

**University of California**  
**Eligibility in the Local Context Program Evaluation Report**  
**Prepared for May 2002 Regents Meeting**

**Executive Summary**

Eligibility in the Local Context (ELC) was first implemented for Fall 2001 admission to the University of California. This new path makes the top four percent of students in each California high school eligible for UC if they have completed specified academic coursework by the end of their junior year. In order to be considered for admission and to enroll at UC, ELC students must apply for admission and complete UC-required courses and the standardized testing requirement by the end of the senior year. ELC designation guarantees applicants admission to the University, though not necessarily in the program or at the campus of their choice.

The University implemented the ELC program to advance several long-held goals.

- The ELC program increases the pool of eligible students and is expected to return UC to the guideline set by the California Master Plan for Higher Education, which is that the top 12.5% of public high school graduates will meet the UC eligibility criteria.
- The ELC program gives UC a presence in each California high school and serves to stimulate a college-going culture at those schools that typically do not send many graduates to the University.
- The ELC program recognizes and rewards individual academic accomplishments in the context of the student's high school and the opportunities available to the student.

In the ELC program, students graduating from public comprehensive high schools or private high schools that are accredited by the Western Association of Schools and Colleges (WASC) are eligible to participate. Although participation in ELC is voluntary, 82% of public schools participated fully in the first year. Additional schools participated in a modified process that brought the total percentage of public schools included to 97%. Additionally, a total of 78% of the private schools participated in the first year. Participation rates increased dramatically for public high schools in the second year, where 98% fully participated. A total of 11,254 students were identified as ELC-eligible in the first year and 13,496 were identified in the second year. In both years, about 81% of the ELC students applied. All were admitted in the first year and all are expected to be admitted in the second year, the current admissions cycle.

The report provides details on the increase in application rates from schools that participated in ELC compared to nonparticipating schools. Application rate growth at schools that fully participated in ELC was about three times higher than the growth rate at other schools. This translates into an estimated 2,065 additional applications that were stimulated by the ELC program in its first year, or about 4.3% of the applicant pool. Of these applications, about half are estimated to have been from underrepresented minorities, or about 7.5% of the African American applicants, 0.7% of the American Indian applicants and 13.8% of the Latino/Chicano applicants, compared to 2.2% of the White and Asian applicants. In addition, new applications also were stimulated at rural and urban schools that historically send few students to UC.

**University of California  
Office of the President  
Student Academic Services**

**Eligibility in the Local Context  
Program Evaluation Report  
Prepared for May 2002 Regents Meeting**

**I. BACKGROUND**

UC ELIGIBILITY AND HISTORY OF ELC

Eligibility in the Local Context (ELC) was first implemented for Fall 2001 admission to the University of California. This new path makes the top four percent of students in each California high school eligible for UC if they have completed specified academic coursework by the end of their junior year. In order to be considered for admission and enroll at UC, ELC students must apply for admission and complete UC-required courses and the standardized testing requirement by the end of the senior year. ELC designation guarantees applicants admission to the University, though not necessarily in the program or at the campus of their choice.

ELC is one of three paths to UC eligibility: local eligibility discussed above, statewide eligibility and eligibility by examination alone. Eligibility in the Statewide Context requires that students satisfy a set of subject, scholarship and test requirements, and identifies the top students as part of the statewide pool. Students satisfying this path must meet an Eligibility Index, which incorporates the high school grade point average in college preparatory courses and scores in required standardized tests. Eligibility by Examination Alone requires that students achieve certain scores on the required standardized tests. The vast majority of eligible students are eligible by statewide criteria.

The University implemented the ELC program to advance several long-held goals.

- The ELC program increases the pool of eligible students and is expected to return UC to the guideline set by the California Master Plan for Higher Education, which is that the top 12.5% of public high school graduates will meet the UC eligibility criteria.
- The ELC program gives UC a presence in each California high school and serves to stimulate a college-going culture at those schools that typically do not send many graduates to the University.
- The ELC program recognizes individual academic accomplishments in the context of the student's high school and the opportunities available to the student.

## ELC IMPLEMENTATION

The ELC process begins in April when participation instructions are sent to qualifying schools. Schools are expected to submit the transcripts of the top 10% of their 11<sup>th</sup> grade students by July 15. UC evaluates the student transcripts, identifies the top 4% of the expected graduating class, and assigns them ELC identification numbers. Beginning in August, UC sends the schools an outcome report of the students selected for ELC. ELC students receive an information packet with a personal letter from President Atkinson congratulating them and inviting them to apply. The remaining students evaluated by UC also are sent an application with a letter encouraging them to apply even though they are not ELC. The ELC program operates a toll-free help desk to answer questions from students, parents and school officials. Each UC campus is engaged in contacting the students and helping them with the application process.

