

**COMMITTEE ON UNDERGRADUATE ADMISSIONS  
REPORT TO THE RIVERSIDE DIVISION  
JULY 27, 2020**

**PROPOSAL TO MODIFY UCR's COMPREHENSIVE REVIEW MODEL  
TO INCLUDE A TEST OPTIONAL AIS FOR FRESHMAN ADMISSION  
FOR THE FALL 2021 AND FALL 2022 ADMISSIONS CYCLE**

The Undergraduate Admissions Committee has proposed to modify UCR's Comprehensive Review model for freshman admission, to be implemented for the fall 2021 and fall 2022 admission cycles. The proposed changes described in this memo were developed in response to the University of California Board of Regents unanimous decision on May 21, 2020 to suspend the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024. The regent's actions further included a mandate to create a test optional admission policy for both fall 2021 and fall 2022. In response, the Committee on Undergraduate Admissions in consultation with Institutional Research (IR) at UCR has developed a revised and optimized model to calculate both test blind and test inclusive Academic Index Scores (AIS). When determining admission, the Undergraduate Admissions office will use whichever score is higher during UCR's selection process.

(See Part III of this memo for a more detailed timeline for changes to the freshman admissions process for fall 2021 and for fall 2024.)

This memo is organized as follows: Part I briefly summarizes the current Comprehensive Review admissions process at UCR and the proposed changes in that process. Part II provides a detailed rationale for the proposed changes. Part III provides an outline and general timeline for continued revision of UCR's Comprehensive Review process.

## **I. CURRENT ADMISSIONS PROCESS AND PROPOSED CHANGES**

UCR currently admits freshmen students through a Comprehensive Review process that weighs five factors in an additive model to calculate an Academic Index Score (AIS). These five factors are a subset of the 14 factors that were recommended by the Board of Admissions and Relations with Schools (BOARS) and approved by the Regents in 2001. The full list of the 14 factors that *currently* may be considered is given in Appendix A of this memo.

The current admissions process, referred to as Comprehensive Review, Phase II, was implemented in 2012. The proposed revision described here is referred to as Comprehensive Review, Phase III. The current weighting distribution, and the proposed weighting distribution, are both outlined in Table 1 (on the next page). The Table lists the factors and their current and proposed weights. These proposed weights were determined through extensive analyses performed by Institutional Research (IR), using graduation data, and admissions criteria available through an electronic read of student applications.

**Table 1.**

Factors and Weights for Current and Proposed Calculation of Academic Index Scores

|                                     | CURRENT | PROPOSED  |         |
|-------------------------------------|---------|-----------|---------|
|                                     |         | WITH TEST | WITHOUT |
| High School GPA                     | .5020   | .6        | .8      |
| SAT Scores/ ACT Scores              |         |           |         |
| SAT Reasoning / ACT plus writing    | .4119   | .2        | 0       |
| SAT Subject Exam                    | 0       | 0         | 0       |
| SAT Subject Exam                    | 0       | 0         | 0       |
| Eligibility in Local Context        | 0       | .06       | .06     |
| Number of A-G Courses Beyond inimum | 0       | 0         | 0       |
| First Generation Status             | .0094   | .01       | .01     |
| Low Family Income                   | .0094   | .01       | .01     |
| Number of AP/IB courses             | .0673   | .12       | .12     |

Note – High School GPA is weighted and capped; AP/IB denotes Advanced Placement and International Baccalaureate courses.

The criteria that enter into the Academic Index Score have very different scales. For example, the SAT score has a maximum score of 1600, whereas High School GPA has a maximum score of 4.5. Also, First Generation Status and Low Family Income are binary variables that are assigned values of 0 and 1. Thus, in order to calculate the AIS, the variables are re-scaled. Each variable is then scored as a proportion of the maximum (re-scaled) score possible, and these proportions are weighted and summed, and multiplied by a scalar which is the total possible AIS value. The calculation of the Academic Index Score is illustrated in Appendix B of this proposal.

