

Committee on Undergraduate Admissions and Relations with Schools (CUARS)
1998-1999 Annual Report

To the Academic Senate, Los Angeles Division:

This is CUARS' first annual report to the Academic Senate in the post SP-1/209 period. As such, this report will outline the challenge that now faces UCLA and what has been accomplished by CUARS to meet this challenge. In order to clarify this challenge, this report will have a "tutorial" flavor.

GOALS OF ADMISSIONS AT UCLA

The general policy stated by the Regents in 1988 (which was later modified by SP-1 and Proposition 209), is applicable at UCLA:

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

UCLA and REGENTS' Admission and Selection Policy

- Select from throughout the eligibility pool (top 12.5%)
- Select 50-75% of the admits by "academic only" considerations
- Select the remaining 50-25% by "academic + supplemental" considerations
- SP-1 and Prop 209 prohibits the use of race, ethnicity, gender, and national origin

THE CHALLENGE: In the absence of Affirmative Action policies, the admission of highly qualified historically underrepresented students has become the main challenge that confronts UCLA's Academic Senate's undergraduate admission policy-making organizations (CUARS and Ugc).

All applicants for freshman admission to UCLA are given an academic ranking, and a supplemental ranking. The following table displays the definitions of the academic ranks that were in place for the Fall '99 freshman admission cycle (there are, in fact, 6 academic ranks; however, the criteria for the 6th are not shown in the first table). The subsequent tables show the numbers of applicants and admits for each of the academic ranks during the three admissions cycles: Fall '97, Fall '98, and Fall '99 (the % ADM columns contain the numbers of ethnic admits relative to the total number of admits in the given Academic Rank). These latter tables contain data for only the College of Letters and Science.

UCLA First-year-college
Proposed Academic Rank Criteria for Fall 1999

	Academic Rank 1			Academic Rank 2			Academic Rank 3			Academic Rank 4			Academic Rank 5		
	Criteria	Percentiles*		Criteria	Percentiles*		Criteria	Percentiles*		Criteria	Percentiles*		Criteria	Percentiles*	
		UCLA	National		UCLA	National		UCLA	National		UCLA	National		UCLA	National
Raw/Capped GPA	3.85	81	N/A	3.75	72	N/A	3.60	58	N/A	3.50	50	N/A	3.30	32	N/A
SAT Verbal	650	75	89	610	60	82	570	45	71	530	30	57	470	15	36
SAT II English	630	75	69	580	60	53	540	45	39	500	30	25	450	15	13
SAT Math	680	75	92	640	60	86	600	45	77	560	30	66	510	15	49
SAT II Math 1	650	75	75	610	60	59	570	45	45	530	30	30	470	15	14
SAT II Math 2	710	75	71	670	60	58	640	45	46	600	30	29	560	15	16
Honors	13	60	N/A	11	50	N/A	9	40	N/A	4	20	N/A	2	10	N/A
A-F Courses	44	60	N/A	42	50	N/A	41	40	N/A	38	20	N/A	36	10	N/A

* UCLA percentiles are based on the '96-'98 applicant cohorts while the National percentiles are based on 1997 college bound seniors

Fall '97	Academic Rank 1				Academic Rank 2				Academic Rank 3			
	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm
Nat Amer	4	4	0.1%	0.1%	16	15	0.5%	0.7%	19	18	0.5%	1.4%
Afr Amer	31	30	0.8%	0.8%	50	49	1.6%	2.2%	93	89	2.5%	6.8%
Latino Am	77	76	2.1%	2.1%	75	63	2.5%	2.8%	106	54	2.9%	4.1%
Ch/MA	95	93	2.6%	2.6%	131	127	4.3%	5.6%	253	248	6.9%	18.9%
As Am	1791	1752	48.8%	49.0%	1281	923	42.1%	40.6%	1492	428	40.8%	32.7%
Wh Am	1414	1376	38.5%	38.4%	1262	918	41.5%	40.3%	1489	409	40.7%	31.2%
Othr/Unk	256	248	7.0%	6.9%	228	181	7.5%	8.0%	209	63	5.7%	4.8%
Total	3668	3579			3043	2276			3661	1309		

