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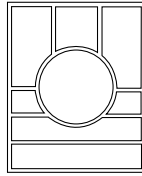
THE REALITY OF RACE NEUTRAL
ADMISSIONS FOR MINORITY
STUDENTS AT THE
UNIVERSITY OF CALIFORNIA:



TURNING THE TIDE
OR
TURNING THEM AWAY?



The Tomás Rivera
POLICY INSTITUTE



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Founded in 1985, the Tomás Rivera Policy Institute advances critical, insightful thinking on key issues affecting Latino communities through objective, policy-relevant research, and its implications, for the betterment of the nation.

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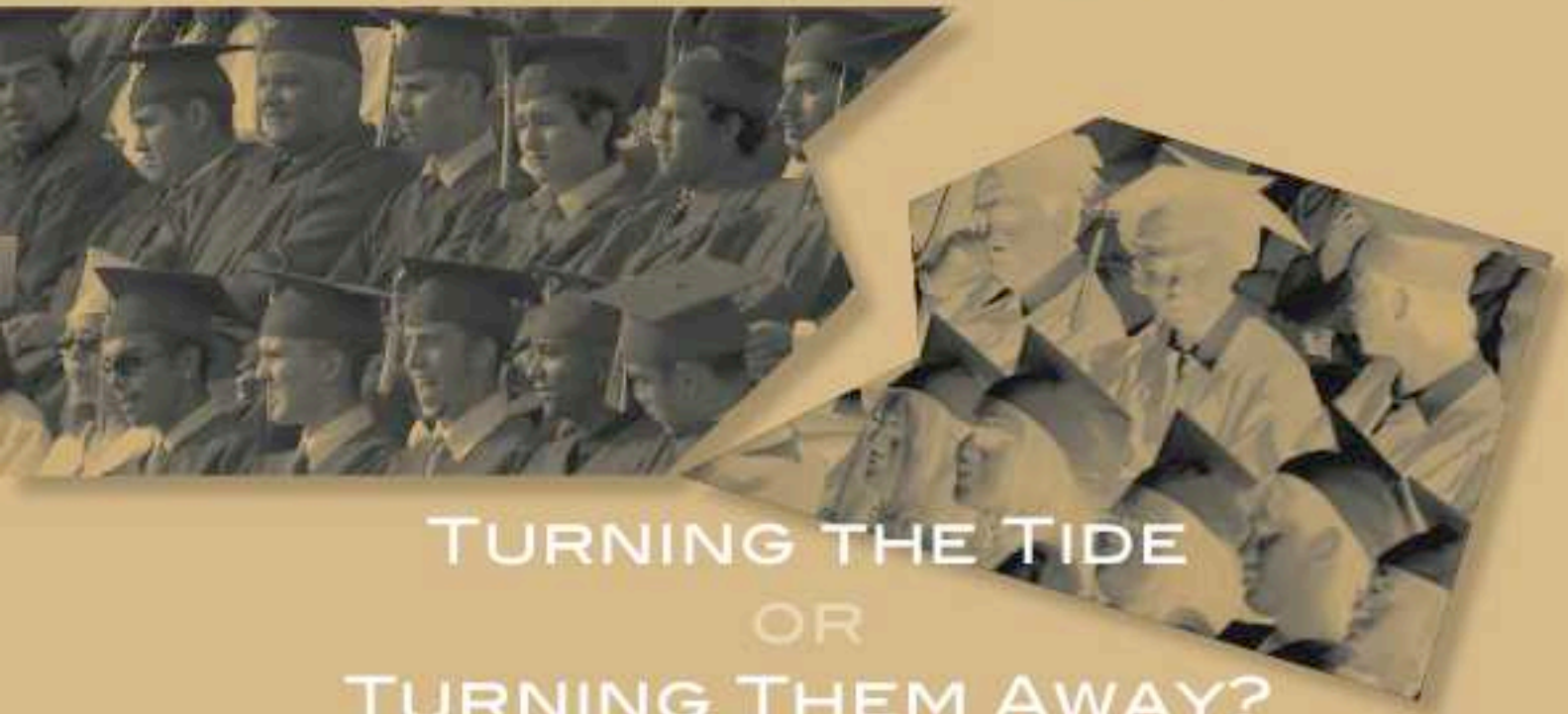
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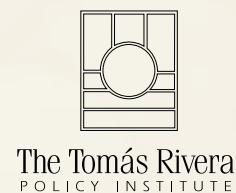
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The Center for Latino Educational Excellence (CLEE) was established as a major initiative of the Tomás Rivera Policy Institute in the spring of 2002 to help improve educational attainment and achievement in Latino communities across the United States. Through its policy research, CLEE seeks to provide guidance for Latino leadership—across public, non-profit, and private sectors—on how to better the current systems of education that are, on many levels, failing Latino youth and adults.



EXECUTIVE SUMMARY

On July 20, 1995, the University of California (UC) Board of Regents approved Resolution SP-1 titled *Policy Ensuring Equal Treatment Admissions*. The goal of this resolution was to diversify the student¹ population throughout the system.² Critics saw SP-1 as an anti-affirmative action initiative that overly focused on academic performance³ and took place in a politically-charged climate in the civic history of California.⁴ The SP-1 resolution was the precursor to Proposition 209, the 1996 California state initiative passed by voters which eliminated race, ethnicity, and gender considerations in public institution admissions, hiring, and contracts. SP-1 went into effect for undergraduate admissions during the 1998 academic year and lasted for four years. In May, 2001, the UC Regents voted unanimously to rescind SP-1, though it was for the most part symbolic since Proposition 209 remained in effect statewide. Fall 2002 marked the first year that the “Comprehensive Review” policy was implemented for undergraduate admissions, in which application evaluations are individualized based on a student’s record of accomplishments, talents, and in the context of opportunities and challenges they may have faced.⁵ As the University of California moves forward under new admission guidelines, it is important to monitor the diversity of incoming students.

This report is the fifth in a series of policy analyses conducted by the Tomás Rivera Policy Institute (TRPI) to investigate the impact of the decision made by the UC Regents to eliminate racial and ethnic preferences in the admission

process. As a continuation of *The Reality of Race Neutral Admissions for Minority Students at the University of California: Turning the Tide or Turning Them Away* (2003), this publication further examines the reality of race-neutral admissions and its effect on the diversity of the UC system. Fall 2003 marks a point when the affirmative action (or Pre-SP-1) era, the SP-1 era, and two years into the Post SP-1 or Comprehensive Review era can be evaluated as a whole. This report assesses the impact of SP-1 as well as its repeal under Comprehensive Review by incorporating Fall 2003 admissions statistics from the University of California Office of the President, Student Academic Service report “University of California Application, Admissions, and Enrollment of California Resident Freshmen for Fall 1995 through 2003.”⁶ The California Department of Education, Department of Finance, and U.S. Census Bureau were also resources used to conduct the analysis in this report.

While admission gains for underrepresented minority students are often reported in terms of raw numbers, this report posits that examining the raw numbers can be misleading. In order to portray a more accurate picture, undergraduate applications and their corresponding acceptance rates are also necessary to gain a complete understanding of minority student representation. The raw numbers of Latino and African American students admitted to the UC has indeed increased, but so too have the number of applications by these students.⁷ The analysis conducted by TRPI indicates that although their admis-

¹ The terms “student” and “applicant” will be used interchangeably throughout this report and should not be confused with the term “application” which is used to describe the submission received by a UC campus from a student applying for admittance into the incoming freshman class. One student may submit multiple applications throughout the UC system.

² Retrieved from <http://www.ucop.edu/acadaff/otf/otfrpt.htm>.

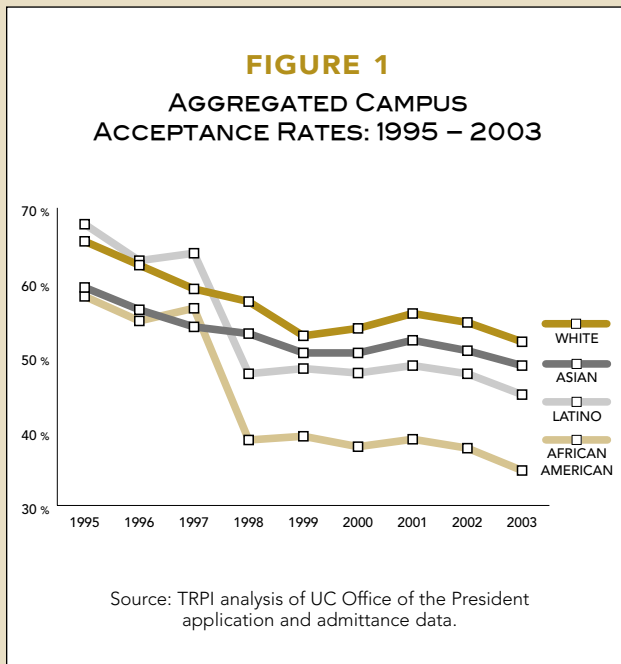
³ Under SP-1 guidelines, UC will admit no less than 50% and 75% of freshman on academic performance. Retrieved from <http://www.ucop.edu/ucophome/pres/fssp1.html>.

⁴ Lydia Chávez, *The Color Bind*, University of California Press, 1998.

⁵ UC Office of the President October 6, 2003. Retrieved from <http://www.ucop.edu/news/factsheets/flowfrc9503.pdf>.

⁶ Data reported in January 2004. Retrieved from <http://www.ucop.edu>.

⁷ Underrepresented minorities are defined as Native Americans, African Americans and Latinos. This report focuses on African American and Latino students only. TRPI uses the terms “African American” and “Black” interchangeably, “Asians” and “Asian Americans” interchangeably, and “White” and “non-Hispanic White” interchangeably. The UC system contains two separate ethnic identifiers for Hispanic applicants, Chicano and Latino, and two separate ethnic identifiers for Asian applicants, Asian American and Filipino American. TRPI has combined the categories of Chicano and Latino and refers to them collectively as either “Latino” or “Hispanic” interchangeably. Likewise, Asian American and Filipino American have been combined and referred to collectively as either “Asian” or “Asian American” interchangeably.



sions are increasing, Latino and Black students remain a decreasing percentage of the overall UC freshman student body whereas Asian American and non-Hispanic White admissions are increasing by a larger margin. As a result, the Latino and African American ethnic representation continues to decrease on UC campuses at a disproportional rate relative to the diversity of California.

TRPI found that underrepresented minority students continue to lag behind in the UC system as a whole and at individual campuses. For example, UC Berkeley, the University of California flagship campus, offered acceptances to Latino applicants at a rate of 45 percent in 1997, the last

year of affirmative action, down to 23 percent in 2003, the second year under Comprehensive Review. The acceptance rate for African American students witnessed a more severe decline from 50 percent in 1997 to just a 19 percent acceptance in 2003.