It is clear from the Table that the largest changes in the calculation of the AIS are: (1) the decrease in the weight given to SAT/ACT scores and the addition of an alternate formula that computes AIS entirely without Standardized Test scores, (2) the doubling of the weight of the number of AP/IB courses, and (3) the re-inclusion of Eligible in the Local Context (ELC) which was last used in UCR’s AIS calculation in 2011.

The calculation of the Academic Index Score will be the same for all colleges – the College of Humanities, Arts, and Social Sciences (CHASS), the College of Natural and Agricultural Sciences (CNAS), the Bourns College of Engineering (BCoE), the School of Public Policy, and the Graduate School of Education’s undergraduate program – based on the weights shown in the “Proposed” columns of Table 1.

## II. RATIONALE FOR PROPOSED CHANGES

The development of Phase III of Comprehensive Review was guided by four goals: (1) To effectively respond to the UC systemwide changes in the UC policy that mandated both a test optional and eventually a test blind selection process, (2) To maintain the academic profile of undergraduate students admitted to UCR, (3) To maintain the diversity of the student body, and (4) To maintain the transparency, integrity, and clarity of the admissions process at UCR.

### Goal 1:

**To Effectively Respond to the UC Systemwide Changes in the UC Policy Removing the Standardized Testing Requirement for Undergraduates.**

In May 2020, the Regents unanimously approved the suspension of the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024, and also outlined a plan for phasing out the ACT and SAT tests entirely and possibly replacing them with a new standardized test format.

The following outlines the Regents' actions:

- **Test-optional for fall 2021 and fall 2022:** Campuses will have the option to use ACT/SAT test scores in selection consideration if applicants choose to submit them, and will develop appropriate policies and procedures to implement the Board's decision.
- **Test-blind for fall 2023 and fall 2024:** Campuses will not consider test scores for California public and independent high school applicants in admissions selection, a practice known as "test-blind" admissions. Test scores could still be considered for other purposes such as course placement, certain scholarships and eligibility for the statewide admissions guarantee.
- **New standardized test:** Starting in summer 2020 and ending by January 2021, UC will undertake a process to identify or create a new test that aligns with the content UC expects students to have mastered to demonstrate college readiness for California freshmen.
- **Elimination of the ACT/SAT test requirement:** By 2025, any use of the ACT/SAT would be eliminated for California students and a new UC-endorsed test to measure UC-readiness would be required. However, if by 2025 the new test is either unfeasible or not ready, consideration of the ACT/SAT for freshman admissions would still be eliminated for California students.
- **Elimination of writing test:** The University will eliminate altogether the SAT Essay/ACT Writing Test as a requirement for UC undergraduate admissions, and these scores will not be used at all effective for fall 2021 admissions.

(UC Office of the President Memo, Thursday, May 21, 2020  
<https://www.universityofcalifornia.edu/press-room/university-california-board-regents-approves-changes-standardized-testing-requirement>)

### *Implications of the Removal of UC Standardized Test Requirement*

The change in policy has two immediate consequences (1) It requires an immediate development of an AIS score that does not use standardized test scores in its calculations, and (2) The test-optional policy for 2021-2022 seems to indicate that there should still be a means of factoring in the standardized test scores for students who have invested time and resources to take them.

To answer the first charge, the committee determined it was necessary to develop an Academic Index Score that did not factor in the standardized test scores. For the second charge, the committee determined that there would need to be an alternative method of calculating the AIS that includes the standardized test scores but otherwise weighs the chosen factors in a manner as similar as possible to the non-test AIS calculation.

## **Goal 2: To Maintain the Academic Profile of the Undergraduate Student Body at UCR**

The committee examined factors currently utilized in Comprehensive Review (Phase II) to determine the extent to which they were associated with academic success at UCR. Academic success was defined primarily by four year graduation rates as the most definable metric.

The relationship between admissions criteria and graduation rates is based on the fall2012 to 2015 cohorts. (One has to go back several years in order to obtain useful graduation rate data.) These analyses revealed that graduation rates were only weakly reduced by the exclusion of standardized tests across a variety of weighting models (See Appendix C).

