



AFFIRMING EQUAL OPPORTUNITY AND ACCESS IN THE UNIVERSITY OF CALIFORNIA SO CALIFORNIA PROSPERS



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California prospers when students can go to college and succeed. And today, California needs significantly more students to cross the graduation stage in order to meet workforce demands and keep our economy strong.

In ten years, California will be on track to be a million baccalaureate degrees short if current trends in college enrollment and completion do not improve dramatically;¹ 2.3 million short when we include community college certificates and degrees.²

In order to address California's looming workforce shortage by ensuring more Californians gain access to higher education, the Campaign for College Opportunity supports modifying Proposition 209 (the 1996 voter approved ban on the use of race in college admissions) to permit the use of race/ethnicity as one of many factors in weighing candidate's qualifications for admission to our public universities. Tackling the barriers to college access created by Proposition 209 that have permitted racial inequities is the right thing to do for California's economic future.

We believe that Proposition 209 should be modified so that California's public four-year university system can once again use race and ethnicity

as a factor in admissions decisions. Modifying Proposition 209 will help to ensure greater access for the increasingly diverse young people of our state. A need that is especially relevant given the enormous increase in the Latino young adult population, and the fact that Latino adults have the lowest rates of college attainment across other major racial/ethnic groups.³ When one in two children under the age of 18 in California is Latino, improving college going and success is clearly an imperative for the future of our state.

California has a lot to gain when more of our residents earn a college degree. For every dollar the state invests in students who go to and graduate from college, it receives a net return of \$4.80.⁴ Few investments have the magnitude of such a return—higher education is one of the smartest ones to make. Yet even with the documented evidence for the benefits of investing in higher education state funding for higher education has simply not kept up with the population growth and greater college preparation of today's high school graduates. In addition, our changing workforce needs demand better educated workers and the wage premium between a college graduate

and a high school graduate has never been bigger, ensuring that more families and students understand the importance of a college education and are seeking that opportunity. Inadequate state funding is part of the reason that the University of California has not been able to increase enrollment targets, kept California student admissions flat, while exponentially growing the number of non-California residents they recruit and enroll who pay higher tuition rates. Combined all of these factors have in turn made admissions to popular campuses more competitive⁵ and the elimination of Prop 209 has ensured that UCLA, UC San Diego and UC Berkeley are less diverse than they should be.

Research suggests that if we closed the persistent gaps in college enrollment and completion for underrepresented minority students, the state would gain an additional 790,000 four-year degree holders by 2025,⁶ prepare up to 1,150,000 more adults with the skills and education we need for the workforce from the community college system alone,⁷ and California's personal income would increase by more than \$135 billion by 2020.⁸ This is good for all Californians.

TABLE 1: TIMELINE OF AFFIRMATIVE-ACTION POLICIES SINCE 1995

July 1995	UC policy, Special Policy-1 (SP-1)	Eliminated consideration of race and gender in the admissions process at the University of California (UC) system.
November 1996	Proposition 209	Prohibits state government institutions from considering race, sex, or ethnicity in the areas of public employment, contracting, or education. Public universities were also prohibited from using race in recruitment efforts (e.g., financial aid packages and other outreach related activities).
May 2001	SP-1 rescinded	SP-1 was rescinded but Prop 209 ensured that UC's admissions policy remained race-blind.
June 2013	<i>Fisher v. University of Texas at Austin</i>	The U.S. Supreme Court affirms that race could be one of many factors colleges use in admissions but only if all other workable race-neutral alternatives fail.
January 2014	Senate Constitutional Amendment-5 (SCA-5)	The California Senate easily approves State Constitutional Amendment 5 (SCA-5) that sought to restore affirmative action in higher education but the amendment stalls in the Assembly amid controversy.
April 2014	<i>Schuette v. Coalition to Defend Affirmative Action</i>	The U.S. Supreme Court upholds Michigan's voter ban on the use of race, ethnicity, and gender by the state's public entities, including race-conscious admissions decisions at the state's public colleges.

Persistent gaps in college enrollment and graduation by race and ethnicity are troubling given that California is a majority-minority state, there is no way for us to meet our economic or workforce needs without ensuring students from all races and ethnicities succeed equally.

The success of California's economy is tied to whether we significantly improve the rates by which our more diverse residents are prepared for college, admitted to college, enroll in college, and graduate from college.

Affirmative action is one tool that can help us achieve greater equity and diversity in higher education.

Banning affirmative action in California public higher education has had the biggest impact on Black and Latino students applying to the University of California's (UC) most selective campuses. For the purposes of this brief we examine application, admission, and enrollment data at the University of California (UC). However, looking at the UC system as a whole does not tell the complete story of the effects of Prop 209, which were seen most acutely at UC's two most selective campuses, UC Berkeley and UC Los Angeles, so data from these two institutions are called out for special attention.⁹

ADMISSIONS VS ELIGIBILITY IN THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM

One aspect of admission to the University of California system that is different from other public university systems is the distinction between eligibility and admissions. Meeting eligibility guarantees a student a spot in the UC system and admissions deals with their acceptance to the campus of their choice. California residents have two paths to obtain admission to the UC

system, 1) a statewide path or 2) a local path. In the statewide path a student must score in the top 9 percent of California high school graduates on an admissions index which is based on their SAT/ACT¹⁰ scores and their high school grade point average (GPA) in 10th and 11th grade college preparatory (A-G) courses.¹¹ In order to be eligible in the local context (i.e., the local path) a student must rank in the top 9 percent of their high school class in terms of their GPA in UC identified 10th and 11th grade course work. In both the state wide path and the local path students must meet the minimum eligibility requirements which consists of completing all 15 college preparatory (A-G) courses with a 3.0 or better GPA in those courses and take either the SAT or the ACT test.

More recently the UC system enacted a policy called "Entitled to Review" where students who meet the minimum eligibility requirements but are not eligible under the statewide path or the local path are entitled to have their application reviewed (i.e., comprehensive review) in its entirety by all campuses to which they applied. During the comprehensive review process each campus takes a more holistic look at the student's application. Factors include but are not limited to, specific academic achievements (e.g., recent academic improvement), location of secondary school, life experiences and special circumstances which could have affected a student's academic profile.¹² In compliance with Proposition 209 race and ethnicity are not factors which can be considered within the comprehensive review process.

When reading this report it should be noted that we make no claims about the eligibility of Black and Latino students. Previous research on this topic suggests that after proposition 209 was enacted admissions rates for Black and Latino students at selective UC campuses (i.e., Los

Angeles and Berkeley) dropped by half their rates prior to the ban of affirmative action. However, as most of these students were UC eligible they were offered spaces at less selective campuses (e.g., Riverside and Merced).¹³ While some may claim this is a positive point, as most of the Black and Latino students denied admissions to selective campuses were still admitted to a UC campus, it

should be noted that the yield rates (the proportion of admitted students that enroll) for Black and Latino UC eligible students have decreased dramatically since Proposition 209 was enacted.¹⁴ So as students are denied admission to UCLA and/or UC Berkeley, they seem to be less likely to enroll at other campuses.

