

Quantifiable Criteria Used in Comprehensive Review

For each of the fourteen criteria included in the BOARS guidelines, to what degree is the information available as a quantified factor?

The following is the University's Freshman Selection Criteria from *Guidelines For Implementation of University Policy on Undergraduate Admissions* with an assessment according to whether a criterion is quantitative, potentially quantifiable, semi-quantitative or inherently un-quantifiable.

Campuses can go only so far in making analyses of admissions results through quantitative comparison, since there are a number of allowed attributes that cannot be quantified. Even a campus that uses a totally quantitative admissions procedure must make qualitative judgments in translating certain attributes into quantitative scores.

Freshman Selection Criteria from *Guidelines For Implementation of University Policy On Undergraduate Admissions*

Key:

Q Quantitative

PQ Potentially Quantitative

SQ Semi-quantitative

INQ Inherently non-quantitative

“The following criteria provide a comprehensive list of factors campuses may use to select their admitted class. Based on campus-specific institutional goals and needs, admissions decisions will be based on a broad variety of factors.

1. Academic grade point average (GPA) calculated on all academic courses completed in the subject areas specified by the University's eligibility requirements (the "a-g" subjects), including additional points for completion of University-certified honors courses (see fourth bullet below). It is recommended that the maximum value allowed for the GPA shall be 4.0. [Q]
2. Scores on the following tests: the Scholastic Assessment Test I or the ACT Assessment, and the College Board Scholastic Assessment Test II: Subject Tests. [Q]

3. The number and content of, and performance in, courses completed in academic subjects beyond the minimum specified by the University's eligibility requirements. **[Q; SQ (content)]**
4. The number of and performance in University-approved honors courses, College Board Advanced Placement courses, International Baccalaureate Higher Level courses and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of the first criterion. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the applicant's secondary school. **[Q; PQ (availability)]**
5. Being identified as "eligible in the local context" by being ranked in the top 4 percent of the class by the end of the junior year, as determined by the academic criteria established by the University of California. **[Q]**
6. The quality of the senior year program, as measured by the type and number of academic courses (see third and fourth bullets above) in progress or planned. **[SQ]**
7. The quality of academic performance relative to the educational opportunities available in the applicant's secondary school. **[SQ]**
8. Outstanding performance in one or more specific academic subject areas. **[NQ]**
9. Outstanding work in one or more special projects in any academic field of study. **[NQ]**
10. Recent, marked improvement in academic performance, as demonstrated by academic grade point average and quality of coursework (see third and fourth bullets above) completed and in progress, with particular attention given to the last two years of high school. **[SQ]**
11. Special talents, achievements and awards in a particular field, such as in the visual and performing arts or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus. **[NQ]**
12. Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs cosponsored by the school, community organizations, postsecondary educational institutions, other agencies or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus. **[NQ]**

13. Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status or veteran status. [**Q (first gen., income, refugee, veteran); NQ (others)**]

14. Location of the applicant's secondary school and residence. These factors shall be considered to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.” [**SQ**]