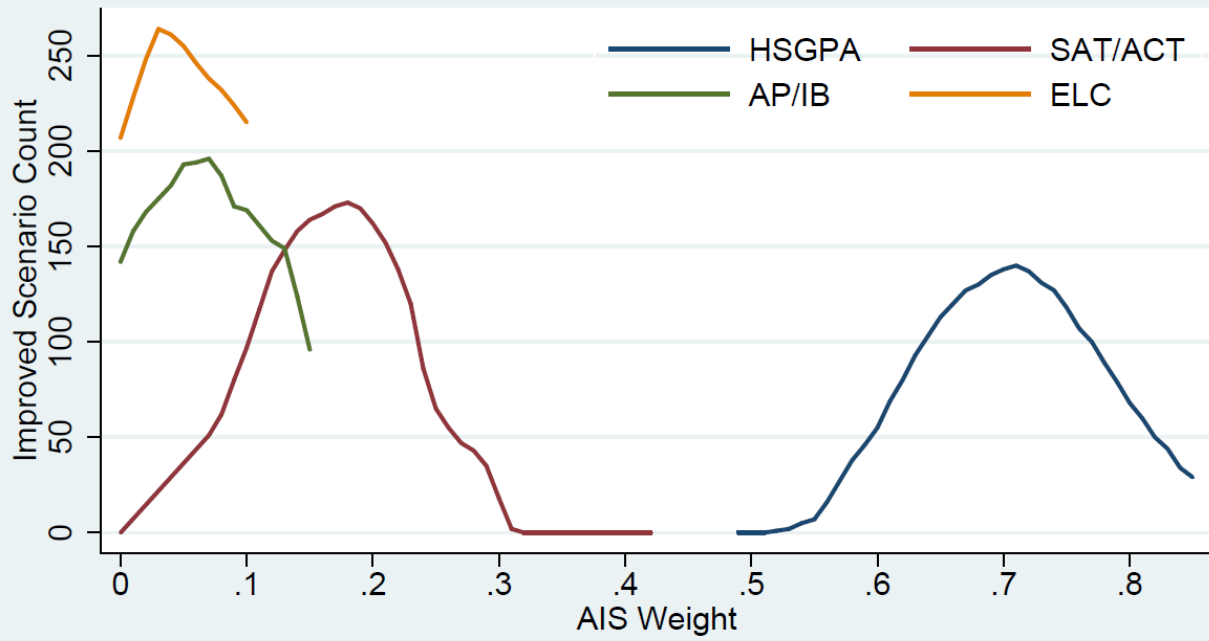
### *Optimization of Admissions Criteria*

Institutional Research (IR) conducted an analysis that adjusted the weights on the current Comprehensive Review factors to identify the set of weights that would optimize the four-year graduation rate. High school GPA, and the number of AP/IB courses were strongly correlated with academic success measured by graduation rate and were strongly recommended. Low income and first-generation status were recommended at very low values of around 1%. The IR evaluation (Appendix B) shows that first generation status and low income are both negatively associated with academic success. The negative weight, however, cannot be justified in any reasonable admissions policy, as it penalizes those students whose admission to UC is a core component of our mission as educators in a public, state-funded institution. The committee speculated that the negative correlation with graduation rates may reveal a post-enrollment vulnerability of first generation and low income students that should be addressed not through the admissions process, but through post-enrollment support. Eligibility in the Local Context was not recommended as it was negatively correlated with graduation rates once high school GPA is known (see Appendix B), but it did benefit diversity and it was felt by the committee that this factor captured students who performed well at underserved and resource-limited academic institutions.

IR further conducted a study to determine the optimal weights for the four measures of high school GPA, AP/IB courses, and Eligibility in the Local Context in comparison with SAT/ACT scores. The results can be seen in the form of a chart graph in Table 2. High school GPA is the most effective predictor of four-year graduation rates and its predictive acumen peaks at 70.7% of weighting. SAT/ACT standardized test scores are most effectively predictive up to 21.95% of weighting. AP/IB courses are most predictive at 6.9%. Eligibility in the Local Context is maximally predictive at .45% (see Table 3). These most effective weights were then used as benchmarks to determine their relative weights in the AIS in consideration and dialogue with the third goal, which was to maintain or increase the diversity of the student body.

