6	
Total	41	168	72	-265	-89	73	

Note: "Model" denotes multinomial 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 "Model" and "Parity" predictions. Predicted Numbers are weighted by the number of students who reached that stage in the process. For further details, see 2012 report.

Table A5c. Summary of Representation of Ethnic Identity Groups by Stage of Admission Process

A. REGULAR REVIEW							
Applicants with Holistic Rank between 1 and 2.25 (Domestic) or between 1 and 2 (International)							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	1,858	104	659	2,017	519	645	5,802
Model	1,801	324	1,051	1,459	609	558	5,802
Parity	1,723	271	1,015	1,488	580	724	5,802
Disparity	77	53	36	-29	29	-167	
Domestic Applicants with a Holistic Rank of 2.5 and International Applicants with a Rank of 2, 2.25, or 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	893	71	327	691	267	683	2,932
Model	837	116	476	671	280	553	2,932
Parity	871	137	513	752	293	366	2,932
"Disparity"	-34	-21	-37	-81	-13	186	
Admitted Applicants out of Domestic with HR = 2.5 and International with HR = 2, 2.25 or 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	573	62	287	405	195	274	1796
Model	532	97	332	373	159	303	1796
Parity	533	84	314	461	180	224	1796
Disparity	-1	13	17	-87	-21	79	
B. FINAL REVIEW							
Assigned to Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	1,119	161	625	1,030	366	431	3732
Model	1,047	203	714	974	341	454	3732
Parity	1,072	190	723	932	373	442	3732
"Disparity"	-25	13	-9	42	-32	12	
Applicants with a Holistic Rank between 1 and of 2.25 (Domestic) or between 1 and 2 (International)							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	126	18	63	118	22	44	391
Model	112	34	83	88	24	50	391
Parity	112	20	76	98	39	46	391
Disparity	-1	14	8	-10	-15	4	
Domestic Applicants with a Holistic Rank of 2.5 and International Applicants with a Rank of 2, 2.25, or 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	364	39	201	345	153	129	1231
Model	355	73	215	302	128	158	1231
Parity	354	63	239	307	123	146	1231
"Disparity"	1	10	-24	-6	5	13	
Admitted Applicants out of Domestic with HR = 2.5 and International with HR = 2, 2.25 or 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	215	34	182	200	127	65	823
Model	233	54	151	193	89	104	823
Parity	236	42	160	206	82	98	823
Disparity	-4	12	-9	-13	7	6	

C. SUPPLEMENTAL REVIEW

Assigned to Supplemental Review (SuR)							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	455	332	1375	396	300	143	3001
Model	856	253	675	558	265	394	3001
Parity	862	153	582	750	300	356	3001
"Disparity"	-6	101	93	-191	-35	39	

Applicants with SuR Score of 2.25 or Better and Not Admitted with a Holistic Rank of 2.5 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	96	97	278	74	58	41	644
Model	164	99	138	88	52	104	644
Parity	185	33	125	161	64	76	644
Disparity	-21	66	13	-73	-13	28	

D. SCHOOL REVIEW

Assigned to School Review (ScR)							
Model	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	80	17	40	77	26	23	263
Model	73	24	41	70	25	30	263
Parity	76	13	51	66	26	31	263
Disparity	-2	11	-10	4	-2	-1	

Applicants with a ScR Score of 2.25 or Better and Not Admitted at Other Stages

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	23	13	15	21	9	9	90
Model	19	19	11	22	8	11	90
Parity	26	5	17	22	9	11	90
Disparity	-7	14	-7	0	0	0	

E. SUMMARY OF ADMISSIONS

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	2,891	328	1,484	2,835	930	1,078	9,546
Model	2,860	626	1,766	2,224	942	1,129	9,546
Parity	2,816	454	1,707	2,435	954	1,180	9,546
"Total Disparity"	44	172	59	-212	-13	-50	
As % of Group Admittees	1.5	52.5	3.9	-7.5	-1.4	-4.7	
As % of Total Admittees	0.5	1.8	0.6	-2.2	-0.1	-0.5	

F. ADMISSIONS DISPARITIES BY STAGE AND ETHNIC IDENTITY

Stage	White	Black	Latino	N Asian	SE Asian	Other
Regular	76	66	53	-116	8	-88
Final	-4	26	-1	-23	-8	10
Supplemental	-21	66	13	-73	-13	28
School	-7	14	-7	0	0	0
Total	44	172	59	-212	-13	-50

Note: "Model" denotes multinomial 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 "Model" and "Parity" predictions. Predicted Numbers are weighted by the number of students who reached that stage in the process. For further details, see 2012 report.

