

**UNIVERSITY OF CALIFORNIA  
ELIGIBILITY AND ADMISSIONS STUDY GROUP**

OVERVIEW OF BACKGROUND MATERIALS  
FOR DECEMBER 16, 2003

**Section III. Eligibility and Admissions: The Educational Context**

The two articles in this section (both by UC research teams) inform our continued discussion of the conditions in California's public schools and the relationship between academic resources available in the schools and student admission outcomes. Item 5, "Critical Conditions for Equity and Diversity in College Access: Informing Policy and Monitoring Results" (Jeannie Oakes, 2003), defines and explains seven indicators of school capacity and culture critical to successful student experiences. (Professor Oakes will address the Study Group at the December 16 meeting.) Item 6, "Unequal Opportunity: California High Schools and Access to the University of California" (Isaac Martin, Jerome Karabel, and Sean Jaquez, 2003) relates school resources and socioeconomic composition to access to UC and finds that UC is "disproportionately accessible to students from affluent schools in highly educated communities" (p.22).

**Section IV. Comprehensive Review: Policy Foundations and Historical Development**

Item 7, "Chronology of Events Related to Freshman Admissions Criteria and Processes," chronicles the development of selection processes at UC, beginning in the early 1970s, continuing through the development of qualitative review processes in the late 1980s and early 1990s, and culminating in the extension of comprehensive review to the full applicant pool. Items 8 and 17 provide additional historic background, focusing more intensively on the past 10 years. Items 9-16 are the actual policy documents referred to in this chronology. Among these, items 9, 11, 14, and 16 document the evolution of the University's selection criteria.

Items 18-20 complement the UC documents described above by discussing the national context for college admissions. The publications excerpted here from the College Board discuss common elements of selective college admissions nationally; these publications are available in their entirety on the internet (links are included on the resources list in Section VII). Items 19 and 20, "The New College Chaos," (James Fallow, Atlantic Monthly, November 2003) and "The Admissions Maze" (Justin Ewers, U.S. News and World Report, America's Best Colleges, 2004 edition), address the increasing competitiveness of college admissions nationally and the effects of this competitiveness on parent and student behavior and reactions.

## **Section V. Comprehensive Review: Implementation**

Items 21 and 22, the 2002 and 2003 BOARS reports on implementation of comprehensive review, describe the rationale for the development of UC's current admission policy, how this policy is being implemented on each of the six selective campuses, and what the outcomes have been in terms of the composition of admitted classes for 2002 and 2003. Most of the appendices from these documents have been omitted here, for reasons of space, but are also available on line (see resources list for links). Appendix E to the 2003 report, which is included, provides summaries of the 2003 processes on each selective campus.

Items 23 and 24 address oversight mechanisms for comprehensive review. Item 23, the BOARS Accountability Principles for Comprehensive Review of Undergraduate Applicants to the University of California (2002), highlights the need for greater faculty review of admission processes and decisions that are more heavily based on qualitative review. Item 24, Comprehensive Review at the Six Selective Campuses: 2003 Admissions Process and Implementation by Accountability Principles (2003), displays in matrix format the accountability and quality control mechanisms campuses have put in place to ensure reliability and consistency in the admission review process.

## **Section VI. Comprehensive Review: Effects on Composition of Study Body**

Item 25, Profile of Students Admitted Before and After Comprehensive Review: Systemwide and By Campus (2003) contains data tables previously provided to The Regents in September 2003. These tables will be supplemented at the meeting by additional data on the full range of the distribution of applicants and admitted and denied students.