**Table 2**

### Admissions Simulations



**Notes:**

- Improved = Equal or higher predicted percentages than status quo in 4-year graduation, first generation, low income, Black/African American, and Chicano/Latino
- Low income and first generation not included due to not being associated with improvements over status quo as defined above
- Total simulated admissions scenarios: 5501

**Table 3**

|                                  | Status Quo AIS | Optimized AIS | Enrolled Outcomes |           |            |
|----------------------------------|----------------|---------------|-------------------|-----------|------------|
|                                  | Weights        | Weights       | Actual            | Predicted | Difference |
| <b>AIS Weighting Factors</b>     |                |               |                   |           |            |
| High School GPA                  | 50.20%         | 70.70%        | 3.60              | 3.64      | 0.04       |
| SAT/ACT                          | 41.19%         | 21.95%        | 1669              | 1640      | -28        |
| AP/IB Courses                    | 6.73%          | 6.90%         | 9.39              | 9.28      | -0.10      |
| Low Income                       | 0.94%          | N/A           | 45.2%             | 45.4%     | 0.2%       |
| First Generation                 | 0.94%          | N/A           | 55.3%             | 55.7%     | 0.4%       |
| Eligibility in the Local Context | N/A            | 0.45%         | 23.3%             | 26.3%     | 2.9%       |
| <b>Race/Ethnicity</b>            |                |               |                   |           |            |
| Black/African American           | N/A            | N/A           | 3.7%              | 3.7%      | 0.0%       |
| American Indian/Alaskan Native   | N/A            | N/A           | 0.1%              | 0.1%      | 0.0%       |
| Native Hawaiian/Pacific Islander | N/A            | N/A           | 0.2%              | 0.2%      | 0.0%       |
| Asian                            | N/A            | N/A           | 39.9%             | 38.4%     | -1.4%      |
| Chicano/Latino                   | N/A            | N/A           | 37.8%             | 39.7%     | 1.9%       |
| White                            | N/A            | N/A           | 11.8%             | 11.5%     | -0.3%      |
| Two or More Races                | N/A            | N/A           | 5.6%              | 5.4%      | -0.1%      |
| Domestic Unknown                 | N/A            | N/A           | 0.9%              | 0.9%      | 0.0%       |
| <b>Gender</b>                    |                |               |                   |           |            |
| Male                             | N/A            | N/A           | 46.3%             | 44.6%     | -1.7%      |
| <b>Enrollment and Outcomes</b>   |                |               |                   |           |            |
| Enrollment Yield                 | N/A            | N/A           | 21.8%             | 21.4%     | -0.4%      |
| 4-Year Grad Rate                 | N/A            | N/A           | 59.0%             | 59.5%     | 0.6%       |

**Notes:**

—Optimized weights and predicted outcomes based on average of top 20 admissions scenarios in which improvement was seen in predicted percentages of 4-year graduation, first generation, low income, and underrepresented minority (URM)

—Low income and first generation not included in optimization model due to not being associated with improvements over status quo as defined above

**Goal 3:****To Maintain the Diversity of the Undergraduate Student Body at UCR**

On May 20, 1988, the Regents adopted UC Policy on undergraduate admissions, which stated in part, “Mindful of its mission as a public institution, the University of California ...seeks to enroll, on each of its campuses, a student body that, beyond meeting the University’s eligibility requirements, demonstrates a high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California.”

UCR is in a strong position with respect to diversity. Unlike other UC campuses, UCR has been successful in enrolling a diverse student body that is representative of the state of California. UCR has received considerable praise and national attention for the diversity of its student body. Moreover, UCR qualifies as a Hispanic Serving Institution, making the university eligible for grants, for which it would otherwise be ineligible. To qualify as a Hispanic-Serving Institution, a minimum of 25% of the student body must be comprised of Hispanic students.

Taking these priorities into consideration, the relative weights for the factors used to determine AIS were then evaluated by IR with a focus on how they might affect both graduation rates and the diversity of the student body (Table 4 below).

