

**University of California Eligibility and Admissions Study Group  
Topic #1: Eligibility**

**Major Topic  
Area**

**Questions**

**Policy  
Foundations  
and Historical  
Development**

What purposes do UC's eligibility criteria serve?

What is the historical derivation of the concept of eligibility?

What does the Master Plan require of us? How has this changed?

How does UC's conception of eligibility compare to those of other public universities?

What is the policy rationale for Admission by Exception?

How does CPEC estimate eligibility?

Historically, what percentage of California high school graduates have been deemed eligible?

**Derivation of  
Current  
Eligibility  
Requirements**

What were the findings of the 1996 study?

How did UC respond in 1996?

What changes have been put in place since then?

What is the normal process for responding to CPEC eligibility studies?

Why has it been so long since the last study was conducted?

**Estimates of  
Current Size of  
Eligible Pool**

What is UC's best current estimate of eligibility?

How reliable is this estimate? When will we have more reliable data?

What explains growth in the eligibility pool?

Who are the potentially eligible and what do we know about them?

What do we know about high-achieving students who are not eligible to UC or choose not to apply?

If the 2003 CPEC study finds UC over its 12.5 percent target, how will we proceed?

**University of California Eligibility and Admissions Study Group**  
**Topic #2: Comprehensive Review**

<b>Major Topic Area</b>	<b>Questions</b>
<b>Policy Foundations and Historical Development</b>	<p>What are the overall goals that underlie UC admission policy?</p> <p>What is the national historical and educational context for the development of comprehensive review?</p> <p>How did UC campuses select students before comprehensive review?</p> <p>How is comprehensive review defined? What are its key components? What was the policy rationale for the decision?</p> <p>What criteria does comprehensive review encompass? How are different factors weighted?</p>
<b>Implementation</b>	<p>On a campus-by-campus basis, how have campuses implemented comprehensive review? What are the key similarities and differences and how are these justified?</p> <p>Are campus policies consistent with Regents' and BOARS policy?</p> <p>What authority structures exist to determine and monitor campus policies and practices?</p>
<b>Effects on Composition of Student Body</b>	<p>How has comprehensive review changed the profile of who is admitted and who is denied at each campus?</p> <p>Are high achieving students less likely to be admitted under comprehensive review?</p> <p>Are lower achieving students more likely to be admitted under comprehensive review?</p> <p>What are the policy rationales for either of these outcomes?</p> <p>Does comprehensive review advantage students who have experienced hardship over students with high academic achievement from good high schools?</p> <p>How has comprehensive review affected access for different populations (e.g., rural, poor, educationally disadvantaged)?</p> <p>Has comprehensive review increased the admission of underrepresented students? If so, how and why?</p>
<b>Reliability and Integrity of the Process</b>	<p>What measures have campuses put in place to ensure decisions are consistent and sound? Have they been effective?</p> <p>How can we know that race is not being considered?</p>

**University of California Eligibility and Admissions Study Group  
Topic #3: Administrative Efficiencies and Public Clarity**

**Major Topic  
Area**

**Questions**

**Cost**

How much does UC currently spend on admission processing? What are the components of this cost?

What do we know about the cost to process a single application at each of the campuses?

How much has comprehensive review added to the cost? What are the components of the new cost?

**Efficiencies**

What have the University and the campuses done to improve the efficiency of admission processing?

Is it necessary for all campuses to fully evaluate all applications if many are duplicated? Can the reading process be streamlined or made less inefficient?

**Public  
Understanding**

What is the larger context with respect to the “transparency” of admission to selective institutions?

What information does UC—both systemwide and campuses—currently provide about its admission processes? What is the quality of this information?

How can our communication tools be improved?

To what degree should/can admissions outcomes be predictable?

**Consistency  
Among  
Campuses**

In what ways are campus processes alike? How much do they differ?

What is the rationale for the differences?

Are the differences largely procedural or do they reflect policy differences?

Would increased consistency make the admission process more predictable or more clear?