Academic Rank 4				Academic Rank 5				Academic Rank 6			
Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm
25	23	0.7%	3.1%	28	12	0.8%	2.5%	25	1	0.6%	0.4%
139	128	3.9%	17.0%	163	108	4.9%	22.9%	360	75	8.6%	28.8%
139	68	3.9%	9.0%	146	37	4.4%	7.9%	253	13	6.0%	5.0%
310	302	8.7%	40.1%	412	215	12.4%	45.6%	720	76	17.2%	29.2%
1400	137	39.2%	18.2%	1277	51	38.5%	10.8%	1543	27	36.9%	10.4%
1373	82	38.4%	10.9%	1126	43	33.9%	9.1%	1117	62	26.7%	23.8%
185	14	5.2%	1.9%	165	5	5.0%	1.1%	166	6	4.0%	2.3%
3571	754			3317	471			4184	260		

Fall '98	Academic Rank 1				Academic Rank 2				Academic Rank 3			
	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm
Nat Amer	17	17	0.4%	0.4%	14	12	0.4%	0.5%	25	4	0.6%	0.4%
Afr Amer	45	44	1.1%	1.1%	66	55	1.8%	2.1%	103	51	2.4%	4.5%
Latino Am	64	62	1.6%	1.5%	77	62	2.1%	2.4%	135	49	3.2%	4.3%
Ch/MA	109	104	2.7%	2.6%	163	129	4.5%	5.0%	300	158	7.1%	13.8%
As Am	1731	1697	42.2%	42.4%	1359	1013	37.7%	39.5%	1447	411	34.3%	36.0%
Wh Am	1433	1395	34.9%	34.8%	1347	901	37.3%	35.1%	1560	321	36.9%	28.1%
Othr/Unk	706	685	17.2%	17.1%	583	395	16.2%	15.4%	653	147	15.5%	12.9%
Total	4105	4004			3609	2567			4223	1141		

Academic Rank 4				Academic Rank 5				Academic Rank 6			
Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm
22	4	0.6%	0.8%	17	1	0.5%	0.4%	37	2	0.8%	0.9%
127	39	3.4%	8.1%	172	40	5.4%	16.3%	379	44	8.0%	19.7%
127	31	3.4%	6.4%	106	13	3.3%	5.3%	228	12	4.8%	5.4%
375	120	10.0%	24.8%	429	91	13.5%	37.1%	832	56	17.5%	25.1%
1322	151	35.4%	31.2%	1174	56	36.9%	22.9%	1507	29	31.7%	13.0%
1188	81	31.8%	16.7%	836	26	26.2%	10.6%	1138	51	23.9%	22.9%
571	58	15.3%	12.0%	451	18	14.2%	7.3%	639	29	13.4%	13.0%
3732	484			3185	245			4760	223		

Fall '99	Academic Rank 1				Academic Rank 2				Academic Rank 3			
	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm
Nat Amer	10	9	0.3%	0.3%	14	9	0.4%	0.4%	26	5	0.6%	0.5%
Afr Amer	28	25	0.9%	0.8%	55	42	1.5%	1.9%	103	55	2.3%	5.9%
Latino Am	60	59	1.8%	1.9%	78	56	2.1%	2.5%	122	29	2.7%	3.1%
Ch/MA	74	70	2.3%	2.2%	136	105	3.7%	4.6%	260	132	5.8%	14.0%
As Am	1469	1428	44.8%	45.1%	1387	863	37.3%	38.1%	1733	428	38.5%	45.5%
Wh Am	1266	1213	38.6%	38.3%	1664	958	44.7%	42.3%	1816	220	40.3%	23.4%
Othr/Unk	372	362	11.3%	11.4%	389	231	10.4%	10.2%	446	71	9.9%	7.6%
Total	3279	3166			3723	2264			4506	940		

Academic Rank 4				Academic Rank 5				Academic Rank 6			
Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm	Apps	Adms	% Apps	% Adm
29	4	0.6%	0.6%	33	2	0.8%	0.5%	39	0	0.8%	0.0%
144	61	3.0%	9.4%	181	55	4.4%	13.6%	417	24	8.5%	16.1%
154	47	3.2%	7.2%	184	37	4.5%	9.2%	234	13	4.8%	8.7%
406	182	8.5%	28.0%	506	137	12.3%	33.9%	842	40	17.1%	26.8%
1820	255	38.0%	39.3%	1540	113	37.5%	28.0%	1538	24	31.3%	16.1%
1827	69	38.1%	10.6%	1318	41	32.1%	10.1%	1430	37	29.1%	24.8%
415	31	8.7%	4.8%	343	19	8.4%	4.7%	420	11	8.5%	7.4%
4795	649			4105	404			4920	149		