**Table 4**

|                                    | Status Quo AIS Weights | Actual Enrolled Student Outcomes | Scenario 1: Highest Performing Academics |                        | Scenario 2: Keep Similar Demographic Weights to Status Quo |                        | Scenario 2.5: Keep Similar Demographic Weights to Status Quo and Add ELC to AIS |                        | Scenario 3: Keep Similar Demographic Weights to Status Quo and Add ELC to AIS |                        | Scenario 4: Enhance Demographic Weights and Add ELC to AIS |                        | Scenario 5: 100% Weight for HSGPA |                        | Scenario 6: Keep Similar HSGPA Weight to Status Quo and Increase Weights of All Others |                        |
|------------------------------------|------------------------|----------------------------------|--|------------------------|--|------------------------|---|------------------------|---|------------------------|--|------------------------|-----------------------------------|------------------------|--|------------------------|
|                                    |                        |                                  | Modeled AIS Weights                      | Δ From Actual Outcomes | Modeled AIS Weights  | Δ From Actual Outcomes | Modeled AIS Weights   | Δ From Actual Outcomes | Modeled AIS Weights   | Δ From Actual Outcomes | Modeled AIS Weights  | Δ From Actual Outcomes | Modeled AIS Weights               | Δ From Actual Outcomes | Modeled AIS Weights  | Δ From Actual Outcomes |
| <b>AIS Weighting Factors</b>       |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| High School GPA                    | 50.20%                 | 3.60                             | 88.00%                                   | 0.05                   | 85.00%   | 0.05                   | 80.00%  | 0.05                   | 78.00%  | 0.05                   | 74.00%   | 0.04                   | 100.00%                           | 0.06                   | 50.00%   | -0.02                  |
| SAT/ACT                            | 41.19%                 | 1669                             | N/A                                      | -75                    | N/A  | -83                    | N/A   | -89                    | N/A   | -93                    | N/A  | -113                   | N/A                               | -92                    | N/A  | -128                   |
| AP/IB Courses                      | 6.73%                  | 9.39                             | 12.00%                                   | -0.12                  | 13.00%   | -0.04                  | 12.00%  | -0.14                  | 10.00%  | -0.29                  | 10.00%   | -0.39                  | 0.00%                             | -1.05                  | 20.00%   | 0.13                   |
| Low Income                         | 0.94%                  | 45.2%                            | 0.00%                                    | 3.9%                   | 1.00%  | 7.2%                   | 1.00%   | 7.8%                   | 1.00%   | 8.1%                   | 3.00%  | 15.1%                  | 0.00%                             | 4.4%                   | 5.00%  | 21.9%                  |
| First Generation                   | 0.94%                  | 55.3%                            | 0.00%                                    | 4.3%                   | 1.00%  | 7.4%                   | 1.00%   | 8.0%                   | 1.00%   | 8.3%                   | 3.00%  | 14.8%                  | 0.00%                             | 4.8%                   | 5.00%  | 21.3%                  |
| Eligibility in the Local Context   | N/A                    | 23.3%                            | 0.00%                                    | 4.3%                   | 0.00%  | 4.5%                   | 6.00%   | 7.1%                   | 10.00%  | 7.6%                   | 10.00%   | 7.6%                   | 0.00%                             | 4.4%                   | 20.00%   | 7.7%                   |
| <b>Race/Ethnicity</b>              |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| Black/African American             | N/A                    | 3.7%                             | N/A                                      | 0.3%                   | N/A  | 0.3%                   | N/A   | 0.3%                   | N/A   | 0.4%                   | N/A  | 0.3%                   | N/A                               | 0.6%                   | N/A  | 0.3%                   |