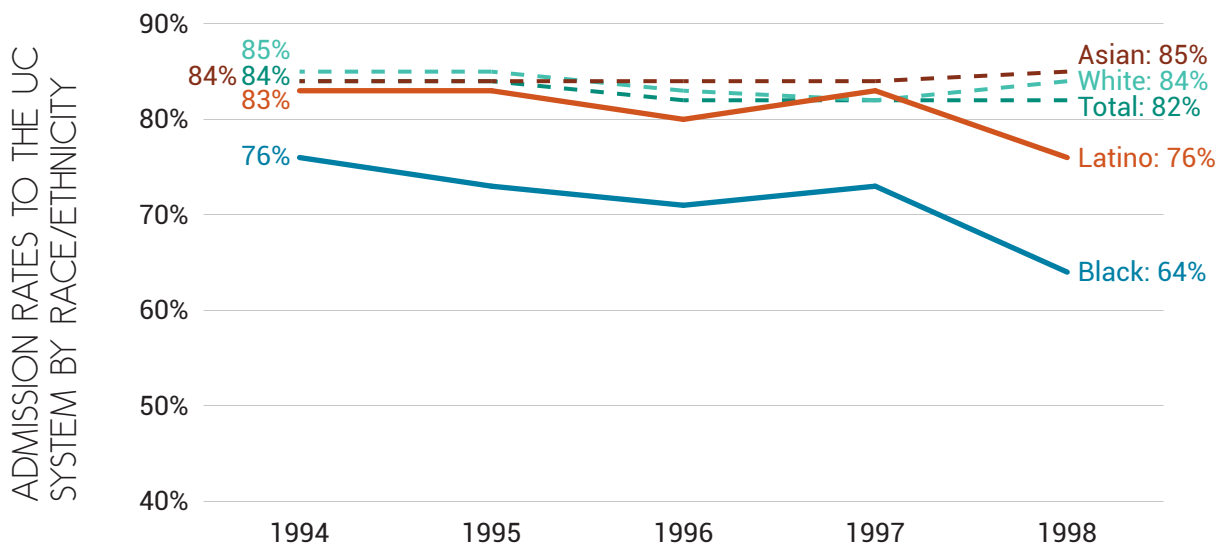
IMMEDIATELY AFTER PROP 209

The first freshman class admitted under Proposition 209 enrolled in 1998. At this time, admission rates declined dramatically for Blacks and Latinos but increased slightly among Whites and the broader Asian American category.¹⁵ This decline in admission rates for Blacks and Latinos occurred at the same time that application numbers among these groups were *increasing*. As a result, in 1998 we witnessed a widening gap between the number of Blacks and Latinos who apply to the UC and those who are admitted.

DROP IN ADMISSION RATES FOR BLACKS AND LATINOS

Admission rates for Black applicants to the UC system declined faster between 1994 and 1998 compared to other major racial/ethnic groups (Figure 1). Black admission rates declined from 76 percent in 1994 to 64 percent in 1998, a 12 percentage point drop, compared to an average decline of two points for all groups combined. The overall admission rate for Latinos at the UC system declined by seven percentage points from 83 percent to 76 percent during this same time period.

FIGURE 1: BLACK AND LATINO ADMISSION RATES DROP SIGNIFICANTLY AFTER 1998



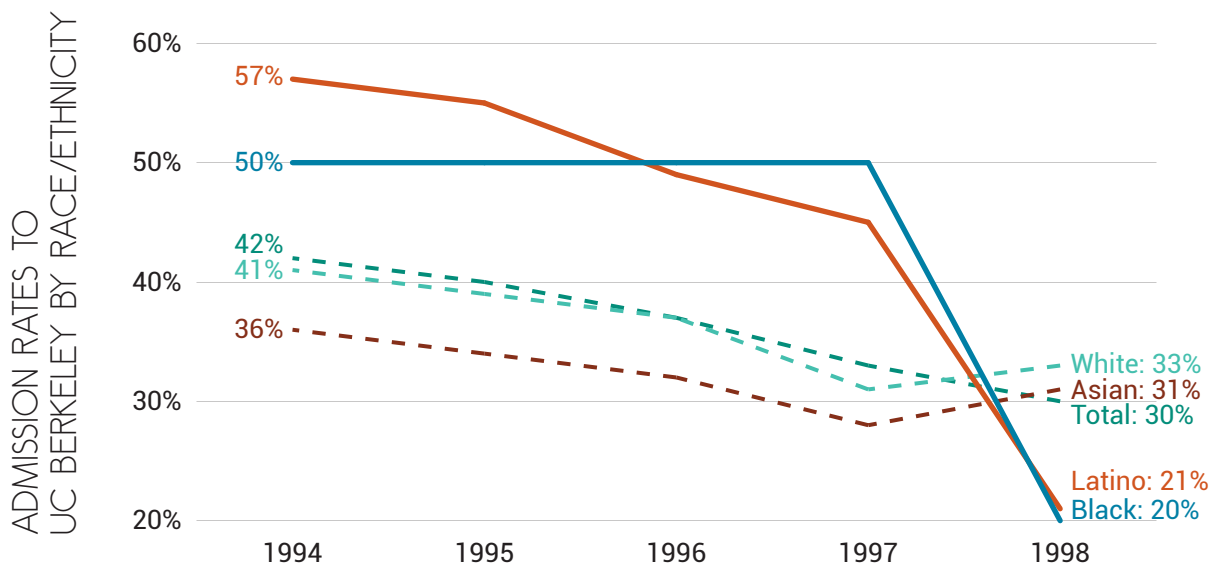
Source: Author's analysis of data from University of California Office of the President

A close look at UC Berkeley shows a larger decline in admission rates compared to that of the UC system overall (Figure 2). Between 1994 and 1998, admission **rates for Blacks declined by 30 percentage points in these four years** from 50 percent to 20 percent. **The admission rate for**

Latinos declined by 36 percentage points from 57 percent to 21 percent.

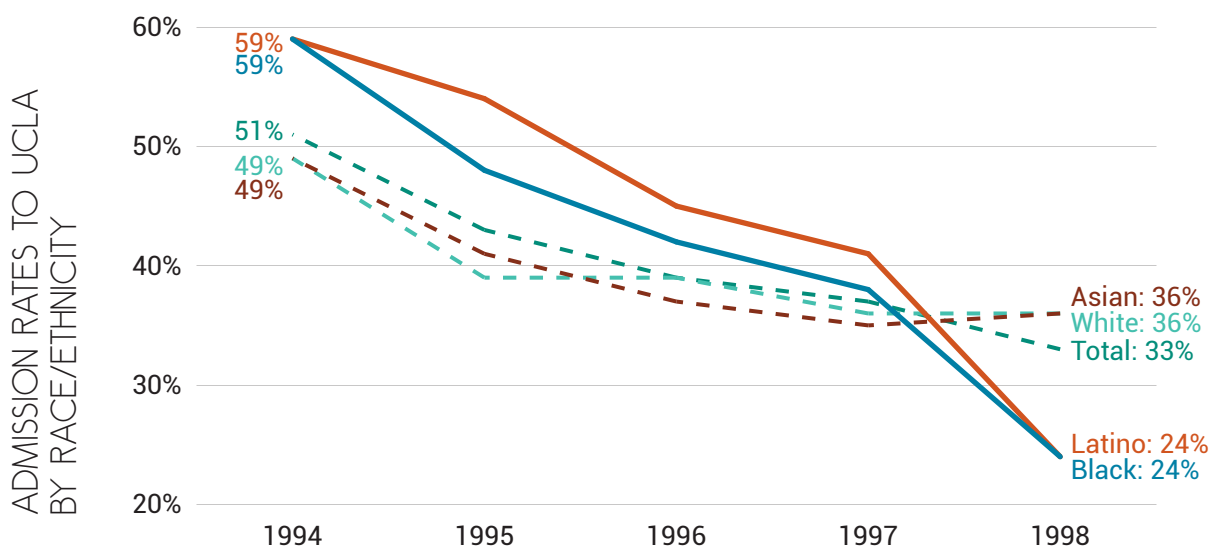
This pattern also plays out at UCLA (Figure 3). Between 1994 and 1998, both **Blacks and Latinos experience a 35 percentage point decline in admission rates** from 59 percent to 24 percent.