Table A5d. Summary of Representation of Ethnic Identity Groups by Stage of Admission Process

A. REGULAR REVIEW							
Applicants with Holistic Rank between 1 and 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	2,455	200	1,037	2,547	747	1,366	8,352
Model	2,419	459	1,511	1,971	893	1,099	8,352
Parity	2,343	436	1,512	2,094	841	1,125	8,352
Disparity	76	23	-1	-123	52	-26	
B. FINAL REVIEW							
Assigned to Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	841	107	479	760	288	388	2863
Model	738	178	565	714	273	393	2863
Parity	774	165	576	696	286	367	2863
"Disparity"	-36	14	-11	18	-12	26	
Applicants with a Holistic Rank between 1 and 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	255	37	142	216	68	157	875
Model	231	62	152	227	79	126	875
Parity	236	50	176	213	87	112	875
Disparity	-6	11	-25	14	-9	13	
C. SUPPLEMENTAL REVIEW							
Assigned to Supplemental Review (SuR)							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	429	447	1505	467	303	182	3333
Model	816	335	808	711	279	384	3333
Parity	901	192	671	810	333	428	3333
"Disparity"	-84	143	137	-99	-53	-43	
or Better							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	76	94	203	57	32	31	493
Model	121	85	117	80	36	54	493
Parity	133	28	99	120	49	63	493
Disparity	-12	57	18	-40	-14	-9	
Applicants with SuR Score of 2.5 and Not Admitted with a Holistic Rank of 2.5 or Better							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	52	43	177	47	40	19	378
Model	105	28	95	71	27	51	378
Parity	102	22	76	92	38	48	378
"Disparity"	3	6	19	-20	-10	2	
Admitted Applicants with SuR Score of 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	9	11	79	15	16	4	134
Model	41	12	51	28	11	12	134

Parity	36	8	27	33	13	17	134
Disparity	5	5	4	-5	-3	-6	

D. SCHOOL REVIEW

Assigned to School Review (ScR)

Model	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	157	24	98	113	40	53	485
Model	137	27	74	123	46	80	485
Parity	131	28	98	118	48	62	485
Disparity	6	-1	-24	5	-3	18	

Applicants with a ScR Score of 2.25 or Better and Not Admitted at Other Stages

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	77	8	44	61	20	22	232
Model	73	11	35	53	20	39	232
Parity	63	13	47	56	23	30	232
Disparity	10	-2	-11	-3	-3	9	

E. SUMMARY OF ADMISSIONS

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	2,872	350	1,505	2,896	883	1,580	10,086
Model	2,883	630	1,846	2,359	1,038	1,329	10,086
Parity	2,812	536	1,861	2,516	1,014	1,347	10,086
"Total Disparity	72	94	-15	-156	24	-18	

As % of Group

Admittees	2.5	26.8	-1.0	-5.4	2.7	-1.1	
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As % of Total

Admittees	0.7	0.9	-0.2	-1.5	0.2	-0.2	
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F. ADMISSIONS DISPARITIES BY STAGE AND ETHNIC IDENTITY

Stage	White	Black	Latino	N Asian	SE Asian	Other
Regular	76	23	-1	-123	52	-26
Final	-6	11	-25	14	-9	13
Supplemental	-8	61	22	-44	-16	-15
School	10	-2	-11	-3	-3	9
Total	72	94	-15	-156	24	-18

Note: "Model" denotes multinomial 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 "Model" and "Parity" predictions. Predicted Numbers are weighted by the number of students who reached that stage in the process. For further details, see 2012 report.

Table A5e. Summary of Representation of Ethnic Identity Groups by Stage of Admission Process

A. REGULAR REVIEW							
Applicants with Holistic Rank between 1 and 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	2,670	197	1,200	2,911	827	1,736	9,541
Model	2,711	488	1,982	2,219	921	1,220	9,541
Parity	2,638	490	1,959	2,371	942	1,141	9,541
Disparity	73	-2	24	-152	-22	79	
California Applicants with a Holistic Rank of 2.75							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	610	54	354	596	222	54	1,890
Model	557	78	388	456	186	225	1,890
Parity	523	97	388	470	187	226	1,890
"Disparity"	34	-19	0	-13	-1	-1	
Admitted Applicants out of California with HR = 2.75							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	91	28	191	75	45	11	441
Model	114	20	107	96	32	72	441
Parity	122	23	91	110	44	53	441
Disparity	-8	-3	16	-13	-12	19	
B. FINAL REVIEW							
Assigned to Final Review							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	992	158	562	956	327	786	3781
Model	921	225	776	892	378	589	3781
Parity	1,004	210	834	909	367	456	3781
"Disparity"	-84	15	-58	-17	11	132	
Applicants with a Holistic Rank between 1 and of 2.5							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	432	39	116	408	89	461	1545
Model	397	113	302	321	152	261	1545
Parity	410	86	341	372	150	186	1545
Disparity	-13	27	-39	-51	2	74	
California Applicants with a Holistic Rank of 2.75							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	54	8	44	63	22	8	199
Model	45	9	34	58	17	37	199
Parity	53	11	44	48	19	24	199
"Disparity"	-8	-2	-10	10	-3	13	
Admitted Applicants out of California with HR = 2.75							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	9	4	31	7	4	3	58
Model	15	4	13	15	3	9	58
Parity	15	3	13	14	6	7	58
Disparity	-1	0	0	1	-2	2	

C. SUPPLEMENTAL REVIEW

Assigned to Supplemental Review (SuR)							
	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	452	405	1600	417	305	103	3282
Model	817	292	803	610	268	491	3282
Parity	872	183	724	789	319	396	3282
"Disparity"	-54	110	80	-179	-50	94	