| American Indian/Alaskan Native     | N/A                    | 0.1%                             | N/A                                      | 0.0%                   | N/A  | 0.0%                   | N/A   | 0.0%                   | N/A   | 0.0%                   | N/A  | -0.1%                  | N/A                               | 0.0%                   | N/A  | -0.1%                  |
| Native Hawaiian/Pacific Islander   | N/A                    | 0.2%                             | N/A                                      | 0.0%                   | N/A  | 0.0%                   | N/A   | 0.0%                   | N/A   | 0.0%                   | N/A  | 0.0%                   | N/A                               | 0.0%                   | N/A  | 0.0%                   |
| Asian                              | N/A                    | 39.9%                            | N/A                                      | -4.6%                  | N/A  | -5.3%                  | N/A   | -6.1%                  | N/A   | -6.3%                  | N/A  | -8.2%                  | N/A                               | -5.4%                  | N/A  | -9.8%                  |
| Chicano/Latino                     | N/A                    | 37.8%                            | N/A                                      | 6.2%                   | N/A  | 7.8%                   | N/A   | 8.6%                   | N/A   | 8.8%                   | N/A  | 12.4%                  | N/A                               | 6.5%                   | N/A  | 15.9%                  |
| White                              | N/A                    | 11.8%                            | N/A                                      | -1.2%                  | N/A  | -1.7%                  | N/A   | -1.9%                  | N/A   | -1.9%                  | N/A  | -2.9%                  | N/A                               | -1.0%                  | N/A  | -4.3%                  |
| Two or More Races                  | N/A                    | 5.6%                             | N/A                                      | -0.5%                  | N/A  | -0.7%                  | N/A   | -0.8%                  | N/A   | -0.8%                  | N/A  | -1.3%                  | N/A                               | -0.5%                  | N/A  | -1.7%                  |
| Domestic Unknown                   | N/A                    | 0.9%                             | N/A                                      | -0.1%                  | N/A  | -0.1%                  | N/A   | -0.1%                  | N/A   | -0.1%                  | N/A  | -0.2%                  | N/A                               | -0.1%                  | N/A  | -0.3%                  |
| <b>Gender</b>                      |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| Male                               | N/A                    | 46.3%                            | N/A                                      | -3.8%                  | N/A  | -4.2%                  | N/A   | -4.4%                  | N/A   | -4.5%                  | N/A  | -5.3%                  | N/A                               | -4.5%                  | N/A  | -5.3%                  |
| <b>Enrollment and Outcomes</b>     |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| Enrollment Overlap With Status Quo | N/A                    | 100.0%                           | N/A                                      | -18.2%                 | N/A  | -19.1%                 | N/A   | -20.3%                 | N/A   | -20.9%                 | N/A  | -24.6%                 | N/A                               | -21.6%                 | N/A  | -30.1%                 |
| Enrollment Yield                   | N/A                    | 21.8%                            | N/A                                      | -0.1%                  | N/A  | 0.0%                   | N/A   | 0.1%                   | N/A   | 0.2%                   | N/A  | 0.6%                   | N/A                               | -0.3%                  | N/A  | 1.8%                   |
| 4-Year Grad Rate                   | N/A                    | 59.0%                            | N/A                                      | 0.0%                   | N/A  | -0.4%                  | N/A   | -0.6%                  | N/A   | -0.7%                  | N/A  | -1.8%                  | N/A                               | -0.5%                  | N/A  | -3.8%                  |