FIGURE 2: BLACK AND LATINO ADMISSION RATES TO UC BERKELEY DROP BY 30 AND 36 POINTS, RESPECTIVELY



Source: Author's analysis of data from University of California Office of the President

FIGURE 3: BLACK AND LATINO ADMISSION RATES TO UCLA DECLINE BY 35 POINTS



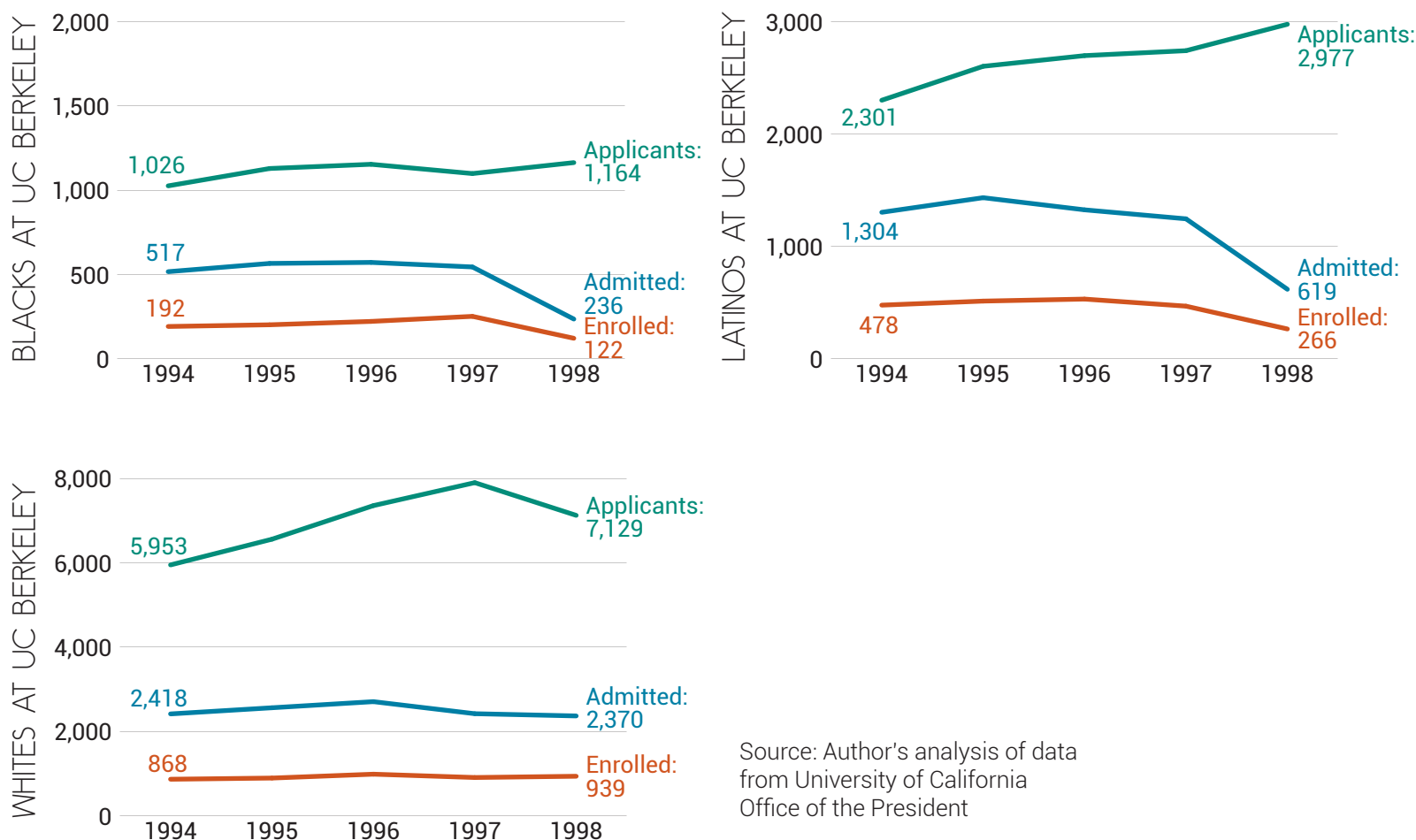
Source: Author's analysis of data from University of California Office of the President

THE IRONY--MORE APPLY, FEWER GET IN

The drastic decline in admission rates for Blacks and Latinos is a cause for concern. Additionally, because Blacks and Latinos were applying to the UC system at increasingly higher numbers, this decline in admission rates compounded the negative effects on the number who ultimately gained admission. For example, even though the number of Black applicants to UC Berkeley increased by 13 percent between 1994 and 1998 the number who were *admitted* decreased by more than half during the time period (Figure 4). And even though a larger share of Blacks were

enrolling in UC Berkeley during this time, only 122 Black freshmen entered UC Berkeley's gates in 1998 from a class of (3,333 students) —compared to the 192 who enrolled in 1994. The number of Latino applicants to UC Berkeley increased by almost one-third but the number who were admitted was also *reduced* by more than half. In comparison, as the number of White applicants increased by nearly 20 percent between 1994 and 1998, the number of admitted White students also increased by 2 percent.

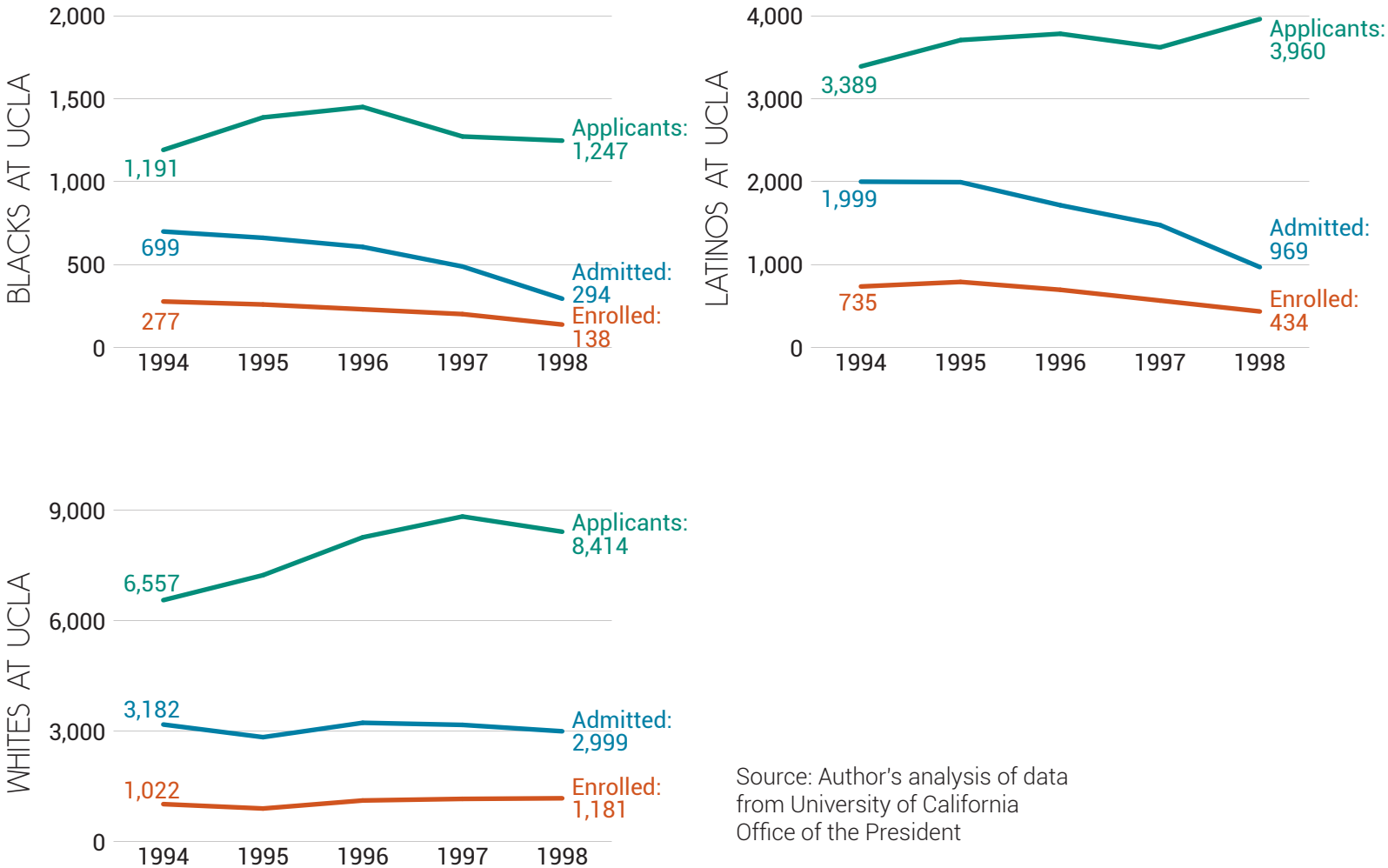
FIGURE 4: GROWING GAP BETWEEN THE NUMBER OF BLACKS AND LATINOS WHO APPLY AND GET INTO UC BERKELEY