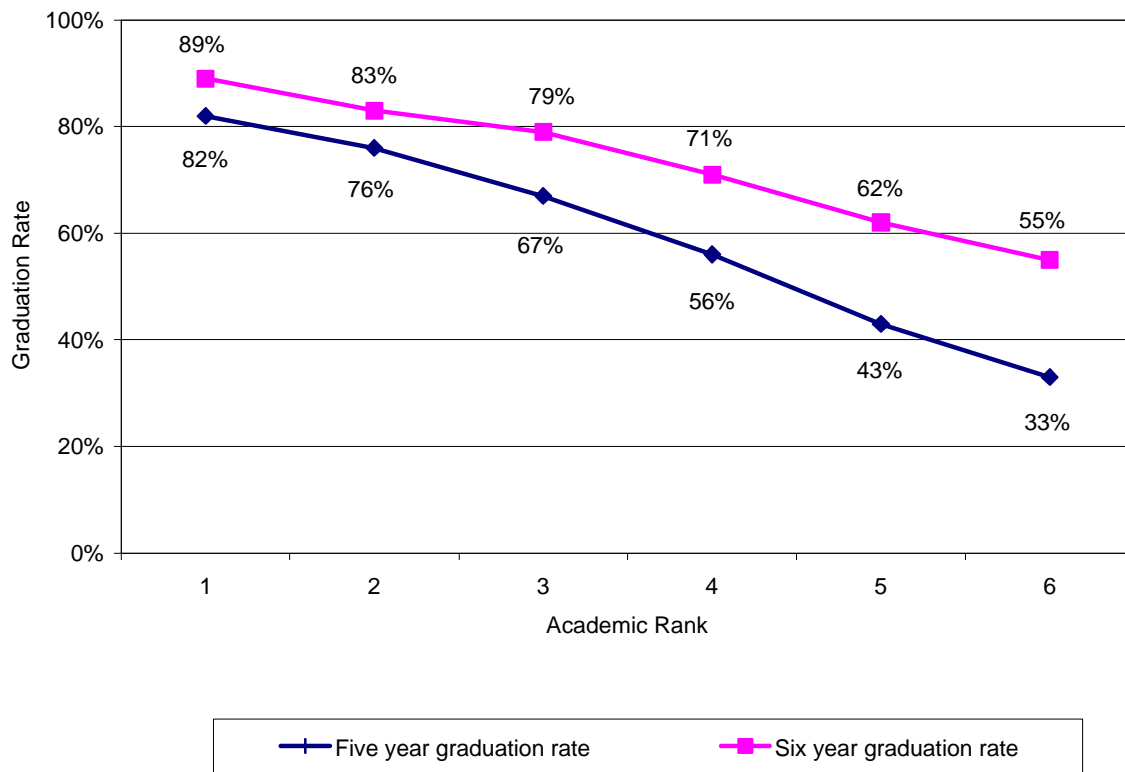
One readily sees that the percentages of the historically underrepresented applicants, Fall '99, among the various academic ranks are: AR1 5.3%, AR2 7.7%, AR3 11.4%, AR4 15.3%, AR5 22.0%, AR6 31.2%.

The Fall '99 new freshmen enrollment target (all Schools and the College) was about 4,000, which statistically implies about 10,000 new freshmen were to be admitted. The Regents' "at least 50%" rule states that at least 5,000 of the new admits would have to be