Applicants with SuR Score of 2.25 or Better and Not Admitted with a Holistic Rank of 2.5 or Better

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	97	63	186	59	41	26	472
Model	109	59	111	51	34	108	472
Parity	125	26	104	114	46	57	472
Disparity	-16	33	7	-62	-12	51	

Applicants with a SuR Score of 2.5

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	61	51	151	47	36	10	356
Model	102	52	81	50	25	47	356
Parity	95	20	78	86	35	43	356
"Disparity"	7	32	2	-35	-10	4	

Admitted Applicants with SuR Score = 2.5

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	22	36	114	19	25	2	218
Model	60	30	49	36	17	27	218
Parity	58	12	48	52	21	26	218
Disparity	2	18	1	-17	-4	1	

D. SCHOOL REVIEW

Assigned to School Review (ScR)							
Model	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	117	13	57	113	26	52	378
Model	105	22	80	104	37	30	378
Parity	100	21	83	91	37	46	378
Disparity	5	1	-3	13	0	-16	

Applicants with a ScR Score of 2.25 or Better and Not Admitted at Other Stages

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	86	12	35	73	19	30	255
Model	72	19	52	65	26	21	255
Parity	68	14	56	61	25	31	255
Disparity	4	5	-4	4	1	-10	

E. SUMMARY OF ADMISSIONS

	White	Black	Latino	N Asian	SE Asian	Other	Total
Observed	3,407	379	1,873	3,552	1,050	2,269	12,530
Model	3,478	733	2,616	2,803	1,184	1,717	12,530
Parity	3,437	655	2,611	3,093	1,233	1,501	12,530
"Total Disparity"	41	78	5	-290	-49	216	
As % of Group							
Admittees	1.2	20.5	0.3	-8.2	-4.7	9.5	
As % of Total							
Admittees	0.3	0.6	0.0	-2.3	-0.4	1.7	

F. ADMISSIONS DISPARITIES BY STAGE AND ETHNIC IDENTITY

Stage	White	Black	Latino	N Asian	SE Asian	Other
Regular	65	-5	40	-165	-33	99
Final	-14	28	-39	-50	-1	76
Supplemental	-15	51	8	-79	-16	51
School	4	5	-4	4	1	-10
Total	41	78	5	-290	-49	216

Note: "Model" denotes multinomial 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 "Model" and "Parity" predictions. Predicted Numbers are weighted by the number of students who reached that stage in the process. For further details, see 2012 report.