A similar trend occurred at UCLA (Figure 5). The number of Black applicants to UCLA remained relatively steady between 1994 and 1998, however, the number of Blacks who were admitted fell by more than half (from 700 admits in 1994 to 300 admits in 1998). The number of Latino applicants increased by 17 percent but the number who were

admitted also declined by more than half (from 2,000 in 1994 to 1,000 in 1998). In comparison, as White applications increased by 28 percent between 1994 and 1998, the number of admitted students only decreased by 6 percent. **Both Blacks and Latinos saw their admission numbers cut roughly in half in 1998 at UC Berkeley and UCLA.**

FIGURE 5: HALF AS MANY BLACKS AND LATINOS WERE ADMITTED TO UCLA IN 1998 THAN IN 1994



Source: Author's analysis of data from University of California Office of the President

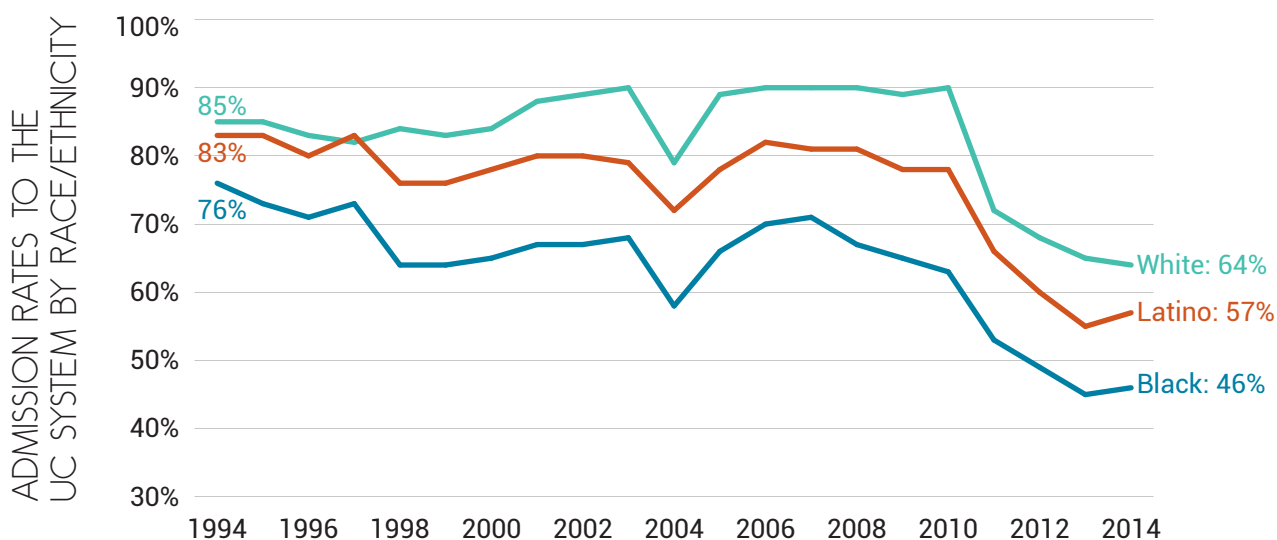
PRESENT DAY--2014: LOW ADMISSIONS AND LOW REPRESENTATION

The effects of Proposition 209 were felt immediately in 1998. And, while Blacks and Latinos have made progress since then, **they are still not represented at the levels they were twenty years ago at selective UC campuses or compared to their population in California.** Among the California population between the traditional college-going ages of 18 years old and 24 years old, 47 percent are Latino¹⁶ and six percent are Black.¹⁷ Which means in an ideal world, we would expect Latinos

and Blacks to make up about 47 percent and six percent, respectively, of any undergraduate student body. However, the reality is much different.¹⁸

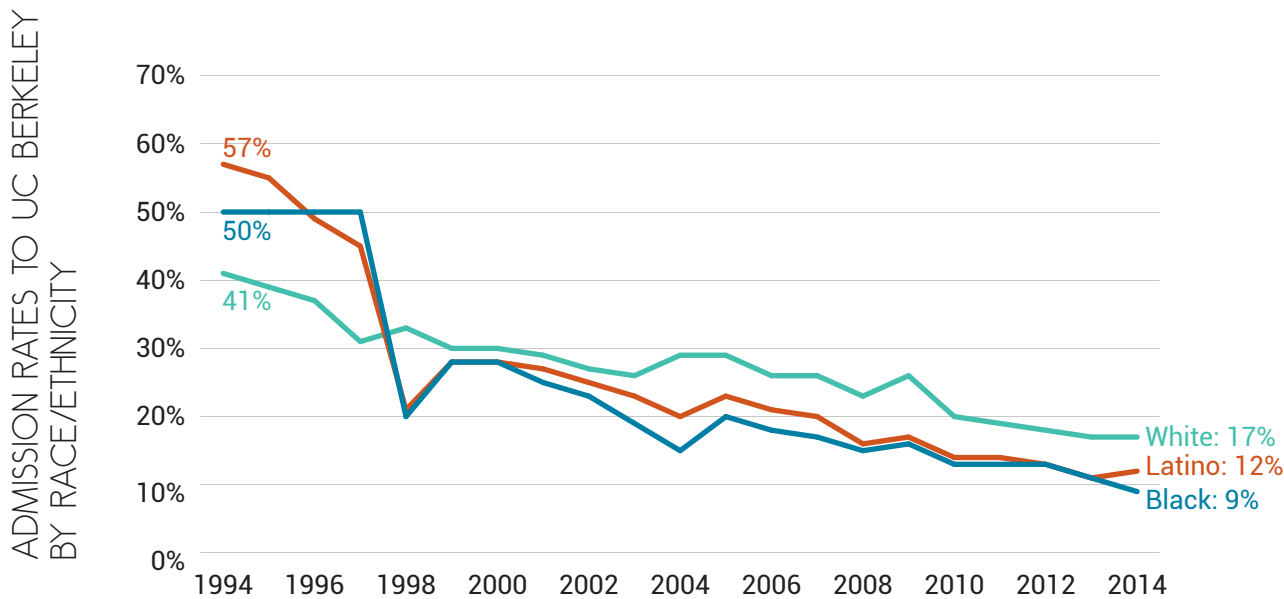
While admission rates for all groups have been declining since 1998, Blacks and Latinos have experienced the greatest declines in and the lowest rates of admission to the UC system in general (Figure 6) and to UC Berkeley (Figure 7) and UCLA (Figure 8) in particular.