An important feature of the ELC program is that the top students at each high school are identified by UC, not by the high school. This requirement assures that the students selected have completed the required academic courses and are ranked according to UC policy. UC performs this function within a seven-week period during the summer; transcripts are evaluated by trained staff using UC admissions regulations. Application of the latest technology allows this process to be performed with the highest degree of integrity.

Participation in the ELC program is voluntary. Without the cooperation and active participation of the high school partners, the ELC program could not operate. All comprehensive public high schools and private high schools accredited by the Western Association of Schools and Colleges (WASC) in California are encouraged to participate through extensive communication efforts such as outreach programs, direct mailings, and regional workshops. In addition, all schools are telephoned in May to assure that they have received the participation instructions, and schools that have not submitted their transcripts are telephoned starting in July to assure that their submission packets were not misplaced.

UC's efforts to implement the program have borne fruit: School participation is high and the program has broadened access to the University. These outcomes are discussed in the next sections.

## **II. SCHOOL PARTICIPATION**

A total of 81.6% of the public schools participated in the regular process during the summer of the first year. After completion of the regular summer process, it came to the University's attention that some schools were not fully cognizant of the ELC program; therefore, the University instituted a special process in January 2001. This process increased the percentage of public schools participating to 96.7%. Of the 1,134 schools identified as eligible to participate in the first year of implementation, a total of 1,048 (851 public, 197 private) participated in ELC either in the regular or special process. Only 29 public and 57 private schools did not participate in the program, yielding an

overall participation rate for the state's public schools of 96.7% and of 77.6% for private schools.

In the second year of implementation, UC instituted several changes in communication strategy to assure that schools were fully cognizant of the ELC program and the opportunity it presented to their students. UC aggressively identified and recruited new schools to join the program. In addition, the State Superintendent of Public Instruction sent a letter to schools last May encouraging them to participate. These changes helped fuel an increase in participating schools from 718 public schools in the first year to 891 public schools in the second year. The overall participation rate of public schools in the second year was 98.0%. The special process employed in Year 1 did not need to be repeated because all schools received multiple communications about the program. Appendix Table 1 presents the participation rates for public and private schools for each of the first two years of implementation.

#### Participation of Target Schools

One of the ELC program's objectives is to stimulate applications from targeted schools that have historically provided few students to the University. These primarily are rural and urban schools. Full data on school participation can be found in Appendix 1; highlights are summarized below.

Participation in ELC by schools in urban and rural areas was above 93% in the first year and above 97% in the second year of the program. The special process, instituted for 2001, especially helped rural schools, raising their participation rate from 76.6% to 93.6%. Substantial geographic diversity was achieved through ELC participation, and UC committed to raising the participation rate of all types of schools in the second year of implementation. In the second year, participation by rural schools increased from 93.6% to 97.1%. Urban schools also increased their participation rate (from 97.6% to 99.2%) while suburban schools exhibited a slight drop in their participation rate (from 98.4% to 97.9%). However, because of the increase in the number of schools identified as eligible to participate in the second year, the number of participating suburban schools rose from 359 the first year to 377 in the second. Participation rates are expected to remain at these high levels as the program continues to mature.

It might be expected that much of the impact of the program would be on those schools that send low proportions of their graduates; however the effects are felt across all schools. To analyze this effect, schools are categorized by their historical UC admission rate. We use the admission rate because it filters out applications from ineligible students, more accurately targeting schools where ELC can have the most impact. Participation in the first year among those schools with the lowest rate (less than 4%) was 90.1% and rose to 95.1% in the second year. Participation rates also grew across the spectrum of schools with middle and high UC admission rates. Appendix Table 1 displays participation rates for schools according to their historical UC admission rate.

School participation in the ELC program is extremely high. This is especially gratifying because participation by high schools is voluntary. UC will continue to pursue aggressive communication strategies to assure that all high schools are kept informed of the program and given every opportunity to participate to the benefit of their students.

### **III. STUDENT OUTCOMES**

The first section below presents data on application, admissions and enrollment outcomes for the ELC-identified students and compares them to the Non-ELC California applicants. The next section looks at the grades and test scores of the ELC-identified students and again compares them to the Non-ELC California applicants. The last section presents data on the broader impact of the program on students at those schools that fully participated in the ELC program during the first year.

#### **A. Outcomes for ELC-Identified Students**

In the first year of implementation, UC identified 11,254 students as ELC-eligible. Of these, 9,110 (81%) applied to the University as freshmen and all were admitted. It is impossible to know how many of these admitted students became eligible solely as a result of the ELC program because the process of being identified as an ELC student was expected to stimulate behavioral changes in the recipients; and it was successful. Upon receiving ELC designation, students were instructed to complete their subject and examination requirements. Many of these students—who include the top-ranked students in the state—would have done so anyway. At this point, there is no method for determining how many of them chose to continue on the path to UC eligibility as a result of being identified as ELC and having received additional communications from the University.