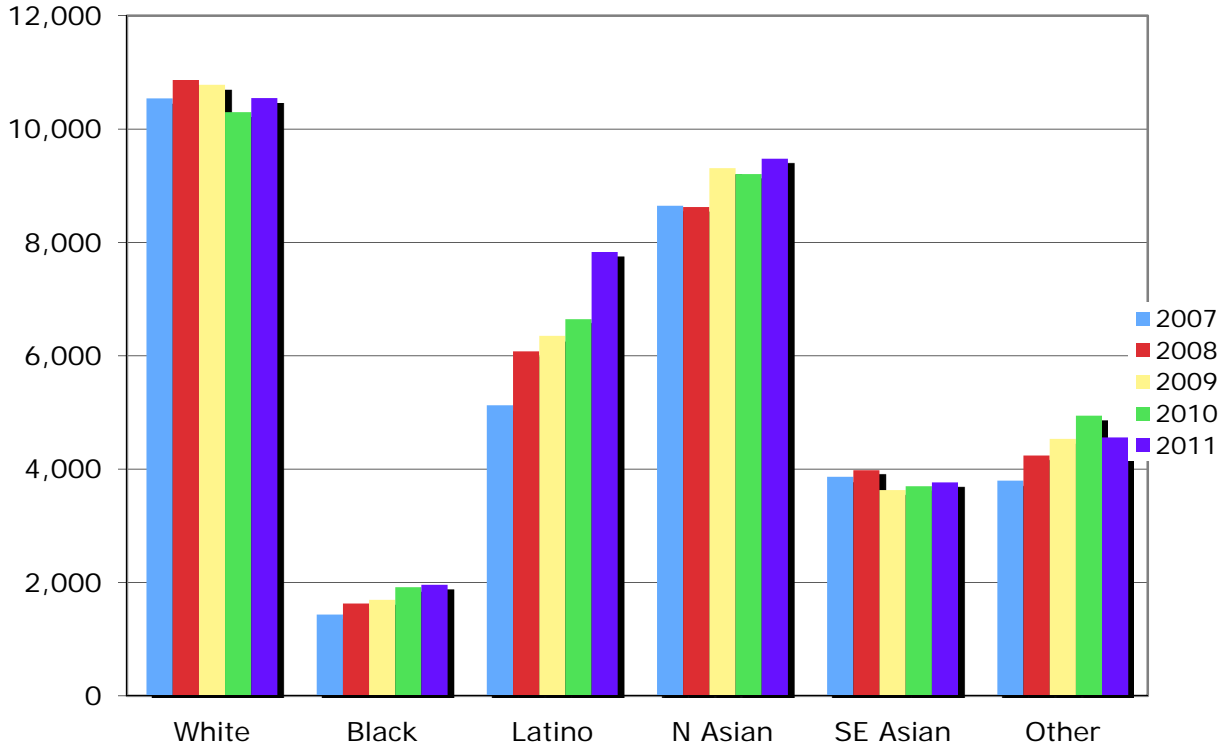


Figure 1. Numbers of Applicants by Race-Ethnicity, 2007-11

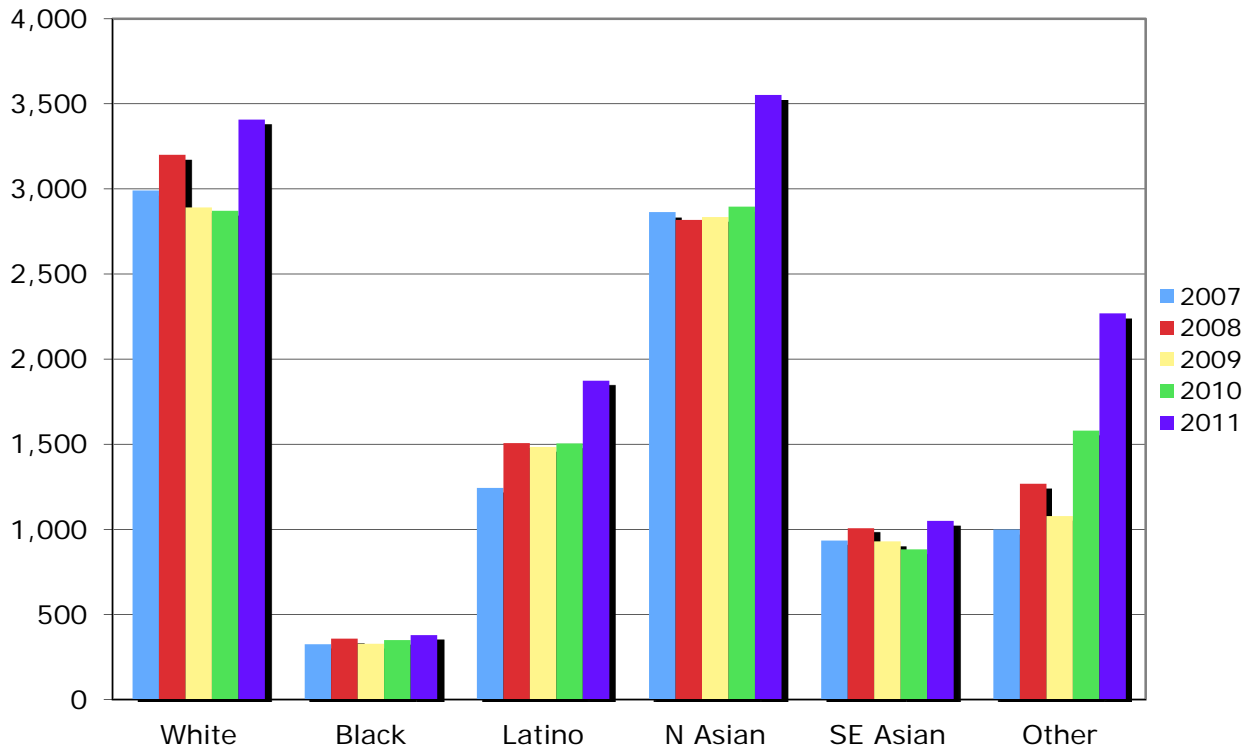