FIGURE 6: ADMISSION RATES FOR BLACKS AND LATINOS AT UC DECLINED BY 30 AND 26 POINTS, RESPECTIVELY, COMPARED TO 21 POINTS FOR WHITES OVER THE PAST 20 YEARS



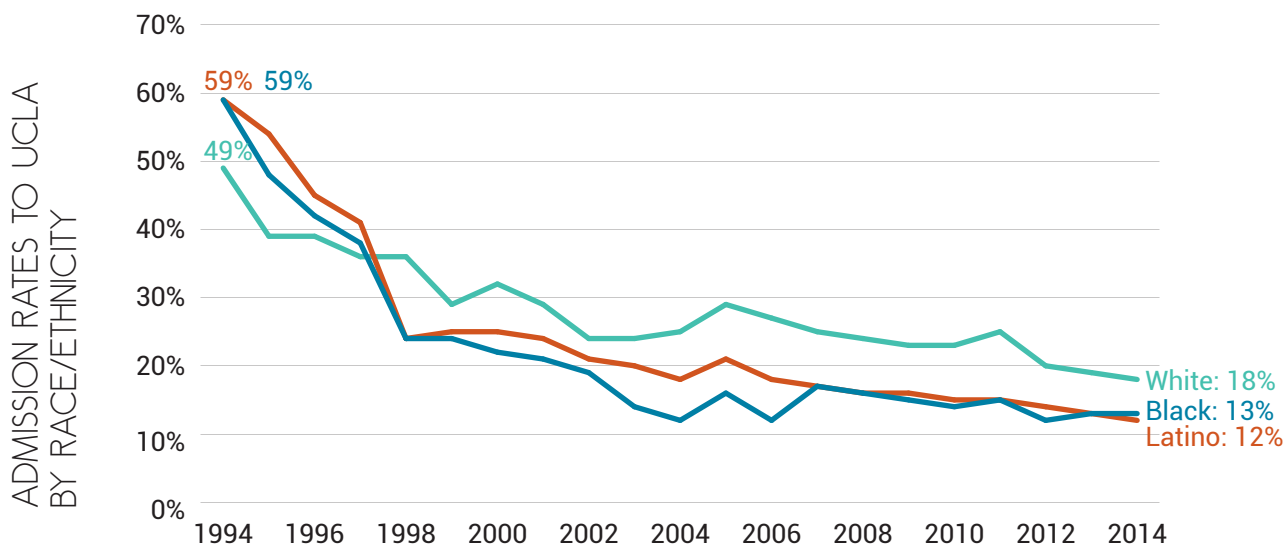
Source: Author's analysis of data from University of California Office of the President

FIGURE 7: ADMISSION RATES FOR BLACKS AND LATINOS AT UC BERKELEY DECLINED BY 41 AND 45 POINTS, RESPECTIVELY, COMPARED TO 24 POINTS FOR WHITE OVER THE PAST 20 YEARS



Source: Author's analysis of data from University of California Office of the President

FIGURE 8: ADMISSION RATES FOR BOTH BLACKS AND LATINOS AT UC LOS ANGELES DECLINED BY 46 AND 47 POINTS RESPECTIVELY, COMPARED TO 31 POINTS FOR WHITE APPLICANTS OVER THE PAST 20 YEARS



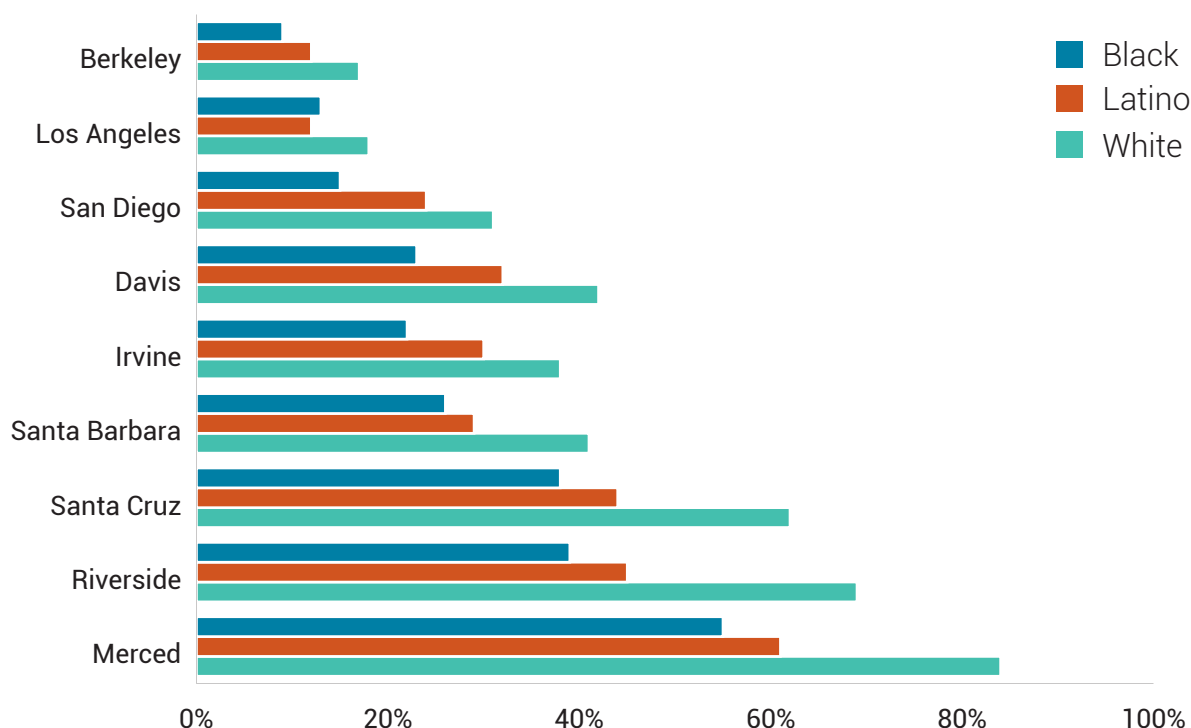
Source: Author's analysis of data from University of California Office of the President

Clearly, admission rates are in decline for all groups and it is widely understood that UC Berkeley and UCLA are incredibly selective universities and are difficult to gain admission to. However, Blacks and Latinos witness below-average admission rates

at *each campus* within the UC system. And at six of the nine undergraduate campuses, less than one out of every three Black and Latino applicants are accepted for admission (Figure 9).