In the second year of implementation, a total of 13,496 students were identified as ELC-eligible. Of these, 10,905 (81%) applied as freshmen and it is anticipated that all will be admitted. The increase in the number of ELC-identified students is attributed to higher participation of schools in the regular process.

Data are available for the entire admissions cycle in Fall 2001, the first year of implementation. For the second year, only application data are available at the current time. These data are presented in their entirety in Appendix Tables 2, 3 and 4; key points are summarized below. For the purposes of ELC program evaluation, all application data contained in this report excludes those applicants who cancelled their application before being admitted or denied, and all admit data includes spring rollover admits. Thus, data presented here may vary from statistics reported elsewhere.

#### **High School Location**

One of the goals of the ELC program is to increase UC applications and admissions from high schools that traditionally have sent few or no students to UC. Most of the schools are in rural or urban areas. The ELC program appears to have had a significant impact on these schools.

In Year 1 (Fall 2001), students identified as ELC-eligible were more likely to have come from rural schools than was the pool of all Non-ELC California residents. Rural students represent about 14% of ELC applicants and admits, while rural students only represent about 7% of the Non-ELC applicants and admits.

While applications from rural ELC students rose significantly for Fall 2002, this increase was offset by reductions in applications from Non-ELC California rural students. Taken together, there were 4,910 applications from rural students for Fall 2001 and 4,792 in Fall 2002. This represents a reduction of about 2%. However, for suburban and urban students, the increase in ELC applications was paired with increases in applications from Non-ELC California residents.

#### Historical UC Admit Rate

The ELC program also had an impact on schools that have historically sent few students to UC. The data presented here categorizes schools by their historical UC admit rate using data from the 1997, 1998 and 1999 admissions cycles, the most recent years for which complete data were available when this analysis was undertaken. The admit rate was used rather than the application rate, because the admit rate factors out ineligible applicants and so can better identify schools where the ELC program can have the greatest impact.

In the Fall 2001 admissions cycle, more than half of the applications, admissions and SIRs from Non-ELC California residents come from schools that have 12% or more admitted each year to UC; while in the ELC program there were higher proportions from schools with lower admit rates. This is consistent with the program purposes—to stimulate applications, admissions and enrollments from schools that typically send few students to UC and impress upon academically promising students the value of a UC education.

After the results of the first year were available, the ELC program instituted more intensive outreach efforts to these targeted schools with low UC admit rates. Subsequently, the ELC program experienced a substantial increase in the number of applications from schools with low historical admit rates from Year 1 to Year 2. The impact in the second year grew significantly—applications from the low admit rate schools rose by 41% from Year 1 to Year 2. As the ELC program matures, it is fully expected to raise the UC-going rates at these targeted schools.

#### Admission Outcomes by Campus

ELC-eligible students rank at the top of their high school classes and thus are competitive at many campuses. In addition, UC systemwide admissions policy allows campuses that receive more applications from eligible students than can be accommodated (“selective” campuses) to use ELC status as a selection criterion. Each campus did choose to give extra consideration to ELC students in its selection process. Consequently, ELC applicants were admitted at a higher rate than other students. For example, 73.9% of ELC-eligible applicants were admitted to Berkeley (including spring admits) while other California applicants were admitted (including spring admits) at a

26.1% rate. In the case of UC Irvine, all ELC applicants who met their chosen major entry requirements were admitted, yielding an ELC admit rate of 98.6%, compared to a non-ELC admit rate of 53.0%. Campus data for Fall 2001 appear in Appendix Table 4.

### Ethnicity

In the first year's admissions cycle (Fall 2001), about 15% of the applicants from underrepresented minority groups were ELC eligible. ELC accounted for about 20% of the underrepresented minority California residents admitted and about 20% of the underrepresented minorities who had accepted their admissions offer.

In the second year of implementation (Fall 2002), the number of applications from underrepresented ELC students rose at a faster rate than the increase for all ELC students. African American ELC applications rose by 48% and Latino/Chicano applications rose by 22%, while the overall ELC applications rose by 20%.