Notes:

—Scenario 1 - use modeled data set that included 10299 scenarios with different weights for HSGPA, AP/IB, low income, first generation, and ELC, and take the scenario with the best overall predicted 4-year graduation rate regardless of the AIS weights

—Scenario 2 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA and AP/IB

—Scenario 2.5 - Similar to Scenarios 2 and 3 but about halfway between

—Scenario 3 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELC, which is not currently part of AIS

—Scenario 4 - increase weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELC, which is not currently part of AIS

—Scenario 5 - AIS is calculated entirely based on HSGPA

—Scenario 6 - keep HSGPA weight similar to status quo at 50%, include a strong weight for ELC, and let the other weights rise to make up the remainder.

Regarding the consequences of optimizing for UCR four-year graduation rates or for the diversity of the student body, Table 4 demonstrates that there are tradeoffs in terms of maximizing graduation rates and maintaining or even increasing student diversity. Scenario 1 in the table uses only the weights for the two factors, high school GPA and A/IB courses, that actually improve graduation rates. Even with these weights maximized and no others utilized, graduation rates are simply maintained in the absence of the standardized tests. Scenario 2 attempts to replicate the current Phase II weights but without the SAT/ACT scores. Scenario 2.5 includes the ELC and attempts to maintain UCR’s demographic diversity. Scenario 3 increases the weight of EIC at the expense of high school GPA and AP/IB courses. Scenario 4 shows the effects of an increase weighting of low income and first generation factors. Scenario 5 dramatically increases all of the other weights at the expense of high school GPA, and is intended to simply show the diminishing returns for pursuing a more diverse demographic at the expense of graduation rates.

With the goal of maintaining the diversity of the UCR student body, and to extend access as broadly as possible to UC qualified students, the Undergraduate Admissions Committee unanimously agreed that the weights decided upon in Scenario 2.5 struck the best balance between maintaining graduation rates and diversity. This model has only a projected .6% decrease in four year graduation rates, includes the ELC factor, includes a modest increase in Black/African American students (.3%), and a more significant increase in Chicano/Latino students (8.6 %).

### **Goal 4: Maintaining the Transparency and Integrity of the Admissions Process**

The proposed changes to UCR’s Comprehensive Review process maintains the transparency and integrity of the admissions process. Undergraduate admissions decisions are determined by a structured decision process based on objective criteria. Undergraduate admissions decisions are not based, in any way, on subjective judgments. The criteria and the relative importance of the criteria are clearly specified.

- **Test Inclusive and Test Exclusive Option Models**

The Regents decision to make the 2021 and 2022 admissions process test optional suggested strongly to the committee that there was a need to consider whether and how to include a different weighted model that factor in SAT/ACT scores for those students who wish to submit them. The committee essentially saw two primary choices, each of which is addressed below.

The first option, the Non Test AIS, was to simply not include SAT/ACT scores for any students. This would be simple to implement and would remove any concerns about the possible and perceived bias of standardized tests. It is also inevitable that the standardized test scores will be abandoned for the 2023 and 2024 cohort (see Appendix A).

However, completely abandoning standardized tests prematurely unnecessarily removes a criterion that has proven to be moderately effective for predicting student success. As recent [Academic Council's Standard Testing Task Force \(STTF\) report](#) shows that standardized test scores can indeed aid in predicting important aspects of student success, including undergraduate grade point average (UGPA), retention, and completion. Additionally, not having this criterion will make it more difficult to differentiate among the highest scoring applicants and will increase uncertainty surrounding predicting yield outcomes and make it harder to limit/increase admissions numbers. It could also hinder opportunities for disadvantaged students with low GPAs who are able to test well and could disaffect students who invested time and resources on the standardized tests before the UC's decision was announced. Finally, not including a standardized test option removes a transition window to test-blind admission planned for 23-24 for high school students and will make it more difficult to know how the transition to a test blind admissions process affects the student body.

The second option, the Better with or without Test AIS, would allow applicants who submit SAT/ACT scores to have two AIS scores (one calculated with standardized test scores and one calculated without them using the AIS described above) and use the higher score. One of the primary advantages of this approach is that this would capture students who test well but have low grades. For reference, 20.3% of students admitted under old AIS weights would not be admitted without test scores factored in (see table 4, model 2.5, Enrollment Overlap with Status Quo). Academic success should be more predictable for the portion of pool who do submit test scores, and it gives students more ways to get admitted, which should make students feel welcome and encourage them to apply regardless of whether they have or have not taken the tests. This will also allow us to be able to see how inclusion of SAT/ACT comparatively affects AIS scores.

The potential disadvantages of this approach are that this does not completely eliminate the possibility or perception of bias in standardized tests, is significantly more complicated as it requires two sets of calculations for some students, and also requires the development of AIS weighting model that includes the SAT/ACT scores for those who submit them and which is balanced against the non-test AIS scoring method.

While these concerns are significant, the committee unanimously agreed that it was important to use the Better with or without Test AIS model. IR then proposed two possible methods for calculating both the test and non-test AIS scores (see table 5 on next page). The test inclusive AIS score used the weight of 20% for the SAT/ACT factor as that was a close round number to the 21.95% weight at which standardized test scores were maximally predictive of four year graduation rates (Table 3).