When the acceptance rates for each UC campus are combined (or aggregated), Black students experienced the lowest acceptance rate among all ethnicities, falling from 57 percent in Fall 1997 to 35 percent in Fall 2003. Likewise, the acceptance rate of Latino students fell from 64 to 45 percent between 1997 and 2003 (Figure 1). While it is getting more difficult for all students to gain admission into the UC system, as is demonstrated by the overall downward trend of acceptance rates across ethnic groups, annual data reveal that by and large no improvement has been made for minority admissions in terms of percentage acceptance rates.

The magnitude of the UC admissions disparity is demonstrated in a comparison of Latino and Black to White freshman acceptance rates from 1997 to 2003. Prior to the end of affirmative action in 1997, Latinos were being accepted at similar rates to White students. If the acceptance rate for Latinos and Blacks decreased at the same rate as White students since 1997 (from 59% to 52%), a total of 27,433 additional admittances would have been offered by the eight UC campuses combined to these two underrepresented groups. For Fall 2003 alone, 6,259 Latino and Black applications were not accepted into the UC system.⁸

⁸ These figures were calculated by comparing actual admission rates for Blacks and Latinos in Fall 2003 to admission rates that would have been experienced by these groups had they remained at 1997 levels. See "Data and Methodology" section for further explanation.

INTRODUCTION

ADMISSIONS POLICY OVERVIEW AT THE UNIVERSITY OF CALIFORNIA

The University of California (UC) Board of Regents eliminated affirmative action guidelines in college acceptances when it enacted Resolution SP-1 (1995). In 1996,



California voters approved Proposition 209, which eliminated race, ethnicity, and gender considerations in public institution admissions, hiring, and contracts. The impact of these

policies introduced new race-neutral guidelines that went into effect for first-time freshman applicants in Fall 1998 and stayed in place for four years, through the 2001 academic year.

In November 2001, the UC Regents voted to repeal SP-1, allowing the individual campuses within the UC system more flexibility in interpreting and instituting admissions guidelines that would begin in the Fall 2002 academic year. The repeal of SP-1 gave birth to an admissions process called "Comprehensive Review."⁹ Although Proposition 209 is still in effect statewide and continues to limit the specific consideration of race, ethnicity, and gender in admissions, Comprehensive Review does allow supplemental criteria to be considered. With Comprehensive Review, all application information is examined rather than a narrow range of quantitative factors.¹⁰ The 2002-2003 and 2003-2004 academic school years represent the first two

years during the post-SP-1 era for California and therefore deserve close scrutiny.

NINE-YEAR LONGITUDINAL EXAMINATION AND ANALYSIS

This Tomás Rivera Policy Institute (TRPI) report examines applications, admissions, and minority representation in the University of California for Latino and African American first-time freshman students between 1995 and 2003. Fall 1995 and 1996 data from the University of California Office of the President (UCOP) give a historic snapshot of the UC situation prior to the repeal of affirmative action in the university education system. The 1997-1998 academic year marked the last year that affirmative action was in place in admission considerations and therefore serves as the base year of comparison when SP-1 was not in effect. From the 1998-1999 to 2001-2002 academic years, the SP-1 guidelines were in place. Complete UC data is available from Fall 2002 to Fall 2003, the first two academic years in which SP-1 had been repealed and the Comprehensive Review policy in place. Though data is available for Fall 2004, these numbers are prone to fluctuate due to disparities in initial enrollment and actual enrollment counts, which will not be confirmed until the end of the academic year. This nine-year longitudinal dataset is used to assess the impact and aftermath of SP-1 on Latino and African American first-time freshman students applying for admittance into the UC system. The question remains, were minority students more, or less, disadvantaged in college admissions under the race neutral guidelines of SP-1? Moreover, what impact, if any, has the repeal of SP-1 and implementation of the Comprehensive Review Policy had on African American and Latino student admissions?

⁹ On November 15, 2001, the UC Board of Regents, acting on the recommendation of the UC faculty, approved a modified selection process for freshman admissions which allowed individual campuses to consider a broad variety of academic and personal qualifications.

¹⁰ Retrieved from <http://www.ucop.edu/news/comprev/welcome.html>.

DATA AND METHODOLOGY

TERMINOLOGY

The key data analyzed in this report are the applications, acceptance rate, and the ratio of ethnic representation for each UC campus (see Appendix). A variety of terms are used throughout the analysis in this report. These terms are defined as follows:

- **APPLICATIONS** are the total number of submissions received by a UC institution from students or applicants applying for admittance into the incoming freshman class.¹¹
- **THE ACCEPTANCE RATE** is the percent of students that are admitted for freshman year to a UC campus out of the total number of students who apply for that same freshman year. This number illustrates how selective the eight campuses are (“admissions,” “admittances,” and “acceptances” are used interchangeably).
- **COMBINED ACCEPTANCE RATE** pools the applications and admittances across all eight campuses for a UC system total. The combined acceptance rate is the total number of admittances offered by each of the eight campuses divided by the total number of applications that were filed in each of the eight campuses. This measure is important because it allows observers to differentiate between the combined UC admittance rates, which is used in the analysis of this report, from the unduplicated university-wide acceptance rate (“combined” and “aggregated” are used interchangeably).
- **UNDULICATED SYSTEM-WIDE (UNIVERSITY-WIDE) ACCEPTANCE RATE** is a measure used by the University of California Office of the President (UCOP) that accounts for whether or not a student was accepted into the UC system. This measure does not take into consideration what or how many UC campuses the student applied to. For example, if a student applies to four campuses—Berkeley, Los Angeles, Irvine, and Riverside—and is only accepted into UC Riverside, this measure recognizes the student as a full acceptance despite the fact that this student was only accepted into one campus and was rejected at the other three UC campuses. In contrast, the analysis presented in this report uses the “Combined Acceptance Rate” which accounts for all four applications submitted by the student and all four acceptances/rejections.
- **THE RATIO OF ETHNIC REPRESENTATION** compares what percent of the total freshman body each ethnic group comprises from one year to the next. For example, if there are 20 Latino freshmen accepted into school X in 1997 out of 100 total freshmen, then Latinos make up a 20 percent ratio of those students admitted into that freshman class. If the number of Latino students admitted as freshmen rises to 25 in 2003 and the total number of admitted freshmen rises to 150, then Latinos are now 17 percent of the accepted freshman class and their “representation” has decreased despite an increase in raw numbers. By focusing on percentages, one gains a better understanding of the progress, or lack thereof, of minority admissions.

¹¹ Applicants are high school graduates and residents of California who have not previously attended college as a freshman before, hence the term “first-time” or “incoming” freshman applicant.

■ **POINT DIFFERENCE** compares the raw number or numeric change from one year to the next. For example, if Latino representation was 20 percent in one year, but rises to 25 in the next, the difference is 5 percentage points.

■ **PERCENTAGE CHANGE** calculates what proportion increase or decrease took place as a result of the point difference that occurs from one year to the next. For example, the point difference of 5 percent, from 20 percent in one year to 25 percent in the next, translates into a percentage increase of 25 percent. This is calculated by taking the point difference and dividing it by the original statistic from the previous or starting year, e.g. $(25-20)/20 = 0.25$.

■ **POTENTIAL ADMITTANCES** is a benchmark statistic used to compare Latino and African American acceptance rates. This statistic is calculated using the percentage change, or proportion increase (decrease), in the acceptance rate for non-Hispanic White first-time freshman applicants. The acceptance rate for non-Hispanic White applicants is used because, prior to the implementation of SP-1, it was closer to the acceptance rate for Latino and African American students. The acceptance rates for non-Hispanic White students is used to estimate the acceptance rates that would have been experienced by Latino and African American students if the rates remained at 1997 levels, the last year of affirmative action (See Figures 8A and 8B and Table 4 on page 18). For example, the acceptance rate for non-Hispanic White applicants fell -0.3 percent between 1997 and 1998 for the UC system. This report applies this same percentage decrease to Latino and African American student acceptance rates for this same period (1997 to 1998) in order to determine the potential admittances of Latino and African American students had SP-1 not gone into place. By using the percentage change for non-Hispanic White student applicants, "potential admittances" accounts for the systemic decreases in overall admittances that may have resulted from the quality of the applicant pool or limited availability of open seats in the incoming freshman class.

■ **AVERAGED ACCEPTANCE RATES** represents the mean acceptance rates for a set of years. The "averaged" term is used when comparing three periods in this report: Pre SP-1 (when affirmative action was in effect), SP-1, and Post SP-1 (when Comprehensive Review was in effect). Because there are multiple years in each of the three periods, the "averaged" statistic enables a comparison of a single representative point between periods (See Figures 5, 6A and 6B on page 14).

DATA FROM THE UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT

Data was gathered from the University of California Office of the President for first-time freshman applications, admissions, and representation at each of the eight UC campuses: Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, and Santa Cruz from 1995-2003. Data from the UCOP is prone to fluctuate due to disparities in enrollment projections based on preliminary data, initial enrollment counts, and actual enrollment confirmed and validated at the end of the academic years. As such, the numbers presented by the UCOP office are revised and corrected on an on-going basis.



The data compiled and analyzed include the total number of applications filed and students admitted, sorted by ethnicity for Fall 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, and 2003 terms. This allows for a comparison across time for each of the campuses in three key periods:

- 1 Affirmative Action or Pre SP-1 (1995–1997)
- 2 SP-1 (1998–2001)
- 3 Comprehensive Review or Post SP-1 (2002–2003)

DATA FROM THE CALIFORNIA DEPARTMENT OF EDUCATION AND THE U.S. CENSUS BUREAU

Data gathered from the California Department of Education is utilized for an examination of high school graduation rates and A-G course completion rates by ethnicity.¹² In order to be eligible to apply at either a California State University (CSU) or University of California campus, high school students must complete the A-G requirements. This analysis allows for the assessment of the growth in the number of eligible minority students applying for admittance to the University of California. Additional population figures and statistics were obtained from the U.S. Census Bureau and the California Department of Finance March 2003 Current Population Survey in order to provide a context to the overall population diversity of California.

ETHNICITY INFORMATION

Ethnicity information provided in this report is based on self-reported statistics from freshman applicants. Section XII “Statistical Information,” Part 136 “Ethnic Identity” of the

official UC application form¹³ gives applicants the opportunity to voluntarily identify their ethnicity. On the application itself, students are advised that the information will be used for purposes of statistical analysis only and not used in the admissions process. The UCOP application, admission, and enrollment data compiles these responses and reports them in 14 categories: African American/Black, American Indian/Alaska Native, Chinese/Chinese American, East Indian/Pakistani, Filipino/Filipino American, Japanese/Japanese American, Korean/Korean American, Mexican/Mexican American/Chicano, Pacific Islander, Vietnamese/Vietnamese American, White/Caucasian, Other Asian (Not including Middle Eastern), Other Spanish-American/Latino, and Other.

For purposes of this report, the two separate ethnic identifiers for Latino applicants, “Mexican/Mexican-American/Chicano” and “Other Spanish-American/Latino,” are combined and referred to collectively as Latino freshman applicants. Likewise, the seven separate identifiers for Asian applicants are combined and referred to collectively as Asian freshman applicants.