### **B. Academic Preparation of ELC-Identified Students**

When the ELC program was first proposed, some concern was expressed that students admitted through the program might be less academically prepared than students eligible under the statewide criteria. However, those concerns were not validated by the experience from the first year of implementation. Over three-quarters of the students have high school grade point averages (GPA) over 4.0, and their GPA distribution is well above that of the non-ELC California students admitted to UC. Similar to the GPA distribution, the weighted test score total (the sum of the SAT I composite score and two times the SAT II scores on three subject tests, as reflected in the Eligibility Index required for Statewide Eligibility) of ELC students is more heavily concentrated at the higher distribution levels than the non-ELC California resident population. These data are presented in Appendix Figures 1 and 2

### **C. Projections of the Effect of the ELC Program on Applications from Fully Participating High Schools**

The ELC program was designed to have a broader impact than just the effect it will have on the ELC-identified students. This broader impact is felt because ELC has placed high visibility on the University of California as a potential educational opportunity for academically promising students. This is an important goal for the University as a public institution serving all of California.

The best means available to project the impact of the ELC program is to estimate how many additional applications—over and above expected growth—the program created. Participation in the ELC program is associated with higher growth rates in UC applications when compared to schools that did not participate in the full program in the first year. It is speculated that the additional applications were the result not only of individual identification and follow-up with ELC students, but also of the intensive work done with schools to implement the program and the resulting increased interest generated by counselors, students and parents about UC.

Using demographic projections, it is estimated that about 2,065 new applications were received from ELC-participating schools in the first year of implementation, which

represents 4.3% of the applicant pool. It is important to understand that the additional application growth at ELC schools is determined demographically and does not identify individual students. A fuller explanation of the evaluation methodology can be found in Appendix 2. The full projections are presented in Appendix Table 5; key points are summarized below.

#### Ethnicity

For underrepresented minorities, the proportion of stimulated applications was higher than that of Asian, White and Other students. Stimulated applications represented 7.5% of the total for African Americans, 0.7% of the total for American Indians and 13.8% of the total for Latino/Chicano students, but only represented 2.2% of the total for the non-underrepresented students.

#### High School Location

Stimulated applications from rural students were estimated to be 9.1% of the total applicants, compared to stimulated applications from 2.5% of suburban students and 6.1% of urban students. Increasing the presence of UC at rural schools in particular has been a gratifying aspect of the ELC program, and one that is expected to grow as the program matures.

#### Historical UC Admit Rate

The ELC program had a lower impact in stimulating applications from schools with very low UC admit rates. In Fall 2001, schools with an historical UC admit rate below 4% had a total of 94 stimulated applications, or 12.2% of the applicant pool from these schools. UC outreach is working diligently to change the college-going culture at these schools that have few students admitted to UC. The ELC program has had some early success in stimulating new applications from these schools; however additional work needs to be done in this area. As the program matures, these admission rates are expected to increase. A larger impact was felt at the next highest category—schools that typically have between 4% and 8% of their graduates admitted. At those schools, about 9.4% of their applicant pool came from the newly stimulated applications.

### **IV. CONCLUSION**

While only in its second year, the ELC program already has shown demonstrable outcomes. School participation is very high for a voluntary program. Participation is broad-based throughout the State. The program has expanded opportunities to underrepresented minorities, students from rural and urban areas, and from schools that typically send few students to UC.

As the ELC program continues to mature, its impact will continue to grow.



## Appendix 1 Data Tables

**Table 1. High School Participation in the ELC Program, Years 1 and 2**

	Participated in Regular process	Participated in Year 1 Special Process	Non- Participating Schools	Total Number of Eligible Schools	Participation Rate in Regular Process	Overall Participation Rate
<b>PUBLIC SCHOOLS</b>						
Year 1	718	133	29	880	81.6%	96.7%
Year 2	891	-	18	909	98.0%	98.0%
<b>PRIVATE SCHOOLS</b>						
Year 1	156	41	57	254	61.4%	77.6%
Year 2	256	-	71	327	78.3%	78.3%
<b>RURAL SCHOOLS</b>						
Year 1	203	45	17	265	76.6%	93.6%
Year 2	264	-	8	272	97.1%	97.1%
<b>SUBURBAN SCHOOLS</b>						
Year 1	307	52	6	365	84.1%	98.4%
Year 2	377	-	8	385	97.9%	97.9%
<b>URBAN SCHOOLS</b>						
Year 1	208	36	6	250	83.2%	97.6%
Year 2	250	-	2	252	99.2%	99.2%
<b>Historical UC Admit rate = 0% to 3.99%</b>						
Year 1	70	21	10	101	69.3%	90.1%
Year 2	98	-	5	103	95.1%	95.1%
<b>Historical UC Admit rate = 4% to 7.99%</b>						
Year 1	219	41	5	265	82.6%	98.1%
Year 2	265	-	2	267	99.3%	99.3%
<b>Historical UC Admit rate = 8% to 11.99%</b>						
Year 1	163	28	4	195	83.6%	97.9%
Year 2	194	-	1	195	99.5%	99.5%
<b>Historical UC Admit rate = 12% and above</b>						
Year 1	260	37	8	305	85.2%	97.4%
Year 2	298	-	7	305	96.4%	96.4%

Note: In Year 2, new schools were identified so the number of eligible schools increased. Average admit rate is the 3-year average for Fall 97, Fall 98 and Fall 99. Analysis for historical admit rate excludes new schools that did not have graduating classes in the Fall 97 to Fall 99 period used to calculate historical admit rates, so a historical admit rate cannot be calculated for these schools.