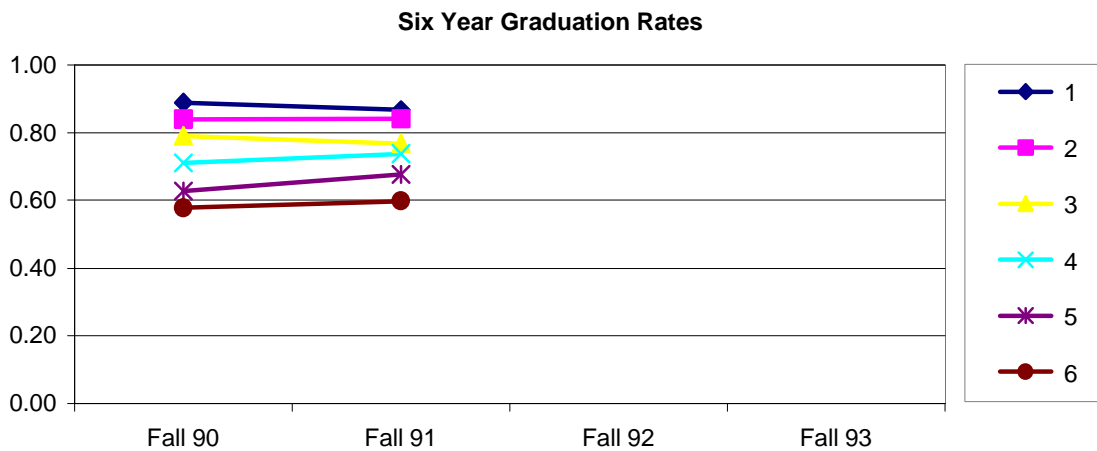
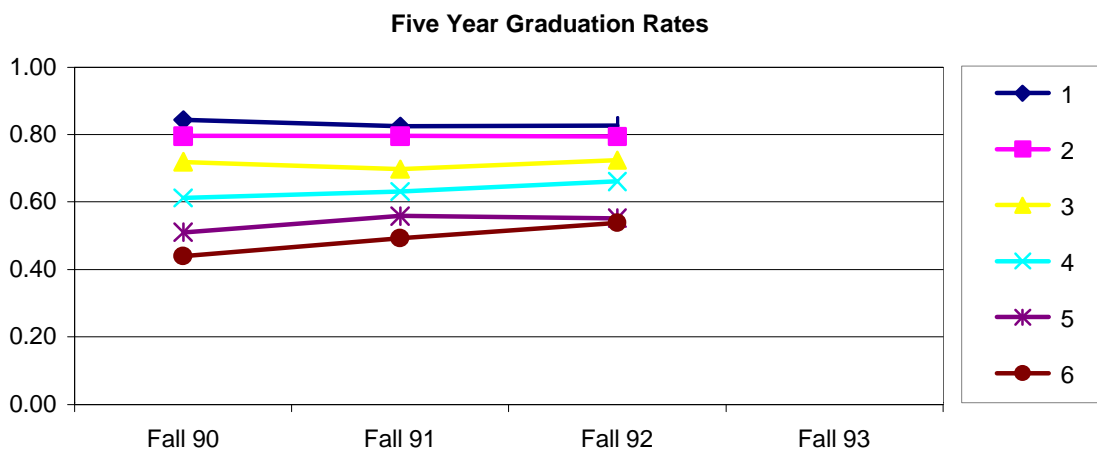
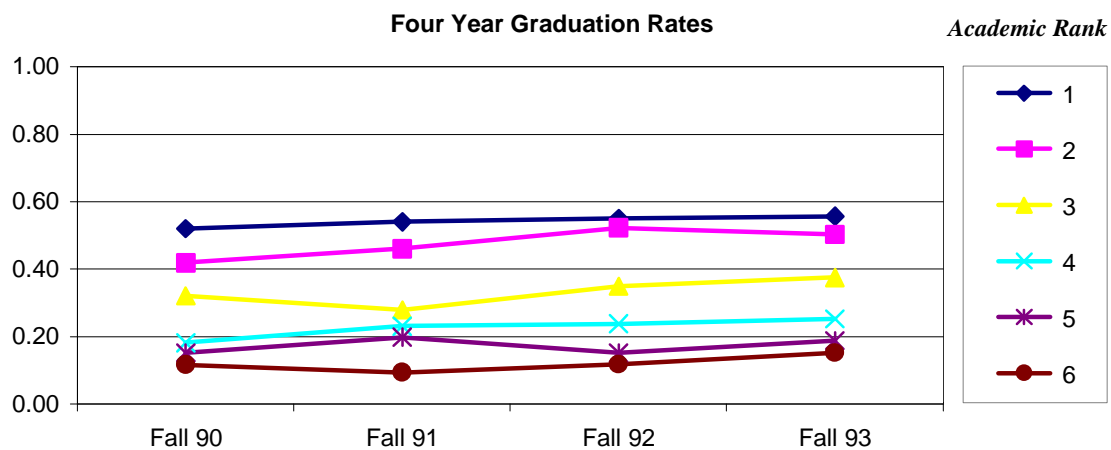
selected on an "academic only" basis. Since the College was to admit approximately 7,500 to 8,000 applicants, then at least 3,700 of these applicants were to be selected from the two highest academic ranks, AR1 and AR2. For the Fall '99 freshman admissions cycle, CUARS members voted that no more than approximately 54-55% of the L&S admits should be based on "academic only" criteria. For the Fall '98 admissions cycle, the percentage that was admitted on the "academic only" basis was in the neighborhood of 64%.