¹² The A-G completion rates are *estimates* compiled by each school and then aggregated by the California Department of Education. They do not necessarily reflect the actual number of students completing these course requirements, but there is no reason to suspect that the numbers are over-estimated in one year but not another. Therefore, for the purpose of assessing the growth in qualified Latino students, they are still quite accurate. Data retrieved from Dataquest website <http://data1.cde.ca.gov/dataquest/>.

¹³ University of California Application for Undergraduate Admission and Scholarships Section XII, Question 136. Retrieved from http://www.ucop.edu/pathways/ucapp_0304_form.pdf.

THE CONTEXT OF THE DATA



Because the goal of SP-1 was to ensure that students of all racial and ethnic backgrounds had an opportunity to achieve success in the University of California, it is important to frame this report in the appropriate context of the growing racial and ethnic diversity of California. This report will review the changing demographics in California with particular attention to the pool of qualified applicants graduating from high school. This report further considers the self-reported ethnicity information derived from the UC application data.

DEMOGRAPHICS: THE DIVERSITY OF CALIFORNIA

According to the original language of SP-1, Section 9, the intent of the resolution was to help better reflect the diversity of the state:¹⁴

“Believing California’s diversity to be an asset, we adopt this statement: Because individual members of all of California’s diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state’s diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences.”

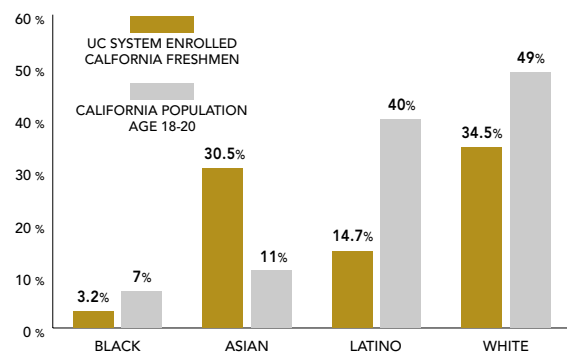
Official statistics from the March 2003 U.S. Census Current Population Survey confirm that California is now a majority-minority population state. Latinos comprise 33 percent of the population, Asian Americans 11 percent, African

Americans 6 percent, and non-Hispanic Whites 47 percent (with 0.4% Native American and 3% Other). The current statistics reflect that the California population as a whole increased by 4.8 percent, including a 9.6 percent increase in the Hispanic population since the 2000 Census.

It may be more appropriate to examine the percentage of the population between the ages of 18 and 20 years to better gauge the ethnic disparities between the statewide population and the population likely to apply for admission to the UC system as a first-time freshman. Of the total California population between the ages of 18 and 20, 7 percent are African Americans, 11 percent Asian, 40 percent Latino, and 49 percent non-Hispanic White (Figure 2).¹⁵

UCOP statistics for each campus reveal an under-representation of all ethnic races except the Asian American student population. The UCOP reports that while Latinos comprised 15 percent and African Americans comprised

FIGURE 2
2003 DEMOGRAPHIC POPULATION
COMPARISONS



Source: TRPI analysis of UC Office of the President application and admittance data.

¹⁴ Retrieved from <http://www.ucop.edu/acadaff/otf/otfrpt.htm>.

¹⁵ The figures are calculated by taking the age and ethnicity data reported by Census 2000 and increasing the figures according to the percentage increases in each ethnic population and total population figures reported by the March 2003 California Current Population Survey. Retrieved from <http://www.dof.ca.gov>. The percentages add up to over 100% because respondents are given the option of listing as many ethnic/racial identities as they see fit, hence the data also includes people of more than one ethnicity.

3 percent of the Fall 2003 freshman class, non-Hispanic Whites represented 35 percent and Asian Americans 31 percent (Figure 2). These statistical comparisons illustrate that the diversity at the University of California is in stark contrast to the actual diversity of the state of California.

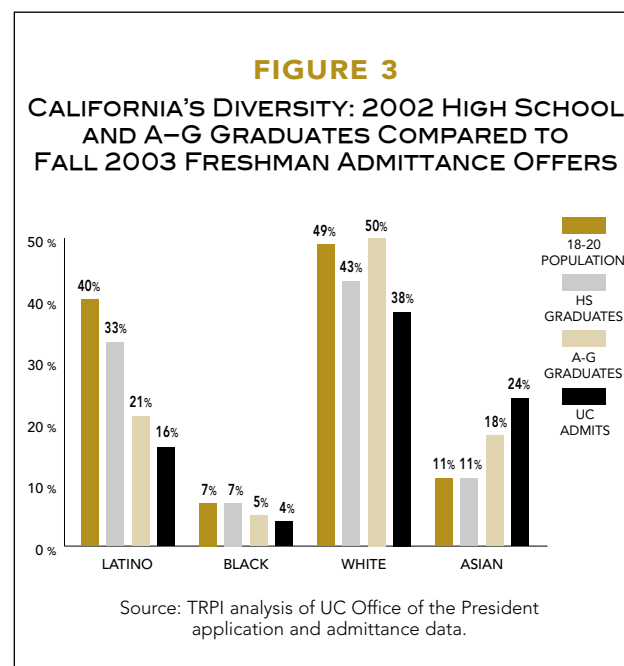
THE POOL OF QUALIFIED APPLICANTS

In a recent newspaper article, Robert C. Dynes, President of the University of California, and other UC officials noted that the disparity between the volume of applications received and low number of acceptance offers given to African American and Latino students is due to the fact that these students “qualify for admission at much lower rates than non-Hispanics Whites and Asian Americans.”¹⁶ Thus, a more telling point of reference for the purpose of this study would be to draw comparisons between UC acceptance rates and California high school graduation rates and the number of high school graduates that have completed the State of California A-G course requirements for UC and CSU eligibility rather than the overall 18- to 20-year-old population.

The California Department of Education Demographics Unit provides statistics for each school year on graduation and UC/CSU course compliance rates.¹⁷ The graduation rate is defined as the number of twelfth-grade students who received a diploma in the school year indicated or the summer following that year.¹⁸ Since the 1994-1995 academic year, the number of Latinos graduating from high school increased by 42 percent,¹⁹ second only to the increase in number of Pacific Islander graduates. For the 2001-2002 academic year, 33 percent of all high school graduates in California were Latino, 7 percent African American, 43 percent non-Hispanic White, and 11 percent

Asian American. The ethnic proportions of high school graduates and even A-G course high school graduates are higher than the ethnic make-up of those admitted as first-time freshman into the UC system (Figure 3). Despite the growth in the class sizes of admitted freshman students in Fall 2003 compared to previous years, the proportion of African American and Latino admitted in each freshman class did not mirror such increase.

It remains important to note that not all high school graduates are eligible for admissions to UC campuses, thus the best measure of diversity at the University of California is the number of high school graduates that have completed the State of California A-G requirements. To satisfy the UC/CSU Subject Requirement for Admission, prospective freshmen must complete a series of high school courses with a grade of “C” or better.²⁰ The A-G requirements include 15 units of high school courses, seven units of which must be taken in the last two years of high



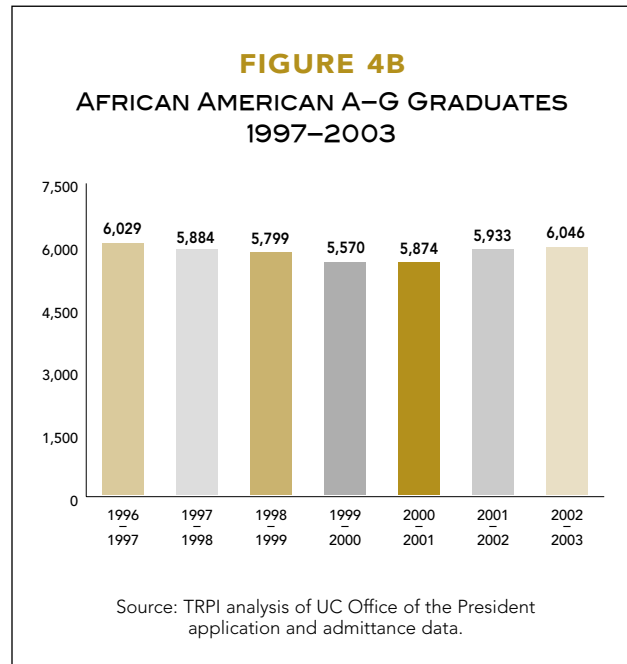
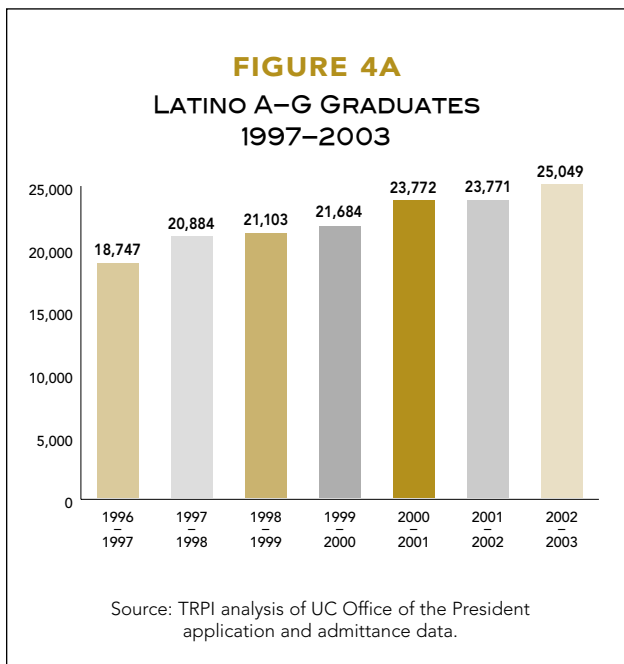
¹⁶ Silverstein, Stuart. 2004. “UC Officials Note Racial Disparity in Admissions.” *The Los Angeles Times*, California Section, page B1 & B11. March 9.

¹⁷ The reports have historically included breakdowns for the ethnic categories “American Indian or Alaska Native,” “Asian, Pacific Islander, or Filipino,” “Hispanic or Latino,” “African American,” and “White.”

¹⁸ The graduation rate does not include students graduating on the basis of the California High School Proficiency Examination, from programs administered by a community college, from adult education programs, or students receiving a General Education Development certificate (GED).

¹⁹ From 76,557 Latino graduates in 1994-1995 to 109,044 Latino graduates in the 2001-2002 academic year.

²⁰ This represents only a portion of the entrance requirements for UC or CSU.



school.²¹ An examination of the California Department of Education high school graduation rates finds that for the 2001-2002 academic year, a total of 112,934, or 34.6 percent, of graduating seniors completed the A-G required courses.²² Of these students, 21 percent were Latino, 5 percent were African American, 50 percent were non-Hispanic White and 18 percent were Asian (Figure 3).