**Table 2. Freshman Net Applications, Total Admissions and Statements of Intent to Register (SIR) for ELC and Non-ELC California Residents, Fall 2001 Admissions Cycle**

	ELC						Non-ELC California Residents					
	Net Applicants		Total Admits		SIRs (see note)		Net Applicants		Total Admits		SIRs (see note)	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
<b>Ethnicity</b>												
African American	206	2.3%	206	2.3%	104	1.8%	2,372	4.7%	1,518	3.6%	825	3.3%
American Indian	57	0.6%	57	0.6%	30	0.5%	317	0.6%	256	0.6%	143	0.6%
Latino & Chicano	1,546	17.0%	1,546	17%	8926	15.6%	7,697	15.3%	5,944	14.1%	3,295	13.3%
Asian & Pa. Islander	3,110	34.1%	3,110	34.1%	2,377	40.1%	15,956	31.6%	13,475	32.1%	9,405	38.0%
White	3,360	37.0%	3,360	37.8%	1,993	33.6%	18,933	37.5%	16,482	39.2%	8,635	34.9%
Other, Decline to State	831	9.1%	831	9.1%	498	8.4%	5,181	10.3%	4,375	10.4%	2,462	9.8%
<b>High School Location</b>												
Rural	1,268	13.9%	1,268	13.9%	771	13.0%	3,642	7.2%	3,019	7.2%	1,654	6.7%
Suburban	4,787	52.6%	4,787	52.6%	3,155	53.2%	27,369	54.2%	23,364	55.6%	13,816	55.9%
Urban	3,055	33.5%	3,055	33.5%	2,002	38.8%	18,245	36.16%	14,971	35.6%	8,855	35.8%
Other	-	-	-	-	-	-	1,200	2.4%	696	1.7%	404	1.6%
<b>Historical UC Admit Rate</b>												
0% to 3.99%	1,008	11.1%	1,008	11.1%	571	9.6%	9,567	19.0%	8,317	19.8%	3,857	15.6%
4% to 7.99%	2,395	26.3%	2,395	26.3%	1,576	26.6%	5,370	10.6%	4,050	9.6%	2,423	9.8%
8% to 11.99%	1,863	20.5%	1,863	20.5%	1,227	20.7%	6,948	13.8%	5,596	13.3%	3,307	13.4%
12% and above	3,783	41.5%	3,783	41.5%	2,516	42.4%	26,877	53.3%	23,025	54.8%	14,512	58.7%
Other (see note)	61	0.7%	61	0.7%	38	0.6%	1,694	3.4%	1,062	2.5%	616	2.6%
<b>TOTAL</b>	<b>9,110</b>	<b>100.0%</b>	<b>9,110</b>	<b>100.0%</b>	<b>5,938</b>	<b>100.0%</b>	<b>50,456</b>	<b>100.0%</b>	<b>42,050</b>	<b>100.0%</b>	<b>24,729</b>	<b>100.0%</b>

Source: 9/14/01 UC systemwide admissions database. Results exclude one ELC student who applied as a transfer student, not as a freshman. The 'Net Applications' statistic excludes applicants who cancelled their applications before being admitted. The 'Total Admits' statistic includes Spring Rollover Admits, which are only employed at the Berkeley and Santa Cruz campuses. A 'SIR' is a student who submitted a 'Statement of Intent to Register' by May to indicate that they will be enrolling in the University. Actual enrollment data for the ELC program are not available yet. 'Other' school in the Historical Admit rate table are schools without data for admit rate calculation, such as newly opened schools or schools that do not report enrollment data to the California State Department of Education.

**Table 3. Freshman Net Applications from ELC and Non-ELC California Residents, Fall 2001 and Fall 2002 Admission Cycle**