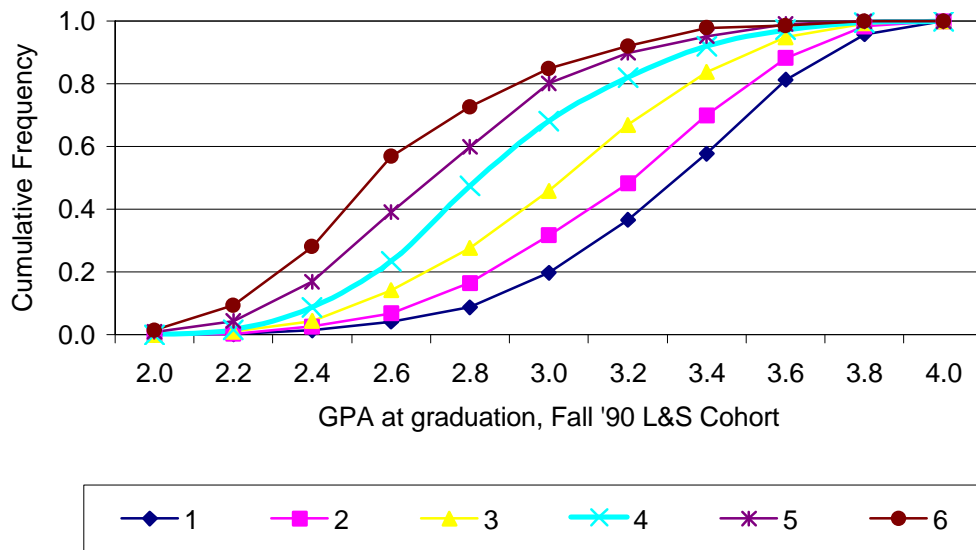
Because of the distribution of the historically underrepresented students among the academic ranks, it may appear that a greater percentage of the admitted students should be chosen from the lower academic ranks. However, the following charts demonstrate the difficulty with such an approach, especially in view of the fact that we are no longer able to emphasize the selection of the most promising historically underrepresented students from those academic ranks.

**UCLA First-year-college Enrolled Students, Fall 1990 Cohort
Admitted to the College of Letters and Science, Domestic, Non-athletes
Five and Six year graduation rates by Academic Rank**



UCLA First-year-college Enrolled Students, Fall 1990 - Fall 1993
College of Letters and Science, Domestic, Non-athletes
Graduation rates by Academic Rank as of Fall 1997





The implications of the above charts are considerable and raise the following questions for a given freshmen admissions cycle:

1. What is an appropriate mix of ARs? (i.e., the number to be admitted from each Academic Rank)
2. Given CUARS' desire to admit from all ARs (CUARS' members are well aware of the fact that many applicants may not have had the same advantages as others with respect to their high school education, and that there may be many reasons for this disadvantage), how does one choose applicants from the lower ARs who the faculty has reason to believe will benefit from a high-quality UCLA undergraduate education?

CUARS has taken the position that “academic achievement + academic motivation” is what is to be sought among those applicants who do not fall into the “academic only” category. How should we evaluate “academic + academic motivation”? CUARS believes that we must look for those students who have done well academically and who have done so under relatively adverse circumstances. As one may imagine, the search for such applicants is formidable, and dozens of readers are involved, in each admissions cycle, in the reading of applications. Given our resources and given our knowledge of the predictive value of Academic Rank, our application reading efforts are concentrated

in the “academic + academic motivation” category, and not in the “academic only” category. There are few, if any, compelling reasons to spend limited resources reading the “academic only” (e.g., Academic Rank 1), looking for additional characteristics that may or may not be truly predictive of academic success. In the Fall ’99 cycle, there were approximately 22,000 L&S applications in AR2-6, of which approximately 18,000 would have to be rejected! It should be clear that rather precise criteria are necessary to be able to admit, and enroll, a freshmen class that meets the goals of the Regents’ 1988 statement.