The UC Office of the President reports a steady increase in the number of applications received from African American and Latino California high school students from 1995-2003, however the number of admission offers to these students have not increased at the same pace. Likewise, the number of Latino and African American students graduating from high school has increased during these nine years. Yet, the data show that, for the entire UC system, acceptance rates for Latinos and African Americans have re-

mained fixed or have even decreased. While the number of African American students completing A-G courses has varied over the years (Figure 4B), the number of Latinos that are completing the A-G required courses have been increasing every year. In the 1996-1997 academic year, 18,747 Latino high school graduates in California had completed these requirements and by 2003, this number grew to 25,049 students, an increase of 34 percent and the fastest growth rate of any ethnic group in California (Figure 4A).²³

Even after accounting for the A-G high school course requirements for prospective UC applicants, admission is not guaranteed. Students interested in entering the UC system as a first-time freshman must also maintain a minimum grade point average (GPA) and standard aptitude test (SAT) score.²⁴

²¹ The A-G requirements can be summarized as follows:

(A) History / Social Science—Two years required; (B) English—Four years of college preparatory English; (C) Mathematics—Three years of college preparatory mathematics; (D) Laboratory Science—Two years of laboratory science; (E) Language other than English—Two years of the same language other than English; (F) Visual & Performing Arts—One year, including dance, drama/theater, music, and/or visual art; (G) College Preparatory Elective—In addition to those courses required in “a-f” above, one year (two semesters) of college preparatory electives are required, chosen from visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English. Retrieved from http://pathstat1.ucop.edu/ag/a-g/a-f_reqs.html

²² Retrieved from Data Quest <http://data1.cde.ca.gov/dataquest/>.

²³ non-Hispanic Whites completing the UC/CSU requirements grew by 21%, Asians by 36%, and African Americans by 9% from 1995 to 2003. While there was an increase in the number of Latino A-G graduates between 1995-2003, these graduates as a percentage of total Latino high school graduates has not increased but rather fluctuated over the years. Both the number of African American A-G graduates and A-G graduates as a percentage of African American high school graduates has fluctuated over the years.

²⁴ GPA data broken down by ethnicity is not publicly accessible from the Department of Education, but SAT (standardized aptitude tests) and ACT score data are available.

ANALYSIS

Three levels of analysis are presented in this section to assess the impact of SP-1 and the rollback of affirmative action on the UC system in its entirety. First, a simple comparison of the 2001, 2002, and 2003 academic years provides a glimpse of minority representation in the initial two years that SP-1 was not in effect. Second, an assessment is made on the three different eras: Affirmative Action/Pre-SP-1 (1995-1997), SP-1 (1998-2001), and Comprehensive Review/Post-SP-1 (2002-2003). Last, a seven-year examination from 1997 to 2003 is presented to compare 1997, the benchmark year when affirmative action was still in place, to subsequent years.

MINORITY ACCEPTANCE RATES: 2001 VS. 2002-2003

Two years of Comprehensive Review has not brought increasing representation of incoming Latino and African American student applicants into the UC system. Even if the raw number of Latino and Black students admitted for freshman year is increasing, they are a decreasing percentage of the overall freshman student body. As a result, representation for Latino and African American students continues to decrease, in particular at the most sought after and selective of the UC campuses. Nonetheless, the basic distinction between a "rate" and a "raw number" has been lost in the popular media.



An earlier report by John J. Moores, owner of the San Diego Padres, accused UC Berkeley of admitting low-SAT scoring Latinos and African Americans instead of those applicants meeting the SAT score requirements. Moores argued that UC Berkeley accepted 386 (268 being Latino

and 73 being African American) students who scored 1,000 or less on the SAT but did not enroll students who scored 1,400 or higher on the SAT.²⁵

While some critics, like John Moores and UC Regent Ward Connerly, feel that Comprehensive Review has given minority students a racial advantage in the UC Admission process, new changes in the UC eligibility formula and the TRPI analysis of historical data from the University of California Office of the President portray a very different story. The disparity in UC statistics points to a serious dilemma in the UC system. UC media reports continue to focus solely on enrollment statistics, claiming increases in minority representation despite the fact that a larger number of minority students are applying to UC campuses and are being rejected at higher rates.

While the number of Latino students admitted to the UC has increased, so too have the number of Latino students applying. For example, UC Berkeley offered 995 Latino applicants admission to the Fall 2001 incoming freshman class, resulting in a 27 percent acceptance rate. Despite an increase of 317 additional applications from Latino students in 2002, only six additional Latino students were admitted to UC Berkeley, which dropped the acceptance rate down to 25 percent. In Fall 2003, UC Berkeley only increased the number of admission offers to 10 additional Latino students despite an increased receipt of over 400 submissions from Latino students for that incoming class (Table 1A). It remains this very inability to give admission offers in proportion to the volume of Latino applications that the acceptance rates at UC Berkeley for Latino students dropped to an all time low of 23 percent in Fall 2003. UCLA holds the record for the largest drop in Latino student acceptance rates between Fall 2001 and Fall 2003 with a decrease of 18 percent (Table 1A).²⁶

²⁵ Burdman, Pamela. 2004. "Admissions Controversy Embroils Berkeley Again." *Black Issues in Higher Education*, Vol. 20, Iss. 23, page 12. January 1.

²⁶ In a *Los Angeles Times* article (September 8, 2004), California State Senator Richard Alarcón (D-Sun Valley) criticized UCLA for its enrollment policies and inability to enroll qualified local students.



Even if the raw number of Latino and Black students admitted for freshman year is increasing, they are a decreasing percentage of the overall freshman student body.

With the exception of UC San Diego, the only campus that has witnessed an increase in its Latino student acceptance rate since Fall 2001 (by 3%), Latino students faced a decrease in acceptance rates in the UC system as a whole during the first few years of Comprehensive Review. For UC San Diego this is significant because the acceptance rate for minority students had declined since 1997, making this institution having had one of the largest decreases in Latino and African American acceptances since affirmative action was repealed, third to UCLA and UC Berkeley.²⁷ UC Riverside received the most increase in applications from Latino students (41% since 2001), but its acceptance rate still showed a decrease since 2001 of 6 percent (Table 1A).

A similar downward trend in acceptance rates is evident for African American freshman applicants (Table 1B). At both UC Berkeley and UCLA, fewer African American students were admitted in Fall 2003 than in Fall 2002 despite significant increases in the number of applications submitted to these institutions. This disparity contributed to the notable decline in acceptance rates for African American freshman applicants throughout the system, with the largest drop (-32%) once again taking place at UCLA between 2001 and 2003. At UC Berkeley and UCLA, an additional 316 African American students applied for admittance in Fall 2003, yet the number of African American students admitted to the freshman class dropped from 656 to 579. For Fall 2002, UC Irvine received 186 more applications from African American applicants than it did that previous fall semester, yet the number of admittances offered to this pool decreased by 9 percentage points, or 14 seats. The following Fall semester, UC Irvine received 97 more applications from African American students, and only increased its admission offers by 21 seats; this translates into a small decrease of one percentage point in the acceptance rate experienced by Black freshman applicants. In addition to the admission gaps at UC Berkeley and UCLA, acceptance rates have dropped for African American freshmen at UC Davis (-16%), UC Irvine (-22%), Santa Barbara (-8%), and Santa Cruz (-12%) since Fall 2001. UC Santa Cruz is a particular anomaly because, unlike the other seven UC campuses,

²⁷ See the following section entitled "1997 as a Benchmark: A Seven-Year Comparative Analysis."

TABLE 1A**CHANGE IN LATINO ADMITTANCES BY CAMPUS 2001-2003**

Campus	2001			2002			2003			Changes 2001-03*		
	Apply	Admit	Accept. Rate	Apply	Admit	Accept. Rate	Apply	Admit	Accept. Rate	Apply	Admit	Accept. Rate
Berkeley	3,697	995	27%	4,014	1,001	25%	4,418	1,011	23%	20%	2%	-15%
Davis	3,050	1,932	63%	3,105	1,930	62%	3,775	2,103	56%	24%	9%	-12%
Irvine	4,089	2,065	51%	4,532	2,095	46%	5,492	2,425	44%	34%	17%	-13%
Los Angeles	5,256	1,256	24%	6,100	1,310	21%	6,628	1,306	20%	26%	4%	-18%
Riverside	3,924	3,217	82%	4,546	3,541	78%	5,537	4,280	77%	41%	33%	-6%
San Diego	4,461	1,462	33%	5,064	1,960	39%	5,661	1,903	34%	27%	30%	3%
Santa Barbara	4,750	2,326	49%	4,921	2,511	51%	5,846	2,783	48%	23%	20%	-3%
Santa Cruz	3,251	2,585	80%	3,527	2,723	77%	3,435	2,502	73%	6%	-3%	-8%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

* Changes are the proportion increases (decreases) that took place as a results of raw point differences. For further explanation see "Data and Methodology" section.

it remains the only campus that has experienced a drop in applications (-2% in Fall 2003) received by African American students since Comprehensive Review was instituted. Of the eight UC campuses, UC Riverside and UC San Diego are the only two UC campuses that have experienced relative success at increasing their number of admission offers to African American students since Fall 2001 despite the increased number of applications submitted. This evidence suggests that with the repeal of SP-1 it is possible to make

small strides in minority acceptance rates, but that most campuses continue to witness declines in the acceptance rates of Latino and African American freshman students.

Data on ethnic representation of the admitted freshman classes tell a similar story. Here, Latinos and African Americans have made some, albeit small, gains in representation in 2003 at some campuses. Tables 2A and 2B report the total number of students admitted and the

TABLE 1B**CHANGE IN AFRICAN AMERICAN ADMITTANCES BY CAMPUS 2001-2003**

Campus	2001			2002			2003			Changes 2001-03*		
	Apply	Admit	Accept. Rate	Apply	Admit	Accept. Rate	Apply	Admit	Accept. Rate	Apply	Admit	Accept. Rate
Berkeley	1,296	323	25%	1,407	319	23%	1,564	302	19%	21%	-7%	-23%
Davis	899	432	48%	956	422	44%	1,165	469	40%	30%	9%	-16%
Irvine	924	413	45%	1,110	399	36%	1,207	420	35%	31%	2%	-22%
Los Angeles	1,531	326	21%	1,757	337	19%	1,916	277	14%	25%	-15%	-32%
Riverside	1,060	721	68%	1,274	849	67%	1,597	1,100	69%	51%	53%	1%
San Diego	1,126	237	21%	1,282	330	26%	1,440	312	22%	28%	32%	3%
Santa Barbara	1,052	426	40%	1,071	447	42%	1,218	455	37%	16%	7%	-8%
Santa Cruz	749	486	65%	829	548	66%	735	422	57%	-2%	-13%	-12%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

* Changes are the proportion increases (decreases) that took place as a results of raw point differences. For further explanation see "Data and Methodology" section.