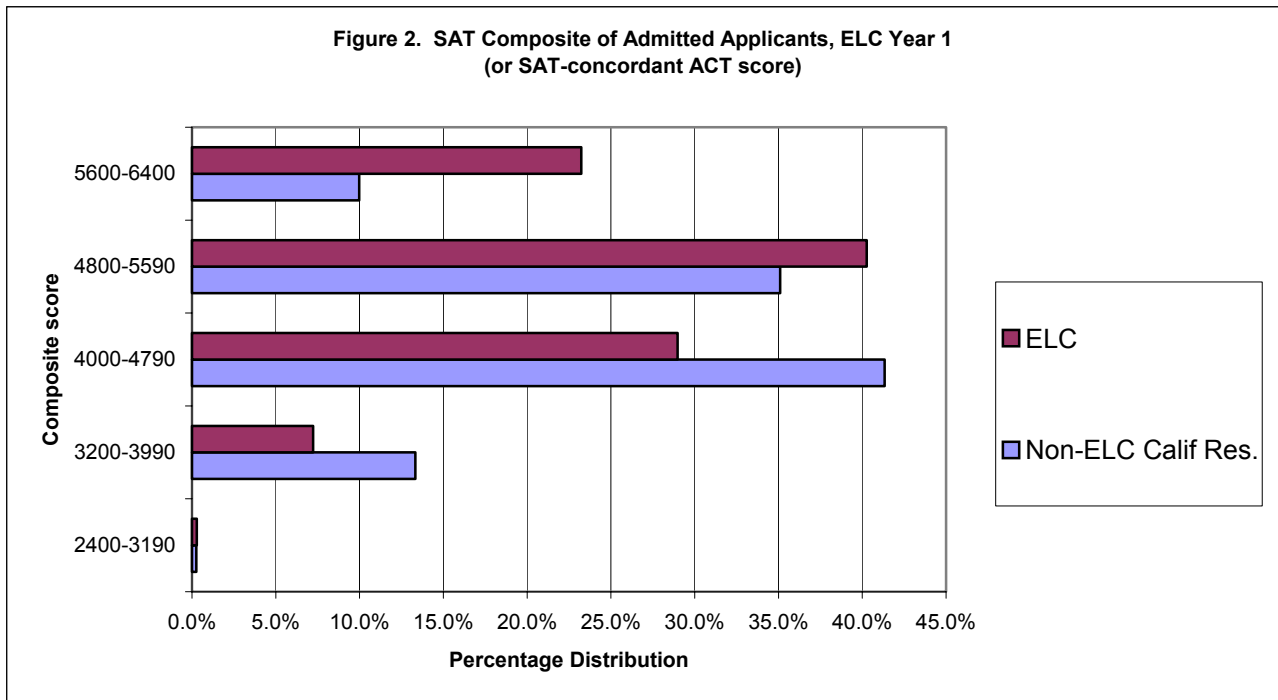
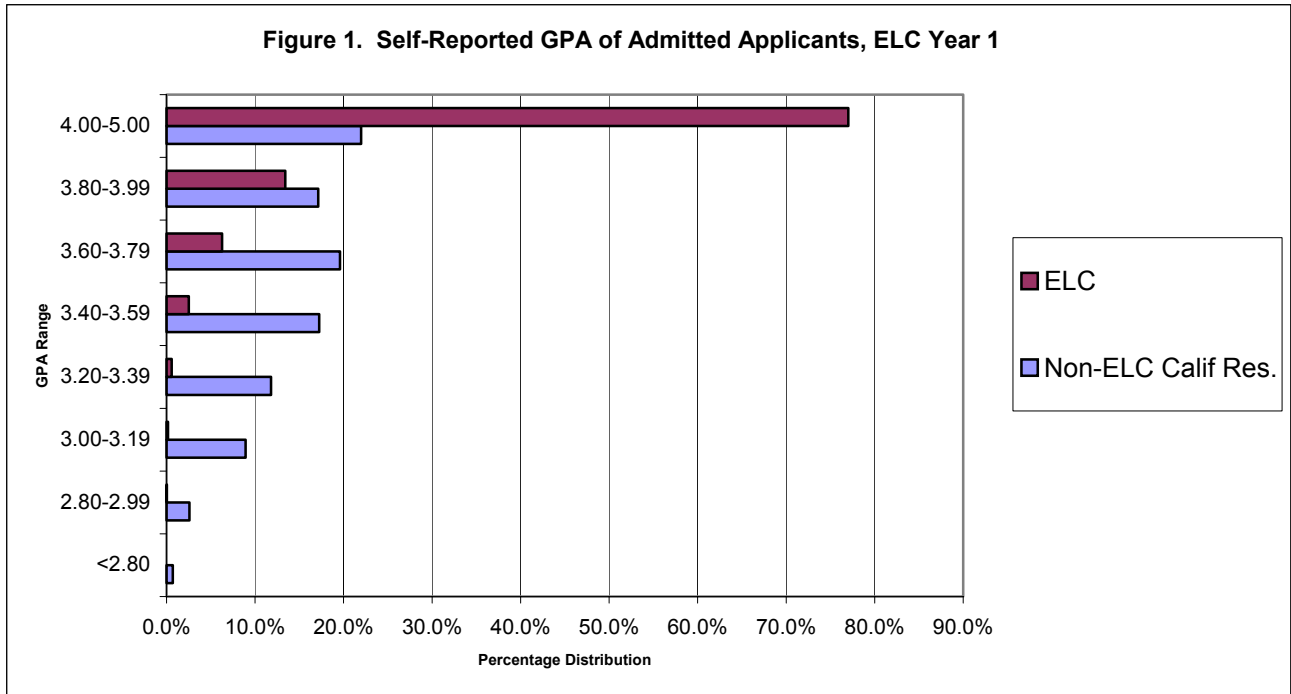
	ELC					Non-ELC California Residents				
	Fall 2001 Net Applicants		Fall 2002 Net Applicants		Fall 2001 to Fall 2002	Fall 2001 Net Applicants		Fall 2002 Net Applicants		Fall 2001 to Fall 2002
	Number	Percent of Total	Number	Percent of Total	Percent Change	Number	Percent of Total	Number	Percent of Total	Percent Change
<b>Ethnicity</b>										
African American	206	2.3%	304	2.8%	47.6%	2,372	4.7%	2,417	4.7%	1.9%
American Indian	57	0.6%	62	0.6%	8.8%	317	0.6%	341	0.7%	7.6%
Latino & Chicano	1,546	17.0%	1,887	17.3%	22.1%	7,697	15.3%	8,033	15.7%	4.4%
Asian & Pac. Islander	3,110	34.1%	3,613	33.1%	16.2%	15,956	31.6%	16,280	31.9%	2.0%
White	3,360	36.9%	4,140	38.0%	23.2%	18,933	37.5%	19,195	37.6%	1.4%
Other, Decline to State	831	9.1%	902	8.3%	8.5%	5,181	10.3%	4,812	9.4%	- 7.1%