Figure 2. Numbers of Admitted Applicants by Race-Ethnicity, 2007-11

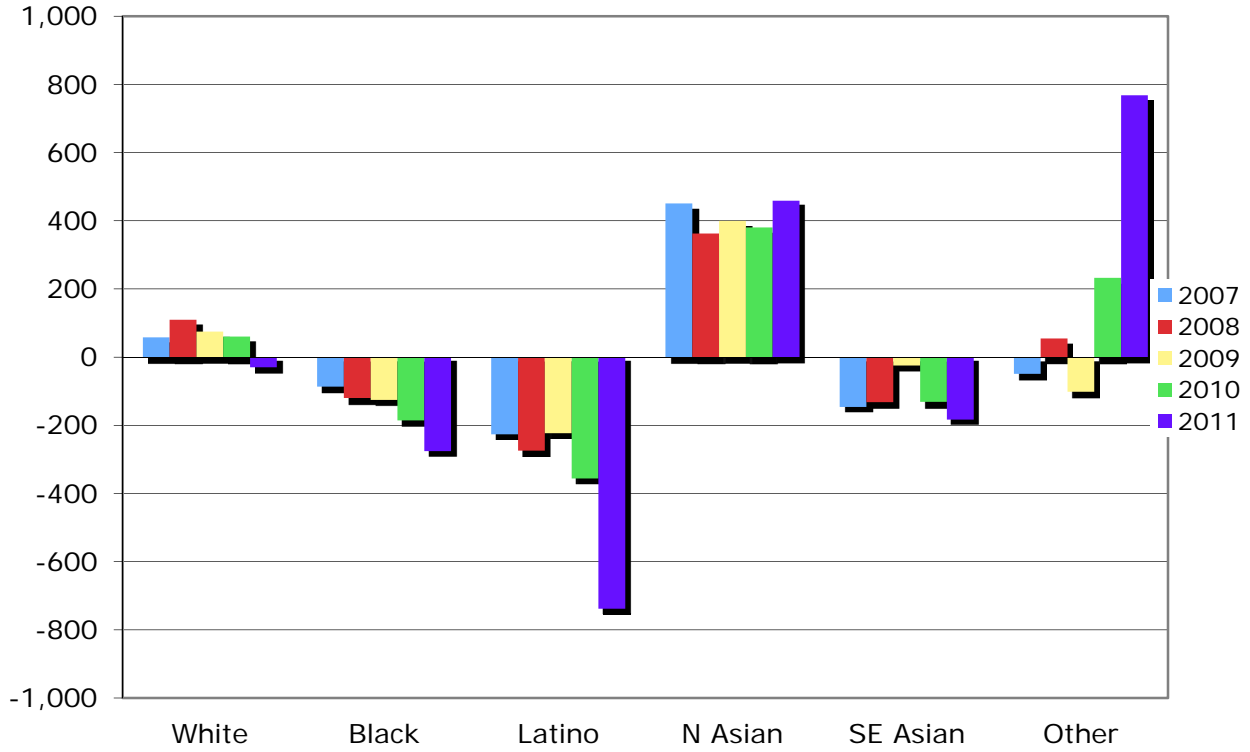


Figure 3. Gross Disparities in Admission by Race-Ethnic Group, 2007-11.