FIGURE 9: LESS THAN ONE-THIRD OF BLACK AND LATINO APPLICANTS GAIN ADMISSION TO SIX OF UC'S NINE UNDERGRADUATE CAMPUSES

2014 UC ADMISSION RATES BY CAMPUS AND SELECT RACE/ETHNICITY

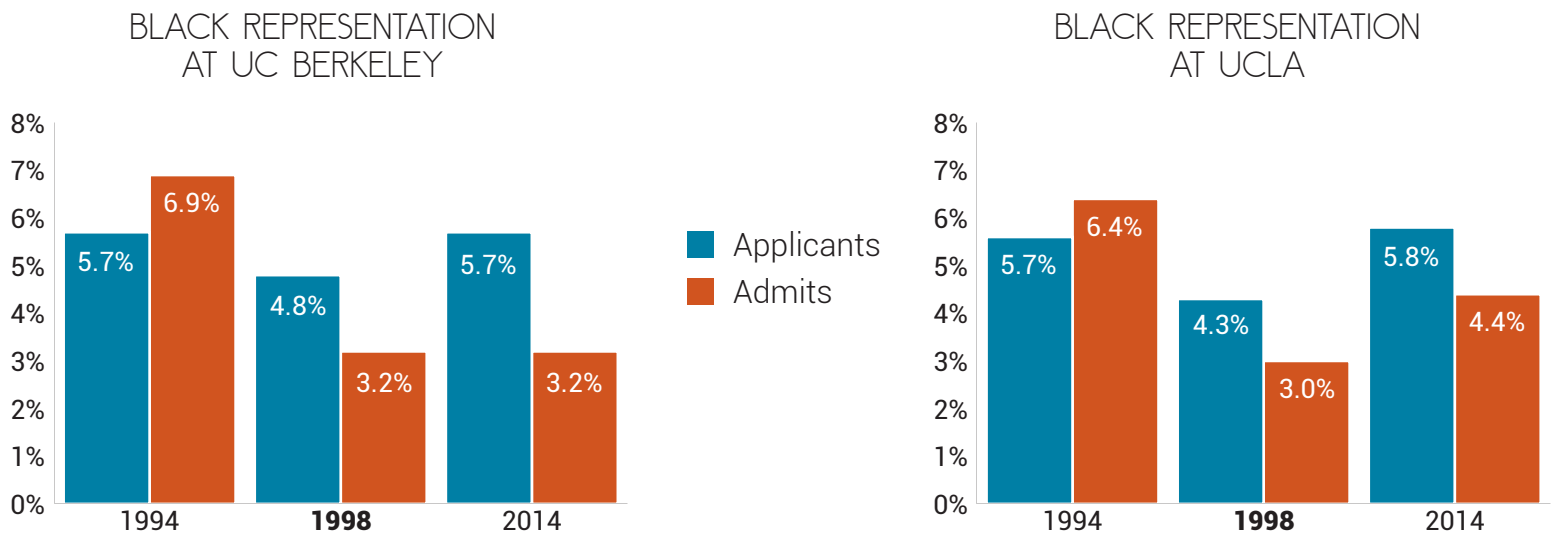


Source: Author's analysis of data from University of California Office of the President

The proportion of Blacks decreases as we follow the application-admission pipeline. The most significant gaps occurred in 1998 and while there have been improvements, Black representation at the UC is not where it was twenty years ago. For example, in 1994, Blacks at UC Berkeley made up a larger share of admits than applicants (6.9 percent of all admits and 5.7 percent of all applicants.) However, in 1998 we see a reversal—Blacks

made up a smaller share of the admit pool than the applicant pool (4.8 percent of all applicants but only 3.2 percent of all admits). If Blacks were represented evenly in admissions, we would expect to see similar proportions of Blacks in the admission pool that were in the application pool. In 2014 that gap widened further—they made up 5.7 percent of all applicants but only 3.2 percent of admits. This trend is also seen at UCLA (Figure 10).

FIGURE 10: BLACKS MAKE UP A LARGER SHARE OF THE APPLICANT POOL THAN THE ADMIT POOL

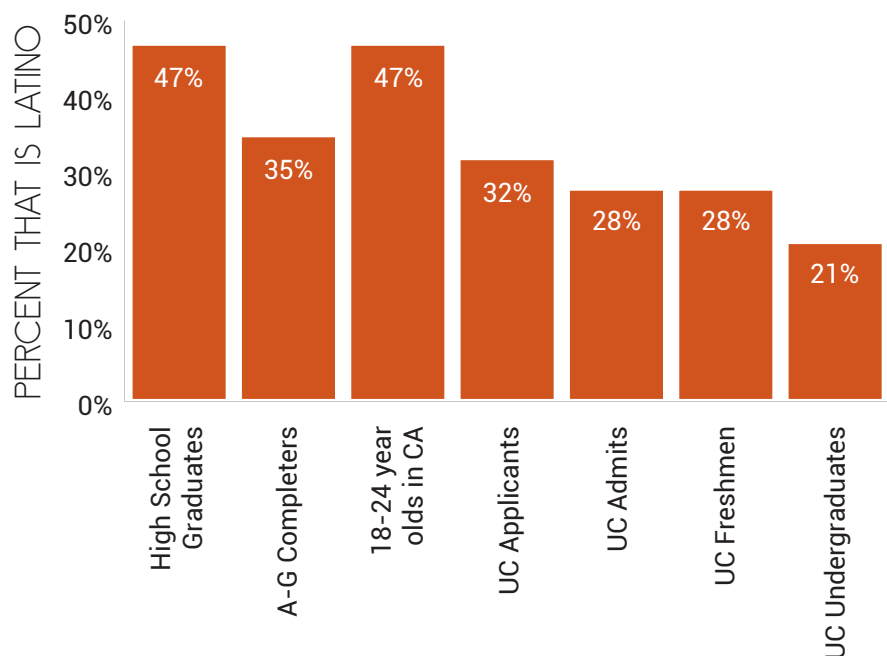


Source: Author's analysis of data from University of California Office of the President

The number of Latinos who apply and gain admission to the UC system as a whole has increased at a faster rate than it has for any other group in the past two decades. And there was much celebration in Fall 2014 when the number of Latinos who were admitted exceeded the number of Whites. Despite these gains, Latinos are still significantly underrepresented at the University of California—**47 percent of California high school**

graduates are Latino, but Latinos only make up 28 percent of those admitted to the UC system (Figure 11). Considering that Latinos are the largest racial/ethnic group in California and one out of every two children under the age of 18 is Latino,¹⁹ **we must improve these numbers and do so quickly otherwise a significant population will continue to be shut out from California's flagship public university system.**²⁰

FIGURE 11: LATINOS ARE SIGNIFICANTLY UNDERREPRESENTED AT THE UC GIVEN THEIR APPLICATION RATES AND POPULATION IN CALIFORNIA



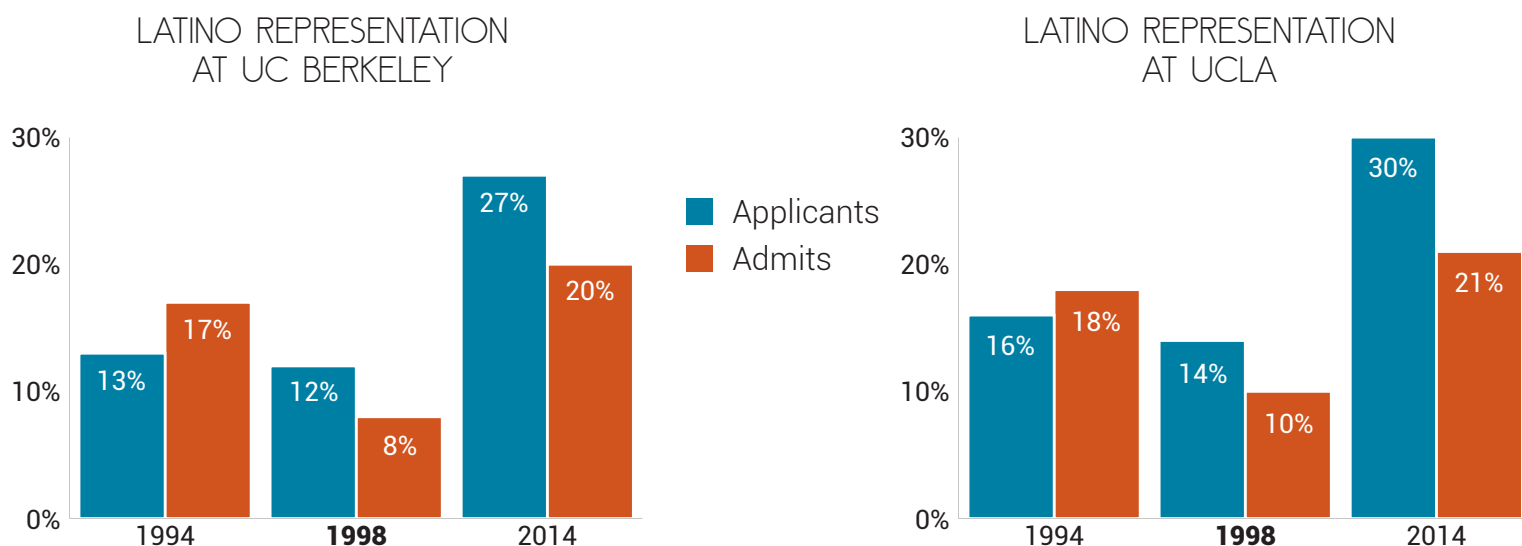
Note: A-G: a set of courses that are the minimum requirement to be eligible to attend a California State University or University of California campus.