<b>High School Location</b>										
Rural	1,268	13.9%	1,531	14.0%	20.7%	3,639	7.2%	3,278	6.4%	- 9.9%
Suburban	4,787	52.6%	5,664	51.9%	18.3%	27,751	55.0%	27,881	54.6%	0.5%
Urban	3,055	33.5%	3,713	34.0%	21.5%	17,839	35.4%	18,426	36.1%	3.3%
Other	-	-	-	-	-	1,227	2.5%	1,493	2.9%	21.7%
<b>Historical UC Admit Rate</b>										
0% to 3.99%	1,008	11.0%	1,426	13.0%	41.5%	9,567	19.0%	9,848	19.3%	2.9%
4% to 7.99%	2,395	26.2%	2,676	24.5%	11.7%	5,370	10.6%	5,688	11.1%	5.9%
8% to 11.99%	1,863	20.4%	2,390	21.9%	28.3%	6,948	13.8%	6,871	13.5%	- 1.2%
12% and above	3,783	41.5%	4,296	39.3%	13.6%	26,877	53.3%	26,821	52.5%	0.2%
Other (see note)	61	0.6%	120	1.1%	96.7%	1,694	3.4%	1,850	3.6%	9.2%
<b>Total</b>	<b>9,110</b>	<b>100.0%</b>	<b>10,908</b>	<b>100.0%</b>	<b>19.7%</b>	<b>50,456</b>	<b>100.0%</b>	<b>51,078</b>	<b>100.0%</b>	<b>1.2%</b>