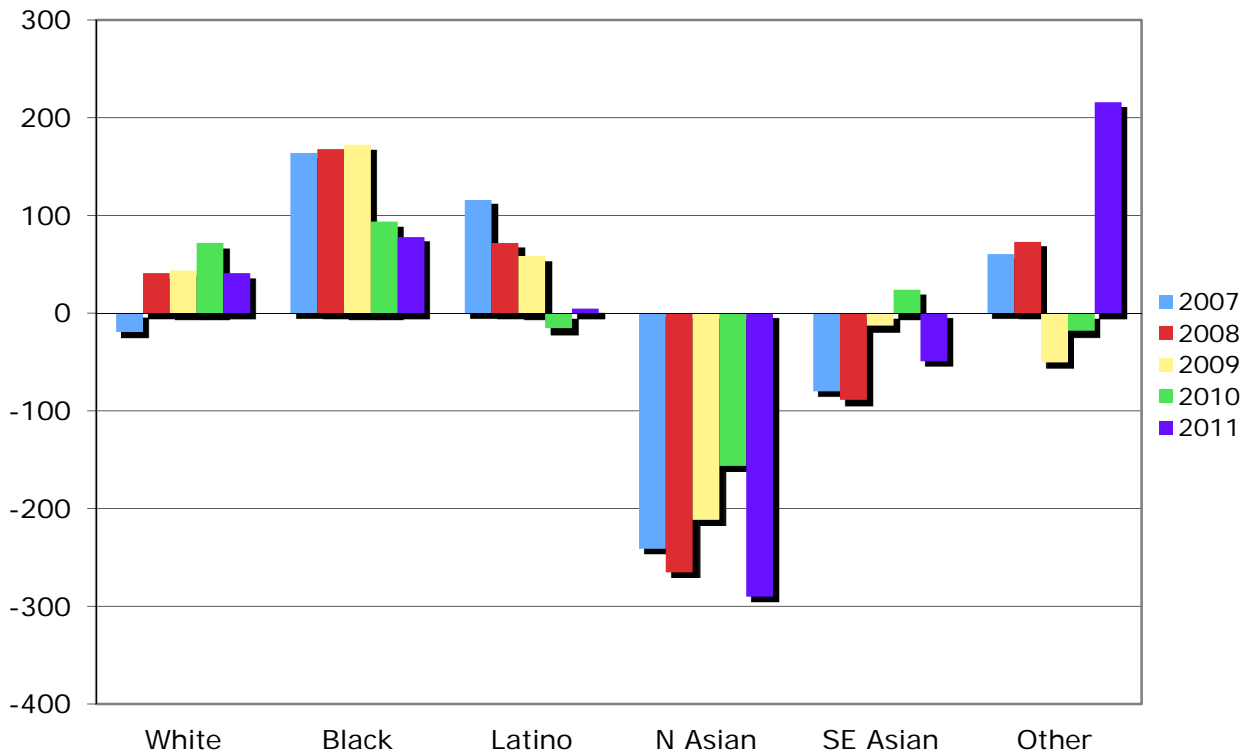


Figure 4. Adjusted Disparities in Admission by Race-Ethnic Group, 2007-11

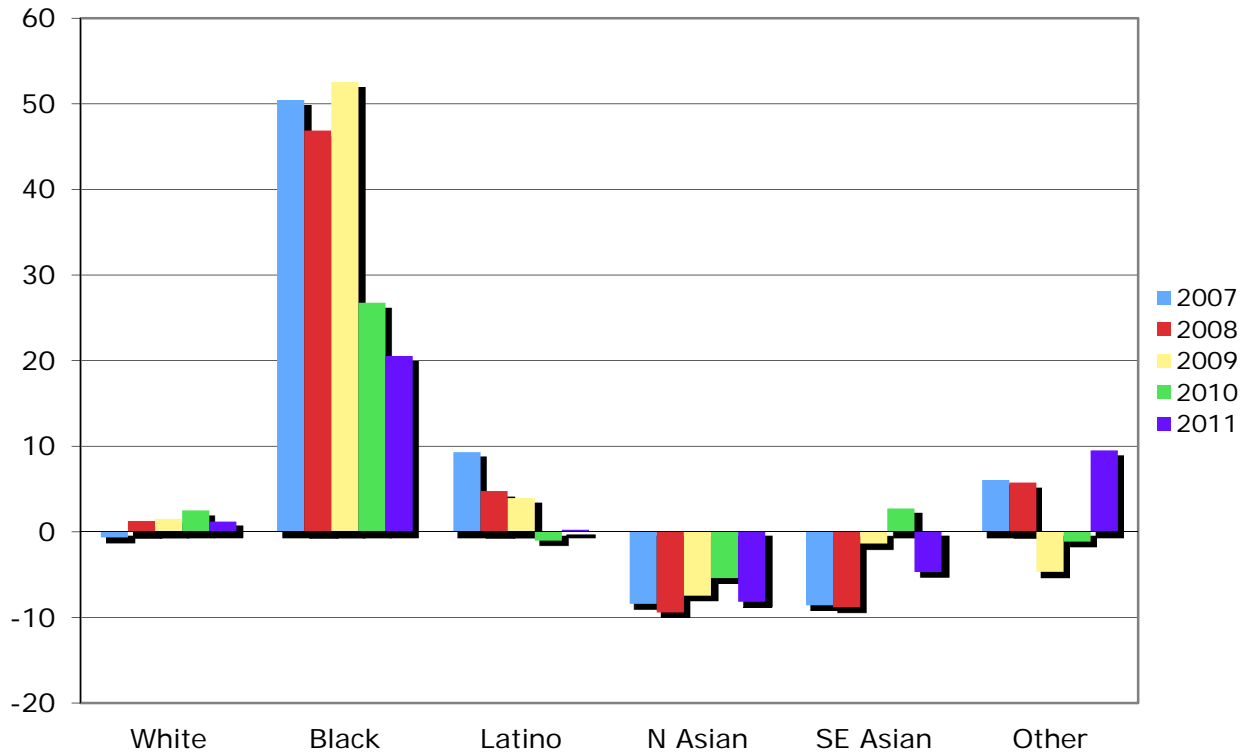


Figure 5. Adjusted Disparities as Percent of Group Admitted, 2007-11