Sources: Author's analysis of data from California Department of Education,²¹ US Census Bureau²² and University of California²³

When we look at Latino levels of representation specifically at UC Berkeley and UCLA, the results are even more sobering. **Between 1994 and 2013 the number of Latino applicants to UC Berkeley and UCLA almost quadrupled while there was**

relatively no change in the number who were admitted. Since 1998, Latinos consistently make up a larger share of the applicant pool than they do the admit pool (Figure 12).

FIGURE 12: LATINOS MAKE UP A LARGER SHARE OF THE APPLICANT POOL THAN THE ADMIT POOL



Source: Author's analysis of data from University of California Office of the President

In the years following the passage of Proposition 209, the University of California has adopted admission policies that define “merit” broadly and in relation to opportunity, deemphasize test scores, and give substantial weight to income, family education background, high school attended and other contextual factors that affect students’ academic achievement. These efforts have succeeded in making UC the nation’s most socioeconomically diverse leading

research university—an achievement of which all Californians can be proud. But policies addressing socioeconomic factors alone are not sufficient to produce levels of racial diversity that mirror California demographics. Rather the experience of the University of California points to the importance of affirmative action as one tool available to colleges and universities to offer access and opportunity to a broad group of students.

RECOMMENDATIONS AND CONCLUSION

The data suggest that the ban on affirmative action has significantly contributed to lower admissions and enrollment rates for underrepresented minority students at selective UC campuses: in 1998 admission rates fell drastically and continue to decline at a faster rate than for other groups and Blacks and Latinos are significantly underrepresented within the UC system. That is why the Campaign strongly supports a modification to Proposition 209 in order to allow our universities to use race/ethnicity as one of many factors in weighing a candidate's qualifications for admission. This is consistent with the 2013 U.S. Supreme Court ruling in the Fisher vs. University of Texas at Austin case. **Ultimately any decision to re-introduce the use of race and ethnicity in public higher education admissions decisions will have to be done by California voters. Thus, we support efforts to introduce a statewide ballot proposition to modify Proposition 209 to allow universities to use race and ethnicity as a factor in admissions decisions.**

We realize that modifying Proposition 209 will be a heavy lift and that higher education conversations dominated by affirmative action alone are not helpful. In reality most students attend either a community college or a California State University school which were largely unaffected by Proposition 209. However, these systems which have larger numbers of Black and Latino students than the UC system also have lower rates of college completion, especially for Black and Latino students. Less than half of community college students transfer to a four-year university, earn an associate degree, or complete a certificate within six years; Blacks and Latinos complete at rates 10 percentage points lower than that.²⁴ The

average six-year graduation rate at California State University is 52 percent—for Blacks and Latinos it is 36 percent and 45 percent, respectively.²⁵

Additionally, strengthening the transfer pathway from community college to CSU and UC for Black and Latino students is just as important in ensuring that California increases degree attainment for its diverse residents and closes the inequity in California higher education. Currently, only 34 percent of Black students and 29 percent of Latino students transfer to a four-year university within six years.²⁶ In 2012-13, 20 percent of UC's 14,000 incoming transfer students came from only five community colleges and just over half came from 17 of the 112 community colleges in the state.²⁷ Incoming transfer students are generally less diverse than incoming freshmen, which is counterintuitive given the racial/ethnic composition of California's community college student population.²⁸

California policymakers, college leaders, and the public need to have a serious conversation about diversity in higher education and develop a comprehensive strategy to address equity and opportunity issues across our entire system of public higher education and in preparation for college by our high schools. We know affirmative action is not the only solution—and the ban on affirmative action in college admissions should not excuse our policymakers or education leaders from addressing the racial/ethnic gaps in our state and the opportunity gap facing many of our children in K-12 schools who are not adequately prepared for college and who have limited access and success in A-G college courses required for consideration to our universities.

In spite of these persistent racial inequities in California higher education, we are hopeful by the leadership of the CSU in putting forward a graduation initiative focused on improving college completion, time-to-degree, and closing the racial/ethnic gaps in outcomes. We also find hope in more recent efforts across our community college system that include the Community College Student Success Scorecard which produces data disaggregated by race/ethnicity, the enactment and funding of student equity plans and student success initiatives with goals to improve student outcomes. However, these initiatives must be well supported by state funding and truly invested in by college leaders who must also be held accountable to improved outcomes. For our additional recommendations for improving diversity in California's higher education system see this blog post by the president of the Campaign for College Opportunity Michele Siqueiros (<http://collegecampaign.org/beyond-affirmative-action/>).

RECOMMENDATIONS FOR ENSURING OUR STATE PRODUCES THE DIVERSE EDUCATED WORKFORCE OUR ECONOMY WILL DEMAND

In addition to our recommendation that California voters approve a modification of Proposition 209 that would allow colleges and universities to use race/ethnicity as one of many factors in admissions, we offer the additional recommendations below:

The Governor and Legislative leaders should:

- Create a statewide plan for higher education that focuses on closing gaps in college

preparation, college going, and college success by race/ethnicity.

- Establish statewide and college-by-college benchmarks for increasing underrepresented minority college-going and completion rates and decreasing the number of students and amount of time spent in pre-college level courses. Then, hold colleges accountable for progress toward benchmarks and goals.
- Prioritize resources for institutions to examine institutional performance problems and identify and implement solutions to improve success for all students and close the gaps by race/ethnicity.
- Monitor progress toward benchmarks and completion goals in a public and transparent way and hold colleges accountable for meeting them.
- Increase funding for higher education enrollment to ensure that all eligible students have a spot in college and more of them can attend a campus of their choice.
- Establish a new funding mechanism that creates incentives beyond just college enrollment funding and holds colleges and universities accountable for increasing underrepresented minority student graduation and completion rates.

The University of California should:

- Continue to publicly affirm that racial/ethnic diversity is an important component of providing a high quality education with significant benefits to the University and the state and support any efforts to modify Prop 209.²⁹

- Enact and or track progress of UC efforts to enhance student diversity as they have articulated here (<http://www.ucop.edu/general-counsel/guidance/enhancing-diversity-at-uc.html>)
- Strengthen transfer pathways from all 112 community colleges to the UC system ensuring that all community college students have a fair chance at admission to a UC school, no matter where in California their community college is located.
- Preserve and strengthen eligibility in the local context to ensure that top performing California high school students have a fair chance at admission to the University of California system at every high school in the state.

All public colleges and universities should invest in services students need to succeed.

- Develop a comprehensive strategy to improve the delivery of pre-college level education (especially at community colleges and the CSU) to significantly increase the number of underrepresented minority students successfully moving onto college-level work.
- Prioritize educational resources that support student success and completion including orientation, counseling, and advising that help close information gaps for low-income, first-generation, and underrepresented minority students.

School Board members and K-12 leaders should:

- Ensure Local Control Funding Formula and Local Control Accountability Plans in our K-12 system improve K-12 & postsecondary coordination so that all students arrive prepared to excel in college or university.
- Improve coordination between high schools and colleges with regard to early college preparation and assessment. Leverage the implementation of new Common Core Standards and Smarter Balance Assessments to ensure that California students have one common definition of college readiness and are better prepared to succeed in higher education.
- Improve coordination between two-year colleges and four-year universities; particularly in the areas of assessment, transfer, and workforce preparation.
- Close the racial gaps in A-G preparation to ensure that more underrepresented students are offered A-G courses and pass them successfully so that they can apply directly to a four year university.
- Scale proven and successful efforts to improve college knowledge among underrepresented minority students. Efforts should include incorporating college knowledge education, comprehensive information about financial aid, college eligibility criteria, the differences among colleges, and the college application process for students and their parents as early as middle school.