Source: For Fall 2001, data are from the 9/14/01 UC systemwide admissions database. Results for Fall 2001 exclude one ELC student who applied as a transfer student, not as a freshman. The 'Net Applications' statistic excludes applicants who cancelled their applications. The Total 'Admits' statistic includes Spring Rollover Admits, which are only employed at the Berkeley and Santa Cruz campuses. For Fall 2002, data are from the 1/16/02 UC systemwide admissions database. Due to continual updating of the admissions database, results presented here may vary slightly from those reported at a different point in time. 'Other' schools in the Historical Admit rate table are schools without data for admit rate calculation, such as newly opened schools or schools that do not report enrollment data to the California State Department of Education.

**Table 4. Net Applications, Total Admissions and Statements of Intent to Register (SIRs) by Campus for ELC and Non-ELC California Residents, Fall 2001 Admissions Cycle**

		Net Applications	Total Admits	Total Admit Rate of Net Applicants	SIRs	Sir Rate of Total Admits
Berkeley	ELC	5,742	4,245	73.9%	1,671	39.3%
	Non ELC	22,093	5,768	26.1%	2,757	47.8%
Davis	ELC	3,494	3,362	96.2%	593	17.6%
	Non ELC	22,159	13,139	59.2%	3,787	28.8%
Irvine	ELC	4,239	4,181	98.6%	594	14.2%
	Non ELC	22,773	12,062	52.9%	3,420	28.3%
Los Angeles	ELC	6,363	3,906	61.3%	1,307	33.4%
	Non ELC	27,843	5,993	21.5%	2,737	45.6%
Riverside	ELC	1,587	1,587	100.0%	233	14.6%
	Non ELC	18,511	15,821	85.4%	3,273	20.6%
San Diego	ELC	5,600	5,043	90.0%	981	19.4%
	Non ELC	28,052	10,293	36.6%	2,919	28.3%
Santa Barbara	ELC	3,328	3,090	92.8%	434	14.0%
	Non ELC	27,200	12,459	45.8%	3,056	24.5%
Santa Cruz	ELC	1,954	1,952*	99.9%	123	6.3%
	Non ELC	18,582	15,527	83.5%	2,812	18.1%
University Wide	ELC	9,110	9,110	100.0%	5,928	65.0%**
	Non ELC	50,456	42,050	83.3%	24,729	58.8%**

Source: 9/14/01 UC systemwide admissions database. The 'Net Applications' statistic excludes applicants who cancelled their applications. The 'Total Admits' statistic includes Spring Rollover Admits, which are only employed at the Berkeley and Santa Cruz campuses. Due to multiple application, admissions and SIRs, details from each campus do not add to the University-wide total. \* Two ELC applicants who submitted late applications to UC Santa Cruz were not admitted at that campus but were admitted to and are planning to enroll at other UC campuses. \*\* Because students are admitted to multiple campuses but can only SIR to one, the University-wide SIR rate is higher than any particular campus SIR rate.



Note: Weighted Composite Test score is equal to the SAT I score (or SAT-concordant ACT score) plus twice the three SAT II scores. Those are the same as the scores required for admission to UC on the Statewide Eligibility criteria. For comparison, a composite test score of 5600 represents an average score of 700 on each of the tests, while a composite score of 4800 represents an average score of 600 on each of the tests, and likewise for the remaining categories.

**Table 5. Estimated Number of Stimulated Applications from Fully Participating ELC Schools, Fall 2001 Admissions Cycle**

	<b>Estimated Number of Stimulated Applications</b>	<b>Total Applications</b>	<b>Percent of Total</b>
<b>Ethnic Group</b>			
African American	152	2,025	7.5%
American Indian	2	295	0.7%
Latino/Chicano	1,080	7,798	13.8%
Asian, White and Other	832	38,204	2.2%
<b>High School Location</b>			
Rural	371	4,086	9.1%
Suburban	686	27,622	2.5%
Urban	1,008	16,614	6.1%
<b>Historical Admission Rate*</b>			
0% to 3.99%	94	773	12.2%
4% to 7.99%	613	6,538	9.4%
8% to 11.99%	267	7,702	3.5%
12% and above	1,091	33,103	3.3%
<b>TOTAL</b>	<b>2,065</b>	<b>48,322</b>	<b>4.3%</b>

\* The category Total Applications by Historical Admission Rate excludes schools for which Historical Admission Rate could not be calculated. See Appendix 2 for description of methodology used for this table.

## Appendix 2 Evaluation Methodology

The effect of the ELC program on generating newly eligible student cannot be directly estimated, as described above. However, it can be estimated using demographic methods. These methods do not allow for identification of individual students affected, but rather rely on the comparison of application trends at participating high schools.

First, the number of projected applications was determined for all ELC-qualified schools. This projection used the historical UC application rate at each high school and the estimated number of graduates in the Class of 2001. Projected applications were calculated by ethnicity for each high school and then summed by high school type to obtain statewide projections. These projected applications account for the natural increase due to increasing numbers of students graduating from high schools.

Next, the number of projected applicants was compared to the number of actual applicants. As expected, schools that fully participated in the ELC program had stronger application growth than those that did not participate in the regular ELC program. This was true for every ethnic group, as shown in Table 11 below. As discussed above, these calculations account for the baseline demographic growth in the number of high school graduates, so the growth rates presented below represent new applications.

As Table 6 below indicates, UC applications are increasing at all high schools in California, and for all ethnic groups. However, the growth at participating ELC schools is much higher than the growth at nonparticipating schools. This additional growth may be attributable to the ELC program.

**Table 6. Comparison of Application Growth at Schools that Participated in the ELC Program and Those that Did Not, by Ethnicity, Fall 2001 Admissions Cycle.**

Application Growth Rate	Nonparticipating Schools*	Participating Schools	Difference
African American	8.1%	15.9%	7.8%
American Indian	9.4%	10.0%	0.6%
Latino/Chicano	1.8%	16.2%	14.4%
Asian, White and Other	1.8%	4.1%	2.3%
<b>All applicants</b>	<b>2.1%</b>	<b>6.3%</b>	<b>4.2%</b>

Nonparticipating schools here are those that did not participate in the regular process. Schools that participated in the special process after the application period ended would not have experienced the stimulation impact of participation.