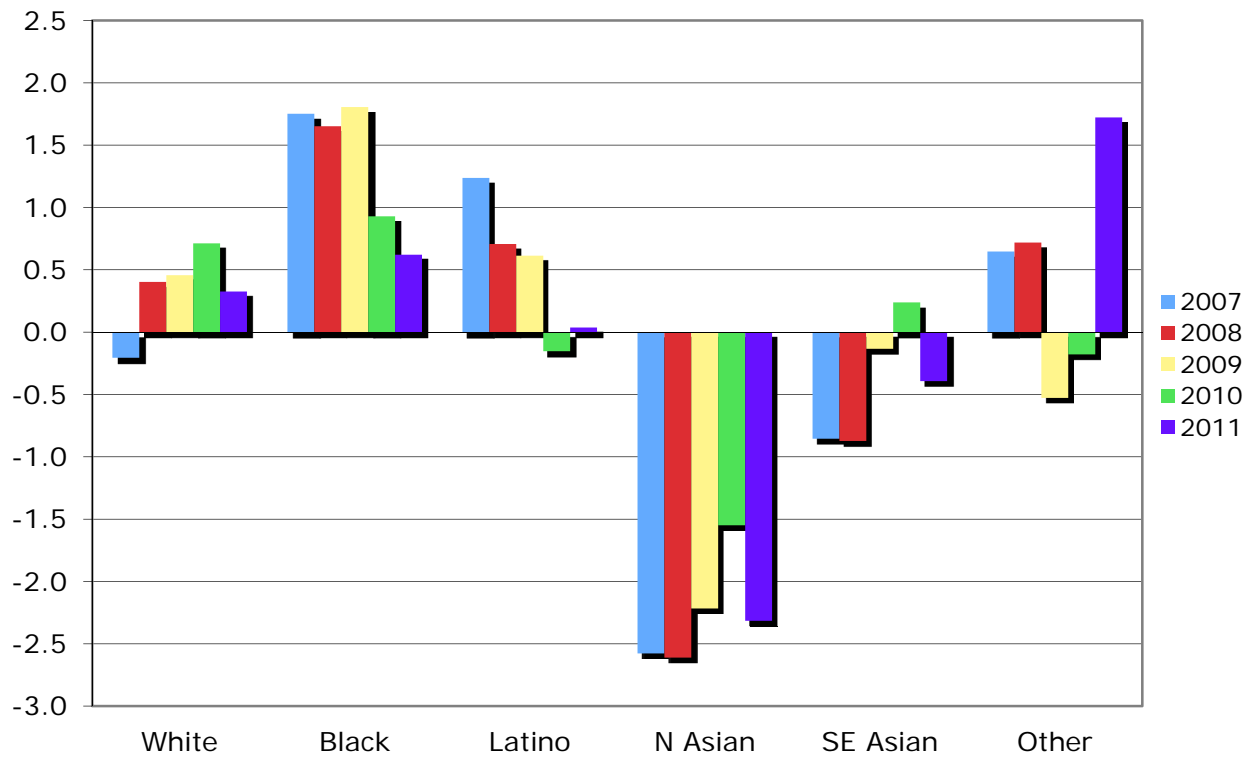


Figure 6. Adjusted Disparities as Percent of All Admitted Applicants, 2007-11

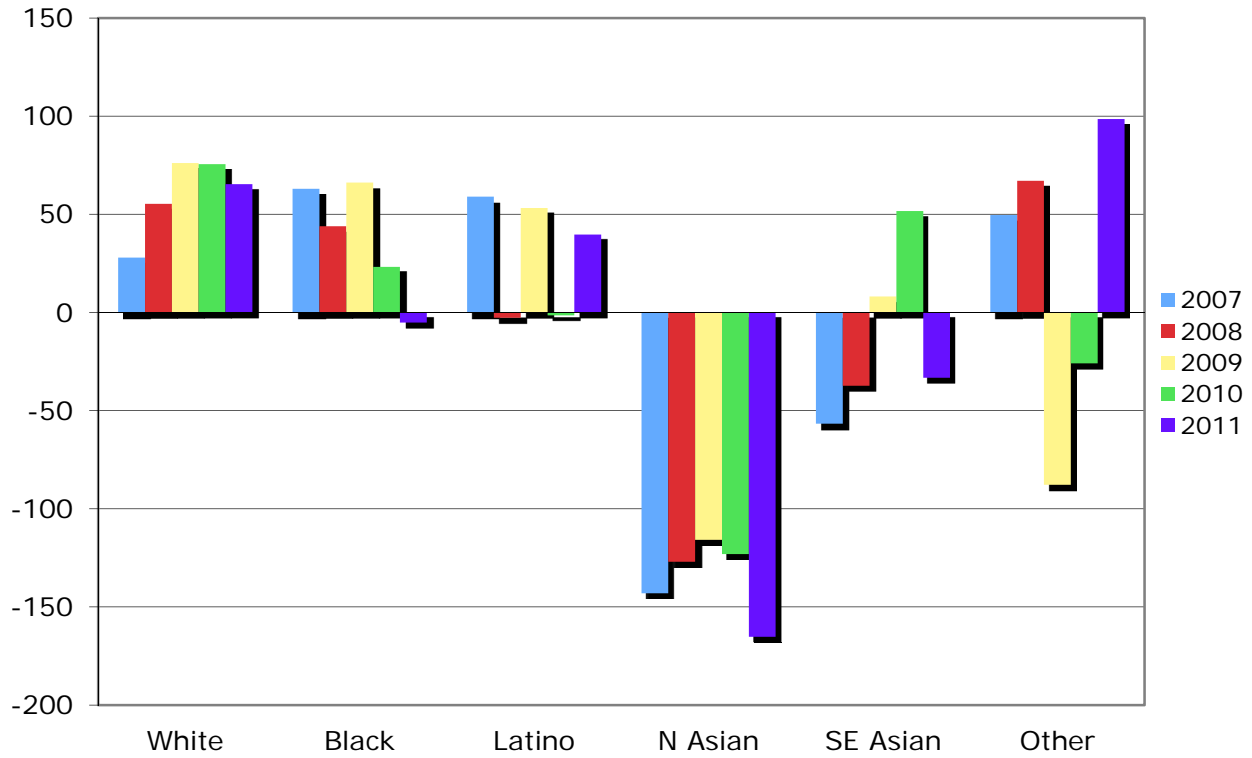


Figure 7. Adjusted Disparities in Regular Review