TABLE 2A**LATINO ADMITTANCES AS A PERCENTAGE OF
TOTAL FRESHMAN ADMISSIONS BY CAMPUS 2001-2003**

Campus	2001			2002			2003			Representation Changes 2001-03	
	Total Admit	Latino Admit	%	Total Admit	Latino Admit	%	Total Admit	Latino Admit	%	Point	%
Berkeley	7,949	995	12.5%	7,629	1,001	13.1%	7,758	1,011	13.0%	0.5%	4.1%
Davis	16,482	1,932	11.7%	17,135	1,930	11.3%	17,515	2,103	12.0%	0.3%	2.4%
Irvine	16,146	2,065	12.8%	16,482	2,095	12.7%	17,886	2,425	13.6%	0.8%	6.0%
Los Angeles	9,875	1,256	12.7%	9,428	1,310	13.9%	9,496	1,306	13.8%	1.1%	8.1%
Riverside	17,081	3,217	18.8%	18,256	3,541	19.4%	21,710	4,280	19.7%	0.9%	4.7%
San Diego	15,316	1,462	9.5%	16,447	1,960	11.9%	15,160	1,903	12.6%	3.0%	31.5%
Santa Barbara	15,545	2,326	15.0%	16,324	2,511	15.4%	17,411	2,783	16.0%	1.0%	6.8%
Santa Cruz	17,416	2,585	14.8%	18,948	2,723	14.4%	16,180	2,502	15.5%	0.7%	4.2%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

proportion of those students who are Latino and African American at each campus between 2001 and 2003. UC San Diego demonstrated the greatest increase in Latino and African American representation between Fall 2001 and Fall 2003. Latino freshman applicants experienced marginal increases in representation during these first few years of Comprehensive Review at all campuses, with the least increase in representation taking place at UC Davis. The picture drawn for African American freshman applicants

during Comprehensive Review remains much grimmer than that for Latino student applicants. Three of the eight campuses—UC Davis, UC San Diego, and UC Riverside—reported marginal increases in admission representation for African American applicants. Elsewhere, decreases in African American admissions were evident, suggesting that the presence of underrepresented minorities at these campuses is further dropping. The greatest decrease in African American representation took place at UCLA.

TABLE 2B**AFRICAN AMERICAN ADMITTANCES AS A PERCENTAGE OF
TOTAL FRESHMAN ADMISSIONS BY CAMPUS 2001-2003**

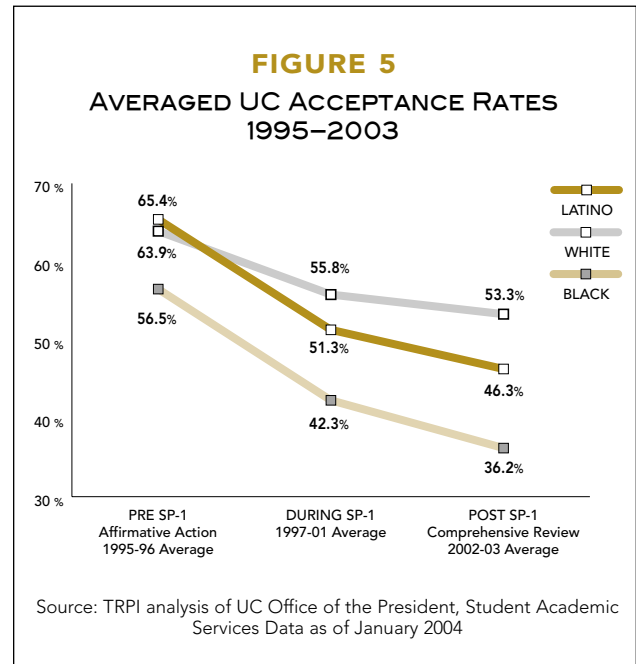
Campus	2001			2002			2003			Representation Changes 2001-03	
	Total Admit	Black Admit	%	Total Admit	Black Admit	%	Total Admit	Black Admit	%	Point	%
Berkeley	7,949	323	4.1%	7,629	319	4.2%	7,758	302	3.9%	-0.2%	-4.2%
Davis	16,482	432	2.6%	17,135	422	2.5%	17,515	469	2.7%	0.1%	2.2%
Irvine	16,146	413	2.6%	16,482	399	2.4%	17,886	420	2.3%	-0.2%	-8.2%
Los Angeles	9,875	326	3.3%	9,428	337	3.6%	9,496	277	2.9%	-0.4%	-11.6%
Riverside	17,081	721	4.2%	18,256	849	4.7%	21,710	1,100	5.1%	0.8%	20.0%
San Diego	15,316	237	1.5%	16,447	330	2.0%	15,160	312	2.1%	0.5%	33.0%
Santa Barbara	15,545	426	2.7%	16,324	447	2.7%	17,411	455	2.6%	-0.1%	-4.6%
Santa Cruz	17,416	486	2.8%	18,948	548	2.9%	16,180	422	2.6%	-0.2%	-6.5%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

AN ASSESSMENT OF THE THREE DIFFERENT ERAS: PRE-, DURING, AND POST-SP-1

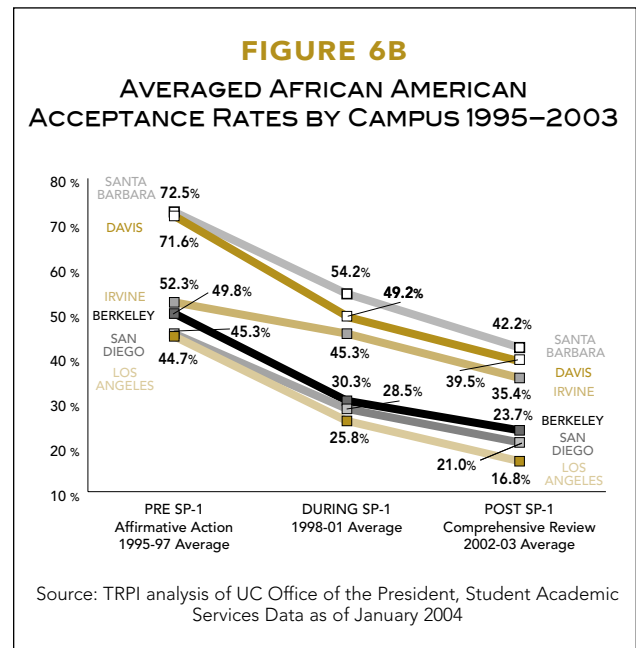
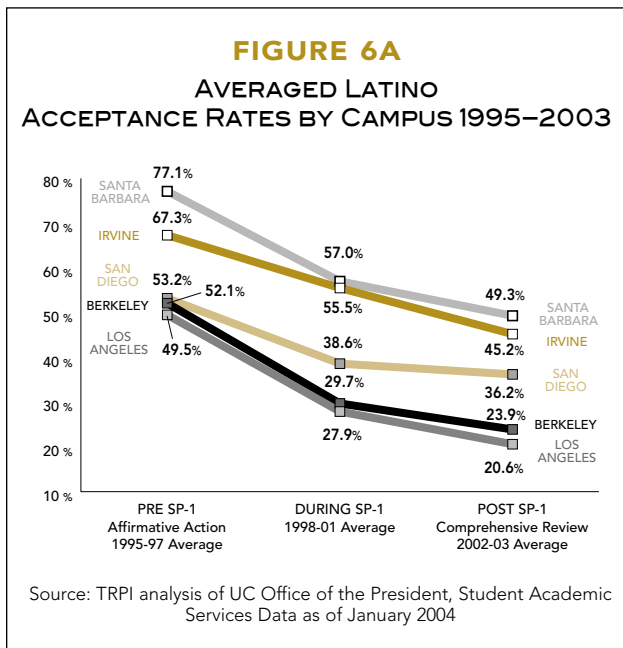
The next set of figures and tables examine the acceptance rate of Latino and African American students in the nine-year period ranging from 1995 to 2003. The longitudinal and graphical analysis allows for the visual comparison and assessment of three distinct time frames: Affirmative Action/Pre-SP-1 (1995-1997), SP-1 (1998-2001), and Comprehensive Review/Post-SP-1 (2002-2003). Each point on the proceeding graphs represent the averaged, or mean, acceptance rates for that time era in order to visualize how acceptance rates have changed throughout the UC system. Figure 5 illustrates the acceptance rates for Latino and African American freshman applicants during these three time frames for all eight campuses combined.

The disparity in UC admissions between Latinos and African Americans and Whites is increasing (Figure 5). African Americans, even during the last two years of affirmative action, were accepted at a lower rate than non-Hispanic White students, a disparity that worsened with the passage of SP-1. This downward trend appears to be continuing for African American high school students during these past few years under Comprehensive Review.



During SP-1, Latinos were accepted at an averaged rate similar to non-Hispanic White students during that period. Recent data from 2002-2003, however, shows that the acceptance rate for Latino students is now below the averaged acceptance rate experienced by non-Hispanic White students. There are no signs indicating a change or improvement in the acceptance rate trend for Latino and African American students.

Figures 6A and 6B use the same formula to illustrate the trend for Latino and African American freshman ac-





The basic distinction between a “rate” and a “raw number” has been lost in the popular media.

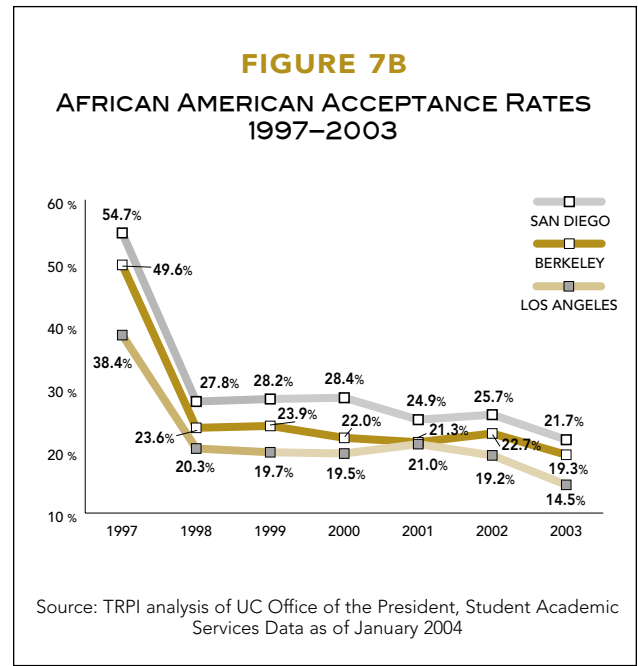
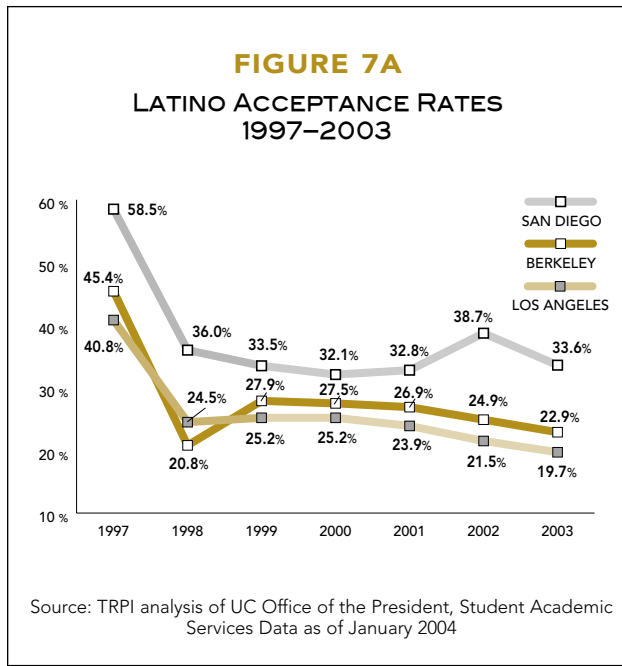
acceptance rates at the UC campuses where admission rates for Latino and African American students were less than 80 percent during affirmative action. The smallest decreases in averaged acceptance rates between SP-1 and Comprehensive Review took place at UC San Diego for Latino students and UC Irvine for African American students. The greatest decreases in the averaged acceptance rates took place at UCLA and UC Berkeley for Latino students and UC Davis and UC Santa Barbara for African American students.