Over the years, CUARS has defined and refined various measures that attempt to identify those applicants whose "academic + academic motivation" potential is high. CUARS has several measures of “academic motivation” and those measures inform UCLA’s evaluation of the academic record of the applicant. If an applicant is from a school that is disadvantaged, if there are economic or other hardships the applicant or his/her family have undergone, or if the applicant has taken advantage of early academic outreach programs, and if the applicant has done well (determined by the Comprehensive Academic Review), then this is an applicant CUARS believes has the drive or motivation to benefit from a UCLA education.

In order to develop the above type of supplemental assessment of applicants, most applicants receive, in addition to an academic rank (AR, ranks 1-6), a Comprehensive Academic Rank (CAR, ranks 1-5), a Life Challenges Assessment (LCA, a possible 6 computer assigned points -- modifiable by a reader of the application), and a Personal Achievement Assessment (PAA, ranks 1-5). In addition, an inference is made about the "quality" of the applicant's high school. This inference is summarized by the Opportunity to Learn Index (OTL). This latter term is also called the Academic Competitive Index (ACI). Basically, if over the last 3 years the applicant's high school has produced a large percentage of low AR applicants to UCLA and if the applicant has been academically successful (e.g., AR2, AR3), then the inference is made that the applicant in question has done well in an environment in which it is difficult to do well. As mentioned above, an

applicant who has participated in approved Educational Advancement Opportunity Programs (EAOP) has also demonstrated a component of "academic motivation".

In summary, the following are the major data components upon which selection decisions are made (all but the first are used for those applicants who do not fall into the "academic only" category):

- Academic Rank (ranks 1-6)
- Comprehensive Academic Rank (ranks 1-5): The CAR does not depend upon the SATIs or the SATIIs. Rather, an assessment is made of the strength of the applicant's academic program and this assessment includes other academic evidence as well (e.g., the number and quality of AP Examinations).
- Life Challenges Assessment: This assessment depends upon parents' income, parents' education, single-parent family, and other facts that are noticed by the application reader.
- Academic Competitive Index, or the Opportunity to Learn Index
- Educational Advancement Opportunity Programs

The actual process by which selection decisions are made is quite detailed and cannot be adequately covered in an annual report to the Academic Senate. For a good general overview of the selection process, see "Freshman Selection: Fall 1999" by Director Rae Lee Siporin, UARS.

STATISTICAL ANALYSES: An on-going process that evaluates admissions criteria has been put in place during the 1998-99 academic year. Assistant Vice Chancellor Glyn Davies, Academic Planning and Budget, has agreed to supply appropriate data to CUARS during each Winter Quarter. These data include the academic progress of all enrolled undergraduate students. These data, in conjunction with UARS admissions data for those students, will form the data basis for various analyses of admissions criteria and the ultimate outcomes (e.g., graduation rates, graduation GPAs) for enrolled students. CUARS has formed a statistical analysis subgroup that will be responsible for appropriate analyses of most aspects of the admissions criteria system. In the post SP-1/209 era these

types of analyses are, perhaps, more important than was previously the case. For instance, there is currently much wide-spread criticism of the usage of the SATs for the purposes of selection and, as a result, an on-going analysis of CAR v. AR is in order. On the other hand, CUARS' initial analysis indicates there is significant statistical predictive validity of the SATs, for UCLA students, but it appears to be the case that the SATIIs (English and mathematics achievement examinations) may be the only examinations that are necessary as far as the SATs are concerned.

Lastly, and quite importantly, competent studies and/or research need to be executed in order to verify whether the supplementary indicators do, in fact, represent information that goes to the heart of "academic motivation" and "academic disadvantage". The fact that much of the supplementary information is based upon self-reported information further complicates this rather formidable issue.

Submitted by Stephen Jacobsen, Chair 1998-99

1998-99 CUARS Members

Charles Buchanan

Trudy Cameron

Phil Curtis

Lawrence Feldman

Patricia Greenfield

Steve Jacobsen

Claudia Parodi-Lewin

Hans Schollhammer

Dawn Fraser, Student

Dorene Martinez, Student

Zuhairah Scott, Student