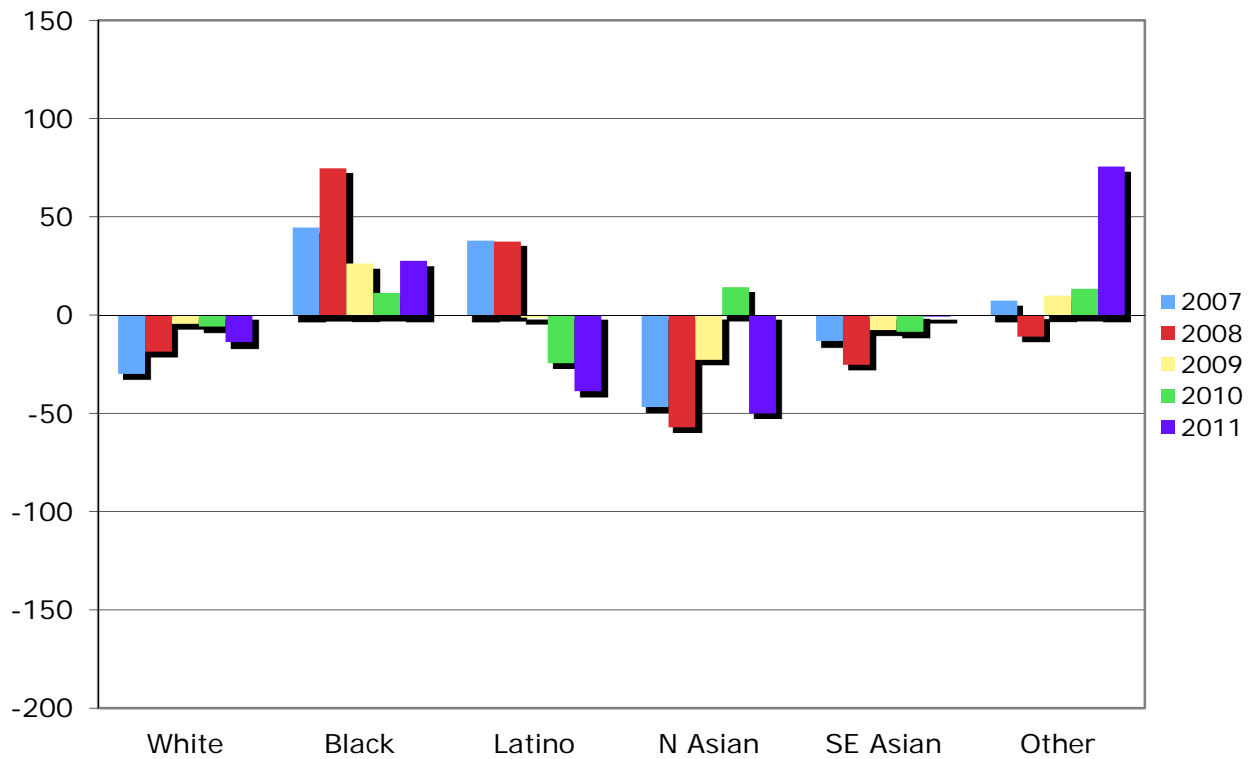


Figure 8. Adjusted Disparities in Final Review

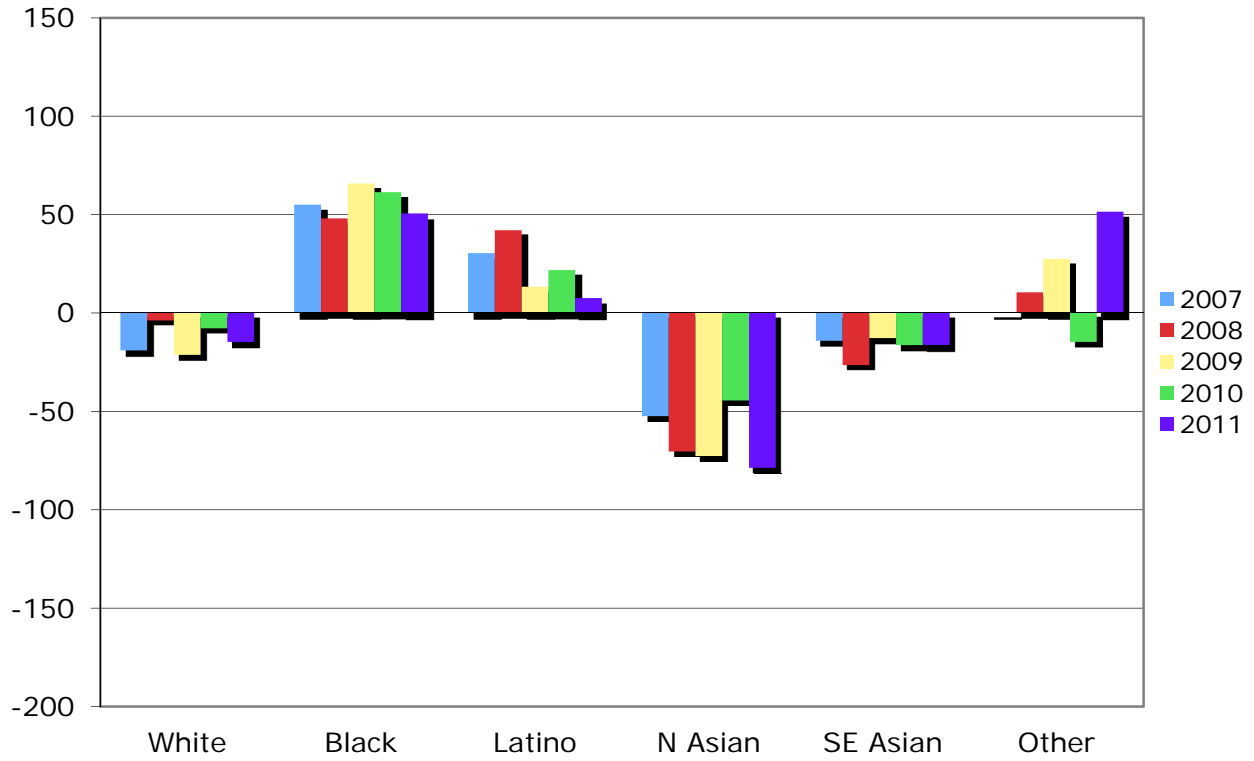


Figure 9. Adjusted Disparities in Supplemental Review