1997 AS A BENCHMARK: A SEVEN-YEAR COMPARATIVE ANALYSIS

Though data is available as far back as 1995, 1997 remains an ideal benchmark year for comparison because it is the final year that affirmative action was in place. The number of first-time freshmen being admitted to the UC system as a whole has grown from 42,741 in 1997 to 57,214 in 2003.

The analysis of UC data conveys that underrepresented minority students continue to lag behind. Such disparities in acceptance rates are illustrated at UC Berkeley and UCLA, which are considered to be two of the most selective campuses in the UC system. At UC Berkeley, Latino applicants were accepted at a rate that fell from 45 percent in 1997 to 23 percent in 2003, an overall decrease of 22 percentage points. African American students experienced a 31 percentage point drop from a 50 percent acceptance rate in 1997 to a meager 19 percent in 2003. This drop in acceptance rate of over 50 percentage points for Latinos and African American students was worse at UCLA, where the lowest acceptance rates for these students were experienced (Figures 7A and 7B).

Throughout the entire UC system, African American students suffer from the lowest acceptance rate among the other student ethnicities, falling from 57 percent in Fall 1997 to 35 percent in Fall 2003. The acceptance rates of Latino students have also fallen from 64 to 45 percent between 1997 and 2003. The acceptance rates for Latino



and African American freshman applicants in 2003 continue to be well below their 1997 levels at the highest-demanded institutions in the UC system: UC Berkeley, UCLA, and UC San Diego (Figure 7A and 7B).

Table 3A and 3B detail the year-by-year acceptance rates for Latino and African American freshman applicants at each campus. Only UC Riverside has had relative success at closing the gap between the 1997 and 2003 decrease in Latino and African American student acceptances to a single digit deficit.

In 1997, Latino students were being accepted at similar rates to non-Hispanic White students. However, starting in 1998 Latino and African American students witnessed dramatic declines in their acceptance rates, a declining rate far greater than that experienced by non-Hispanic White and Asian students. Over the past seven years it has become more difficult to gain admittance to the University of California, however, such constraints have had a disproportionate impact on Latino and African American applicants.

Figures 8A and 8B illustrate the acceptance rates that would have been experienced by Latino and African American students if they were accepted into the UC system at the same rate as non-Hispanic White students. For Fall 2003 alone, 6,259 Latino and African American applicants were not admitted to the UC system. Using the same formula and the same calculations for the 1998-2003 fall semesters, a combined total of 27,433 Latino and African American student applications have been rejected from the eight UC campuses following the implementation of SP-1, applications that might have otherwise been accepted.²⁸

Table 4 provides a more detailed view of the disparity between the non-Hispanic White student acceptance rate and the rate experienced by Latinos and African Americans. This table shows the potential admittances at the individual UC campuses and the estimated number of applications not admitted between Fall 1998 until Fall 2003.²⁹ UC San Diego, the campus with the most relative gains in Latino and African American acceptance and representation rates between Fall 2001 and Fall 2003 (Table 1A and 1B), remains one of the three UC campuses

²⁸ See "Data and Methodology" Section for explanation of terminology. Numbers reported in Figures 8A and 8B of this report may differ from the numbers reported in Figures 8 and 9 of the previous 2003 report due to new estimates released by the UCOP. However, such variations are small and the trends are comparable.

²⁹ See "Data and Methodology" for the definition of "potential admittances."

TABLE 3A**LATINO ACCEPTANCE RATES BY CAMPUS 1997-2003**

Campus	1997	1998	1999	2000	2001	2002	2003	Percentage Change 1997-2003*
Berkeley	45.4%	20.8%	27.9%	27.5%	26.9%	24.9%	22.9%	-49.6%
Davis	87.6%	67.0%	62.4%	60.5%	63.3%	62.2%	55.7%	-36.4%
Irvine	66.5%	58.1%	54.6%	48.0%	50.5%	46.2%	44.2%	-33.5%
Los Angeles	40.8%	24.5%	25.2%	25.2%	23.9%	21.5%	19.7%	-51.7%
Riverside	82.4%	75.9%	81.7%	82.0%	82.0%	77.9%	77.3%	-6.2%
San Diego	58.5%	36.0%	33.5%	32.1%	32.8%	38.7%	33.6%	-42.6%
Santa Barbara	78.0%	59.1%	52.2%	46.9%	49.0%	51.0%	47.6%	-39.0%
Santa Cruz	81.4%	74.8%	73.4%	80.5%	79.5%	77.2%	72.8%	-10.6%
UC System Total	63.9%	47.7%	48.4%	47.8%	48.8%	47.7%	44.9%	-29.7%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

* Changes are the proportion increases (decreases) that took place as a result of raw point differences. For further explanation see "Data and Methodology" section.

(in addition to Berkeley and Davis) that still demonstrates a disparity in Latino and African American student acceptances between Fall 1998 and Fall 2003 (Table 4). In other words, while Latino and African American students have recently experienced a higher acceptance rate at UC San Diego, the numbers have not reached the 1997 acceptance rate level.

According to the analysis illustrated in Table 4, UC Berkeley has rejected the most Latino and African

American freshman applications between Fall 1998 and Fall 2003. Ironically, such findings remain contrary to recent media reports about the admission practices at UC Berkeley (see page 10).

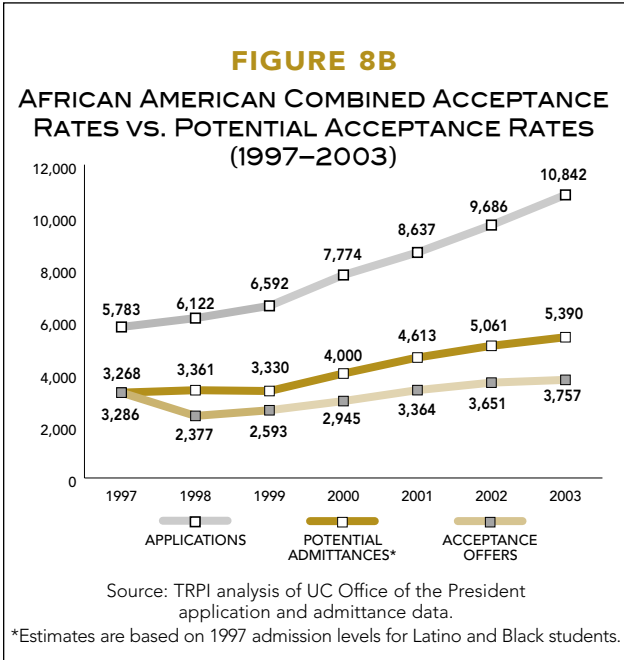
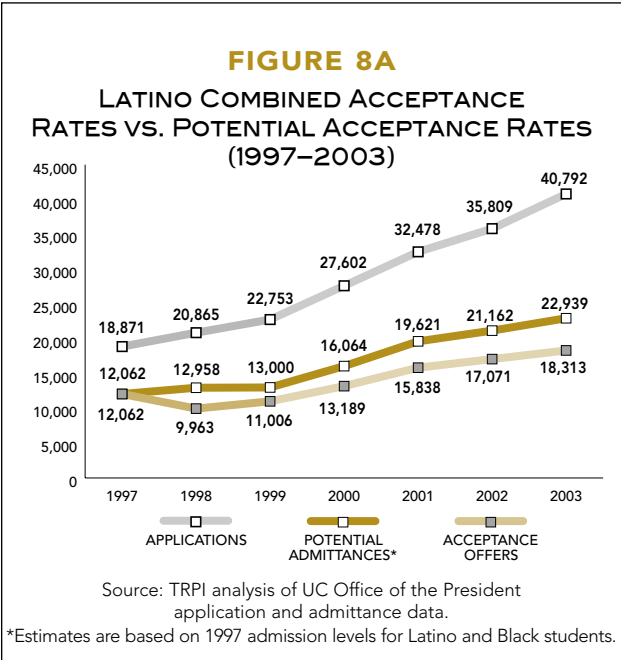
Only UC Santa Cruz has demonstrated a higher admittance rate for Latino students than for non-Hispanic White students. This may be a result of the fluctuating number of non-Hispanic White students applying for this campus. For the most part, the decline in admittance offers to

TABLE 3B**AFRICAN AMERICAN ACCEPTANCE RATES BY CAMPUS 1997-2003**

Campus	1997	1998	1999	2000	2001	2002	2003	Percentage Change 1997-2003*
Berkeley	49.6%	20.3%	28.2%	28.4%	24.9%	22.7%	19.3%	-61.1%
Davis	74.0%	51.9%	51.0%	46.2%	48.1%	44.1%	40.3%	-45.5%
Irvine	54.9%	47.6%	44.4%	34.8%	44.7%	35.9%	34.8%	-36.6%
Los Angeles	38.4%	23.6%	23.9%	22.0%	21.3%	19.2%	14.5%	-62.2%
Riverside	69.2%	62.8%	69.8%	69.7%	68.0%	66.6%	68.9%	-0.4%
San Diego	54.7%	27.8%	19.7%	19.5%	21.0%	25.7%	21.7%	-60.3%
Santa Barbara	70.4%	54.3%	42.7%	37.9%	40.5%	41.7%	37.4%	-46.9%
Santa Cruz	72.2%	64.6%	62.5%	69.7%	64.9%	66.1%	57.4%	-20.5%
UC System Total	56.5%	38.8%	39.3%	37.9%	38.9%	37.7%	34.7%	-38.6%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

* Changes are the proportion increases (decreases) that took place as a result of raw point differences. For further explanation see "Data and Methodology" section.



Latino and African American students is reflected within the UC system as a whole and is thus not an isolated instance of one or two institutions under-enrolling minority students. Throughout the UC system, fewer minority students were offered admittance following the elimination of affirmative action.