CONCLUSION

California has much to gain when we create a more diverse student body at our public universities and prepare a California workforce that is reflective of the diversity that makes up our state. As a goal, our colleges and universities should aim to reflect the racial/ethnic composition of California—in admissions, enrollment, and graduation. As we have seen, more Blacks and Latinos are applying to the UC system at increasingly faster rates—yet, they are being denied entry at higher rates as well.

Our support for a more diverse higher education system that looks like the state's population includes broader support for increased preparation of our high school graduates for college and significant improvement in the rates at which these students both apply to, gain admission to, enroll in and graduate from college.

California needs significantly more students to have access to higher education so they are prepared to help grow our workforce, economy and democracy. Tackling the barriers to college access and completion created by Proposition 209 that have permitted racial/ethnic inequities is the right thing to do for California's economic future.

Beyond Proposition 209, California policy makers and college leaders must be brave in addressing racial/ethnic inequality in order to ensure the future of California is one where everyone has the opportunity to succeed and we are able to maintain our economic strength.

ENDNOTES

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⁴ Stiles, Jon, Michael Hout, and Henry Brady. (2012). *California's Economic Payoff: Investing in College Access & Completion*. Berkeley, CA. Retrieved from http://collegecampaign.org/wp-content/uploads/2014/06/Californias_Economic_Payoff_Full_Report_FINAL.pdf.

⁵ Johnson, H. (2012). *Defunding Higher Education: What Are the Effects on College Enrollment?* Public Policy Institute of California. Retrieved from http://www.ppic.org/content/pubs/report/R_512HJR.pdf.

⁶ California Competes. (2012). *The Road Ahead: Higher education, California's promise, and our future economy*.

⁷ Ibid

⁸ Kelly, Patrick. (2005). *As America Becomes More Diverse: The impact of state higher education inequality—California Profile*. National Center for Higher Education Management Systems. Boulder, CO. Retrieved from http://www.higheredinfo.org/raceethnicity/California_State_Profile.pdf.

⁹ Data from the University of California Office of the President, Final summary of freshman applications, admissions, and enrollment from fall 1989-2013. Data represents California residents only, and analyzes data for Latinos, Blacks/African Americans, and Asian Americans. "Latinos" include data from the "Latino" and "Chicano" categories, aggregated.

"Asian Americans" include Filipinos, Asian Indians, and Pakistanis. Retrieved from <http://www.ucop.edu/news/factsheets/2013/flow-frosh-ca-13.pdf>.

¹⁰ The Scholastic Aptitude Test (SAT) and the American College Test (ACT) are the two most widely used standardized tests in undergraduate admissions.

¹¹ University of California Office of the President. (2015). Admissions. Retrieved from <http://admission.universityofcalifornia.edu/freshman/california-residents/admissions-index/index.html>.

¹² University of California. (2015). Undergraduate Admissions. Retrieved from http://www.universityofcalifornia.edu/sites/default/files/ucday2015_admissions.pdf.

¹³ Geiser, S. (2014). *Back to the Future: Freshman Admissions at the University of California 1994 to the Present and Beyond*. Center for Studies in Higher Education University of California- Berkeley. Retrieved from http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/ROPS.CSHE_4.14.Geiser.BacktotheFuture.4.24.2014-1.pdf.

¹⁴ See endnote 11.

¹⁵ It should be noted that the umbrella group of "Asian American" is broad and diverse. We know there is great diversity within this larger category and not all subgroups are affected uniformly. So while admission rates for some Asian Americans might have increased, rates for others might have decreased at this time. Without data for each group individually, we are left with averages.

¹⁶ The Campaign for College Opportunity. (2013). *The State of Latinos in Higher Education in California*.

¹⁷ The Campaign for College Opportunity. (2013). *The State of Blacks in Higher Education in California*. Retrieved from http://collegecampaign.org/wp-content/uploads/2014/07/State-of-Higher-Education_Black.pdf.

¹⁸ Data on UC admissions for Asian Americans in the University of California system will be disaggregated and featured in a forthcoming report in our *State of Higher Education* series.

¹⁹ The Campaign for College Opportunity. (2013). *The State of Latinos in Higher Education in California*.

²⁰ Completion of A-G requirements does not in and of itself mean that a student is UC eligible. Students must also achieve a 3.0 or better gpa in all A-G courses.

²¹ California Department of Education. 2013 Graduation Data. 12th Grade Graduates Completing all Courses Required for UC and/or CSU entrance via Dataquest.

²² U.S. Census Bureau. 2013 American Community Survey, 1-year estimates. Files: DP05: Demographic and Housing Estimates and S0201: Selected population profile for Latinos/Hispanics in California.

²³ University of California. (2014). *Annual Accountability Report*. Retrieved from <http://accountability.universityofcalifornia.edu/index/8.3.1>.

²⁴ California Community College Chancellor's Office. Scorecard Metric Summary Report (2013). Includes Percentage of first-time students starting in 2007-08 with minimum of 6 units earned who attempted any Math or English in the first three years and completed an associate degree, certificate or transfer-related outcome within six years of entry by 2012-13.

²⁵ California State University Department of Analytic Studies, California State University Graduation Rates, Consortium for Student Retention Data Exchange (CSRDE). Includes cohort of first-time freshmen students who entered in 2007-08 with outcomes by 2012-13. Retrieved from <http://asd.calstate.edu/csrde/ftf/2012htm/sys.htm>.

²⁶ California Community Colleges Chancellor's Office Transfer Velocity Cohort Report. Retrieved from Datamart. This measure is derived from a cohort of first-time students who entered CCC in 2008-09 and completed twelve credit units and attempted transfer-level math or English within six years.

²⁷ University of California Office of the President. (2014). Transfer Action Team Report, Table 3: Enrollments from California Community Colleges. Retrieved from <http://ucop.edu/transfer-action-team/appendix-3/3-uc-transfer-enrollment-by-ccc.pdf>.

²⁸ In fall 2014, Asian students made up 39% of freshmen, 31% of transfer; Black students made up 4.1% of freshmen, 4.4% of transfer; Latino students made up 30% of freshmen, 25% of transfer; and White students made up 23% of freshmen, 35% of transfer. Source: University of California Office of the Presidents. Student/Workforce Data. Retrieved from <http://www.ucop.edu/news/factsheets/2014/fall2014sir.html>.

²⁹ Robinson, C.F., Birnbaum, D.M., Petrulakis, K.J., Wu, M.L., Yap, E.C., University of California Office of the General Counsel & Schulman, E. P. BRIEF AMICI CURIAE OF 28 UNDERGRADUATE AND GRADUATE STUDENT ORGANIZATIONS WITHIN THE UNIVERSITY OF CALIFORNIA IN SUPPORT OF RESPONDENTS. Retrieved from <https://www.utexas.edu/vp/irla/Documents/ACR%20Undergraduate%20and%20Graduate%20Student%20Organizations.pdf>.

ABOUT THE CAMPAIGN

The Campaign for College Opportunity is a broad-based, bipartisan coalition, including business, education and civil rights leaders that is dedicated to ensuring that all Californians have an equal opportunity to attend and succeed in college in order to build a vibrant workforce, economy and democracy. The Campaign works to create an environment of change and lead the state toward effective policy solutions. It is focused upon substantially increasing the number of students attending two- and four-year colleges in California so that we can produce the 2.3 million additional college graduates that our state needs by 2025.

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