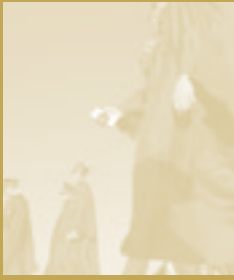
While the admission rate for Latino students has experienced modest growth between 1997 and 2003, from 12,062 to 18,313, Latino applications have doubled from

18,871 to 40,792. In percentage terms, this means that applications from Latino students have increased by over 100 percent while acceptance offers for these students have grown by 52 percent. This translates into a present acceptance rate for Latinos that stands at 45 percent for the entire UC system, 19 percentage points lower than the acceptance rate of 64 percent experienced by Latino students back in 1997. While Black student applications have increased by 87 percent, from 5,783 in 1997 to 10,842 in 2003, admittances have only grown from 3,268 to 3,757

TABLE 4
CUMULATIVE LATINO AND AFRICAN AMERICAN POTENTIAL VERSUS ACTUAL ADMITTANCES (1998-2003)

Campus	LATINO STUDENT APPLICATIONS			BLACK STUDENT APPLICATIONS		
	Potential Admittances*	Actual Offers	Difference	Potential Admittances*	Actual Offers	Difference
Berkeley	10,244	6,485	-3,759	4,149	2,356	-1,793
Davis	14,890	11,687	-3,203	4,074	2,915	-1,159
Irvine	15,216	12,416	-2,800	2,955	2,359	-596
Los Angeles	11,399	8,491	-2,908	3,297	2,360	-937
Riverside	20,709	19,066	-1,643	4,960	4,652	-308
San Diego	13,733	10,134	-3,599	3,361	1,843	-1,518
Santa Barbara	17,380	15,227	-2,153	3,470	2,818	-652
Santa Cruz	11,749	13,936	+2,187	2,981	2,652	-329

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004
*Estimates are based on 1997 admission levels for Latino and Black students.



Disparity exists between the high acceptance rate for non-Hispanic White applicants and the drastically lower acceptance rates experienced by Latino and African American applicants for freshman admissions. Ironically, such findings remain contrary to recent media reports ...

or, in other words, 15 percentage points during this same time period. This translates into a declining acceptance rate for African Americans of 35 percent for the UC system, 22 percentage points lower than the rate of 57 percent in 1997.

By comparison, the number of applications submitted by non-Hispanic Whites grew from 56,915 in 1997 to 86,060 in 2003, an increase of 51 percent, and admission offers increased by 33 percent (33,630 to 44,738). As a result, the Fall 2003 acceptance rate for non-Hispanic White students remained at 51 percent, only eight percentage points lower than the 59 percent acceptance rate they experienced back in 1997. Applications received from Asian American students increased by 60 percent between 1997 and 2003 (from 51,251 to 82,276) and admission offers have increased by 45 percent (from 27,689 to 40,131). Asian American students experienced a Fall 2003 acceptance rate of 59 percent, an increase from the 1997 level (52 percent) of seven percent.

Such admissions statistics contributed to a decrease in representation in the incoming freshman class of Fall 2003 (Table 5A and 5B). Latinos consisted of 17 percent of all freshman admittances at UC Berkeley in 1997, but 13 percent of the incoming freshman classes for Fall 2001, 2002, and 2003. For African American students at UC Berkeley, their percent representation in the incoming freshman class fell from 7 percent in 1997 to 3 percent that following year; since 1999, the percentage representation of Black students remains at 4 percent.

At UCLA, Latinos made up 15 percent of all admitted freshmen in 1997, but 14 percent of the incoming freshman class for Fall 2002 and 2003. The African American representation in the UCLA incoming freshman classes dropped from 5 percent in 1997 to 3 percent in 2003. The year-by-year trend for African American applicants to UCLA suggests that an increase in one year is offset by decreased acceptance rates in the next year.

The greatest rate difference between 1997 and 2003 incoming freshman class representation for both African

TABLE 5A**LATINO INCOMING FRESHMAN CLASS ADMITTANCES BY CAMPUS
1997-2003**

Campus	1997	1998	1999	2000	2001	2002	2003	Percentage Change 1997-2003*
Berkeley	16.8%	8.5%	9.9%	11.6%	12.5%	13.1%	13.0%	-22.6%
Davis	12.2%	10.2%	9.6%	10.3%	11.7%	11.3%	12.0%	-1.6%
Irvine	12.8%	11.6%	11.9%	11.9%	12.8%	12.7%	13.5%	5.5%
Los Angeles	15.3%	10.0%	11.0%	11.7%	12.7%	13.9%	13.8%	-9.8%
Riverside	16.5%	17.3%	16.8%	18.0%	18.8%	19.4%	19.7%	19.4%
San Diego	11.4%	7.8%	8.9%	9.8%	9.5%	11.9%	12.6%	10.5%
Santa Barbara	16.1%	13.1%	13.2%	14.2%	15.0%	15.4%	16.0%	-0.6%
Santa Cruz	14.6%	13.5%	13.3%	14.0%	14.8%	14.4%	15.5%	6.2%
UC System Total	14.2%	11.4%	12.0%	12.9%	13.7%	14.1%	14.9%	4.3%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

* Changes are the proportion increases (decreases) that took place as a results of raw point differences.
For further explanation see "Data and Methodology" section.

American and Latino students exists, once again, at UC incoming freshman class representation by Latino and Berkeley. UC Riverside holds the greatest increase in Black students.

TABLE 5B**AFRICAN AMERICAN INCOMING FRESHMAN CLASS ADMITTANCES BY CAMPUS
1997-2003**

Campus	1997	1998	1999	2000	2001	2002	2003	Percentage Change 1997-2003*
Berkeley	7.3%	3.2%	4.0%	4.4%	4.1%	4.2%	3.9%	-47.0%
Davis	3.8%	2.7%	2.6%	2.7%	2.6%	2.5%	2.7%	-28.9%
Irvine	2.8%	2.4%	2.3%	1.9%	2.6%	2.4%	2.3%	-17.9%
Los Angeles	5.1%	3.0%	3.4%	3.3%	3.3%	3.6%	2.9%	-43.1%
Riverside	4.2%	4.0%	4.4%	4.3%	4.2%	4.7%	5.1%	21.4%
San Diego	2.9%	1.7%	1.4%	1.6%	1.5%	2.0%	2.1%	-27.6%
Santa Barbara	3.2%	2.8%	2.5%	2.6%	2.7%	2.7%	2.6%	-18.8%
Santa Cruz	3.0%	2.5%	2.5%	2.8%	2.8%	2.9%	2.6%	-13.3%
UC System Total	3.9%	2.7%	2.8%	2.9%	2.9%	2.6%	3.1%	-21.0%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

* Changes are the proportion increases (decreases) that took place as a results of raw point differences.
For further explanation see "Data and Methodology" section.

CONCLUSION AND POLICY RECOMMENDATIONS

This report has detailed the representation of Latino and African American freshmen in the University of California from 1997-2003. This research has examined the effect of race-neutral admissions guidelines under SP-1 that were in effect from 1998-2001. By comparing the official acceptance and admission data across nine years, it remains apparent that SP-1 has had a lasting impact on minority representation in the UC system. Contrary to the “rebound” theory that the UC Office of the President and news outlets have carried, the acceptance rate for Latino and African American students has continued to decline and is well below 1997 levels.

Fall 2003 marks the second year under Comprehensive Review during the post-SP-1 era. Some campuses, in particular UC San Diego, have been able to make progress in increasing freshman minority acceptances and representation, however such efforts have not restored the acceptance rate for Latino and African American students anywhere near 1997 or affirmative action levels. UC Riverside and UC Santa Cruz, the campuses with less restrictive admission criteria, have not experienced as much of a discrepancy in proportional ethnic representation or admittance offers as was experienced by institutions like UC Berkeley and UCLA, where heightened admission selectivity is recognized.

This follow-up report provides further statistics and research on the effects of Comprehensive Review. This research, moreover, should continue to be updated on an annual basis with up-to-date application, admission, and enrollment UCOP data in order to assess levels of minority representation in the University of California system in an era of race-neutral admissions guidelines.

Limitations to this analysis remain the data constraints to publicly accessible information and time constraints on the data received from UCOP in regards to estimates and accuracy of student headcounts. Further access to individual data, e.g. grade point averages and campus-specific admissions rubrics, would have increased the robustness of this report. Given more time and resources, another insightful analysis would have been the examination of comparative public higher education systems utilized by other states with a significant population of minority residents, such as Texas, New Mexico, Florida,

and New York to name a few. One such 2002 study examined alternative admission models to the UC system to see if, in fact, the composition of student populations could return to the same levels experienced during affirmative action; the study concluded that the only promising approach to increasing minority representation was through making changes to campus-specific admission criteria based on stu-

dents’ local rankings rather than statewide rankings.³⁰ It would be of great interest to see if, in fact, such results assisted in bringing greater parity in student ethnic population levels throughout the UC system.

It remains crucial to assess the consequences of such race-neutral admissions processes in order to examine the possible future of Latino and African American populations in public institutions of higher education. In the beginning of this publication the following questions were posed: “Were minority students more or less disadvantaged in college admissions under the race neutral guidelines of SP-1? Moreover, what impact, if any, has the repeal of SP-1



³⁰ Koretz, D., Russell, M., Shin, CD, Horn, C, & Shasby, K (2002). Testing and diversity in postsecondary education: the case of California, Education Policy Analysis Archives, 10 (1), January 7. Retrieved January 2004 from <http://epaa.asu.edu/epaa/v10n1/>.

and implementation of the Comprehensive Review Policy had on minority (African American and Latino) admissions?" TRPI believes that the University of California system remains a world-class system of higher education, one supported by California taxpayers in an increasingly diverse state. TRPI further recognizes the difficulty in coping with the increased, overall demand for higher education and increased quality in the applicant pool faced by the UC system.

While the race neutral guidelines incurred a detrimental impact on the ability of minority students to obtain a higher education in the UC system, improvements since 1998, albeit small, are being made and progress is anticipated as a result of UC officials (1) recognizing the problem and (2) investing in solutions that provide a more equitable student representation. In order for the UC to maintain its established standing among California policymakers and opinion leaders, the following actions are recommended:

POLICY RECOMMENDATION #1

The UC system, with the support and direction of the UC President and other UC officials, should conduct independent evaluations on a campus-by-campus basis of outreach programs and efforts to increase student diversity. In reference back to the purpose of SP-1, to reflect the diversity of the state through preparation and empowerment of students, it remains an imperative part of the UC mission to thus better prepare, in good faith, all students of California, particularly those whose attendance in the UC system is not analogous to the ethnic representation in this state.

Findings from these evaluations should be reported on an annual basis to the UC Board of Regents and the California State Legislature, as well as the public. In collaboration with the California Department of Education, these evaluations

should include a thorough assessment of the contributing factors that may underline the disproportionate number of Latino and African American student applicants being turned away each year and identify potential solutions that could be enacted early in the process, ideally during the high school years when the students are given the opportunity to take A-G courses. These solutions could potentially pertain to Advanced Placement (AP) and other A-G coursework, standard aptitude test (SAT) and other college test preparations, college outreach efforts, academic counseling factors, and equality of resource and facility issues. Likewise, those UC campuses which have succeeded in maintaining or increasing proportionate ethnic representation, relative to the diversity of the state of California, should be examined to identify possible "best practices" that can be shared with other UC campuses.

POLICY RECOMMENDATION #2

Since present funding has not proven adequate for current diversity outreach, the California State Legislature should consider significant increases and continuous funding for UC outreach programs.

POLICY RECOMMENDATION #3

A gain in system-wide enrollment of minority students does not take into account the increase in applications from Latino and Black students at each UC campus. TRPI recommends augmenting the progress of increasing diversity throughout the system.

POLICY RECOMMENDATION #4

Extrapolations of present and future student diversity among UC campuses should be undertaken to assess the potential of perceived stratification of UC campuses among racial/ethnic lines.

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Application and admissions data were collected from the following Internet sources, retrieved January 2004:

General Information on SP-1 Guidelines:

<http://www.ucop.edu/ucophome/pres/fssp1.htm>

<http://www.ucop.edu/acadaff/otf/otrpt.htm>

General Information on Comprehensive Review:

<http://www.ucop.edu/news/comprev/welcome.html>

<http://www.universityofcalifornia.edu/news/comprev/connerlystatement.html>

<http://www.universityofcalifornia.edu/news/comprev/update.html>

High School Data:

<http://data1.cde.ca.gov/dataquest/>

http://pathstat1.ucop.edu/ag/a-g/a-f_reqs.html

California Race Demographics:

<http://www.dof.ca.gov>

<http://www.bls.census.gov/cps/cpsmain.htm>

UCOP Data (also see Appendix):

http://www.ucop.edu/pathways/ucapp_0304_form.pdf

<http://www.ucop.edu/news/studstaff.html>

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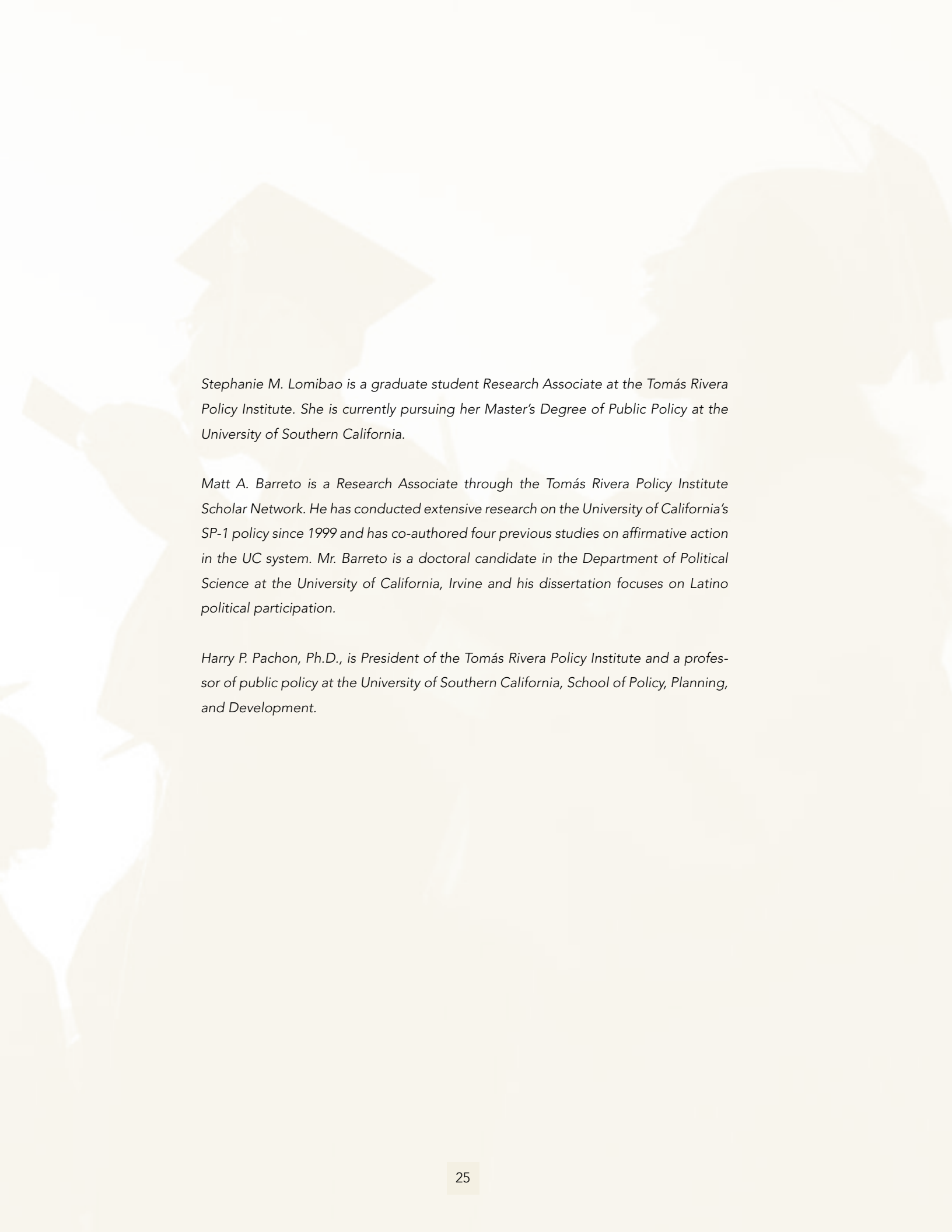
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The background of the page features faint, light-colored silhouettes of several graduates wearing academic caps and gowns, positioned as if they are walking or standing in a line. The silhouettes are semi-transparent and blend into the light beige background.

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**APPENDIX A
LATINO STUDENT APPLICATIONS AND ADMITTANCES 1995-2003**

LATINO STUDENT APPLICATIONS SUBMITTED BY CAMPUS

Campus	1995	1996	1997	1998	1999	2000	2001	2002	2003
Berkeley	1,434	1,326	1,246	619	728	885	995	1,001	1,011
Davis	1,617	1,542	1,576	1,318	1,294	1,534	1,932	1,930	2,103
Irvine	1,686	1,371	1,387	1,370	1,502	1,572	2,065	2,095	2,417
Los Angeles	1,993	1,715	1,476	969	1,022	1,152	1,256	1,310	1,306
Riverside	1,411	1,379	1,389	1,623	2,244	2,772	3,217	3,541	4,280
San Diego	1,353	1,293	1,444	984	1,117	1,264	1,462	1,960	1,903
Santa Barbara	2,000	2,098	2,219	1,727	1,748	1,913	2,326	2,511	2,783
Santa Cruz	1,607	1,356	1,325	1,353	1,351	2,097	2,585	2,723	2,502
UC System Total	13,101	12,080	12,062	9,963	11,006	13,189	15,838	17,071	18,305

LATINO STUDENT APPLICATIONS SUBMITTED BY UC CAMPUS

Campus	1995	1996	1997	1998	1999	2000	2001	2002	2003
Berkeley	2,603	2,698	2,742	2,977	2,612	3,214	3,697	4,014	4,418
Davis	1,891	1,887	1,800	1,966	2,074	2,535	3,050	3,105	3,775
Irvine	2,366	2,163	2,086	2,357	2,751	3,275	4,089	4,532	5,492
Los Angeles	3,707	3,783	3,619	3,960	4,055	4,574	5,256	6,100	6,628
Riverside	1,778	1,834	1,685	2,137	2,745	3,380	3,924	4,546	5,537
San Diego	2,453	2,528	2,467	2,736	3,330	3,939	4,461	5,154	5,661
Santa Barbara	2,650	2,664	2,845	2,923	3,346	4,080	4,750	4,921	5,846
Santa Cruz	1,848	1,643	1,627	1,809	1,840	2,605	3,251	3,527	3,435
UC System Total	19,296	19,200	18,871	20,865	22,753	27,602	32,478	35,899	40,792

LATINO STUDENT ACCEPTANCE RATE BY UC CAMPUS

Campus	1995	1996	1997	1998	1999	2000	2001	2002	2003
Berkeley	55%	49%	45%	21%	28%	28%	27%	25%	23%
Davis	86%	82%	88%	67%	62%	61%	63%	62%	56%
Irvine	71%	63%	66%	58%	55%	48%	51%	46%	44%
Los Angeles	54%	45%	41%	24%	25%	25%	24%	21%	20%
Riverside	79%	75%	82%	76%	82%	82%	82%	78%	77%
San Diego	55%	51%	59%	36%	34%	32%	33%	38%	34%
Santa Barbara	75%	79%	78%	59%	52%	47%	49%	51%	48%
Santa Cruz	87%	83%	81%	75%	73%	80%	80%	77%	73%
UC System Total	68%	63%	64%	48%	48%	48%	49%	48%	45%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

APPENDIX B
AFRICAN AMERICAN STUDENT APPLICATIONS AND ADMITTANCES 1995-2003

AFRICAN AMERICAN STUDENT APPLICATIONS SUBMITTED BY CAMPUS

Campus	1995	1996	1997	1998	1999	2000	2001	2002	2003
Berkeley	566	572	545	236	293	338	323	319	302
Davis	457	496	493	347	356	396	432	422	469
Irvine	361	258	301	283	285	258	413	399	420
Los Angeles	661	606	488	294	313	325	326	337	277
Riverside	377	296	357	380	587	658	721	849	1,100
San Diego	281	342	373	214	174	203	237	330	312
Santa Barbara	411	438	441	371	330	348	426	447	455
Santa Cruz	325	326	270	252	255	419	486	548	422
UC System Total	3,439	3,334	3,268	2,377	2,593	2,945	3,364	3,651	3,757

AFRICAN AMERICAN STUDENT APPLICATIONS SUBMITTED BY UC CAMPUS

Campus	1995	1996	1997	1998	1999	2000	2001	2002	2003
Berkeley	1,129	1,154	1,099	1,164	1,038	1,190	1,296	1,407	1,564
Davis	648	683	666	668	698	857	899	956	1,165
Irvine	613	565	548	595	642	742	924	1,110	1,207
Los Angeles	1,387	1,450	1,272	1,247	1,308	1,480	1,531	1,757	1,916
Riverside	527	496	516	605	841	944	1,060	1,274	1,597
San Diego	656	717	682	770	884	1,042	1,126	1,282	1,440
Santa Barbara	561	611	626	683	773	918	1,052	1,071	1,218
Santa Cruz	396	406	374	390	408	601	749	829	735
UC System Total	5,917	6,082	5,783	6,122	6,592	7,774	8,637	9,686	10,842

AFRICAN AMERICAN STUDENT ACCEPTANCE RATE BY UC CAMPUS

Campus	1995	1996	1997	1998	1999	2000	2001	2002	2003
Berkeley	50%	50%	50%	20%	28%	28%	25%	23%	19%
Davis	71%	73%	74%	52%	51%	46%	48%	44%	40%
Irvine	59%	46%	55%	48%	44%	35%	45%	36%	35%
Los Angeles	48%	42%	38%	24%	24%	22%	21%	19%	14%
Riverside	72%	60%	69%	63%	70%	70%	68%	67%	69%
San Diego	43%	48%	55%	28%	20%	19%	21%	26%	22%
Santa Barbara	73%	72%	70%	54%	43%	38%	40%	42%	37%
Santa Cruz	82%	80%	72%	65%	63%	70%	65%	66%	57%
UC System Total	58%	55%	57%	39%	39%	38%	39%	38%	35%

Source: TRPI analysis of UC Office of the President, Student Academic Services Data as of January 2004

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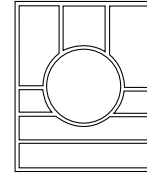
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