**Table 5**

$$\begin{aligned}
 \text{New AIS with SAT/ACT} &= \\
 &10000 * \\
 & ( \\
 & \text{HSGPA} / 4.5 * .60 \\
 & + \text{SATACT} / 1600 * .20 \\
 & + \text{APIB Courses Taken} / 28 * .12 \\
 & + \text{First Generation (1=yes, 0=no)} * .01 \\
 & + \text{Low Income (1=yes, 0=no)} * .01
 \end{aligned}$$



$$+ \text{ELC (1=yes, 0=no)} * .06$$

$$)$$

**New Test-Blind AIS =**

$$10000 * ($$

$$\text{HSGPA} / 4.5 * .80$$

$$+ \text{APIB Courses Taken} / 28 * .12$$

$$+ \text{First Generation (1=yes, 0=no)} * .01$$

$$+ \text{Low Income (1=yes, 0=no)} * .01$$

$$+ \text{ELC (1=yes, 0=no)} * .06$$

$$)$$

These calculations were then evaluated by IR for their potential effects on applying students. In this modeling only a relatively small percentage of students (18%) are projected to score higher with a test inclusive AIS (see table 5 below), and for most minority groups and for low income and first generation students the proportions are even smaller.

**Table 6**

|                                     | Test version gives better AIS | Test-free version gives better AIS |
|-------------------------------------|-------------------------------|------------------------------------|
| <b>All 2012-2015 enrolled frosh</b> |                               |                                    |
| Total                               | 18%                           | 82%                                |
| Low Income                          | 11%                           | 89%                                |
| First Generation                    | 10%                           | 90%                                |
| American Indian/Alaskan Native      | 14%                           | 86%                                |
| Asian                               | 29%                           | 71%                                |
| Black/African American              | 8%                            | 92%                                |
| Chicano/Latino                      | 6%                            | 94%                                |
| Domestic Unknown                    | 30%                           | 70%                                |
| Native Hawaiian/Pacific Islander    | 17%                           | 83%                                |
| Two or More Races                   | 22%                           | 78%                                |
| White                               | 20%                           | 80%                                |
| Male                                | 26%                           | 74%                                |

This should mean that there is more opportunity and access for disadvantaged and minority students while also allowing for students who have scored well on standardized tests to have that achievement factored in but it will not provide an overwhelming advantage. There is a great deal more analysis on this done by IR (see appendix D).

### **III. Urgent Need for Approval of this AIS Methodology**

The proposed changes in the Comprehensive Review model were required by the sudden decision on the part of the UC Regents to adopt a test optional model for the fall 2021 and 2022 application cycles in May of this year. These actions were taken in light of the Covid-19 pandemic that is still affecting us, and which made the decision to have a non-test option a necessity as

normal standardized testing was disrupted. The committee moved quickly to construct these proposed new AIS models and to determine, with the help of IR, the most efficacious weights for the various factors used to determine that score.

The Undergraduate Admissions Committee has unanimously supported the measures outlined above, and now it is imperative that the Academic Senate take this up with great expedience as this updated comprehensive review model requires system programming which will take time and resources to develop and test in advance of implementation for the 2021 undergraduate admissions review cycle which begins in November 1, 2020. Additionally, it is critical, and recommended by BOARS, that the Undergraduate Admissions office have an approved test optional comprehensive review policy that can be clearly communicated to rising high school seniors not later than September 1, 2020 (as, so they can make educated decisions around submitting test scores to UCR for admission consideration.

## Appendix A

Timeline for the future of standardized testing at UC:

| Entering class                                      | Plan                                  | What this means   | Campuses may use test scores for   |
|---|---------------------------------------|---|--|
| <b>2021-2022</b><br>(current 10th and 11th graders) | Test-optional                         | <ul style="list-style-type: none"> <li>All students have the option of submitting ACT/SAT scores.</li> <li>Students will not be penalized in the admissions review process for not submitting ACT/SAT scores.</li> <li>Students will no longer be required to submit the SAT Essay/ACT Writing Test.</li> </ul>   | <ul style="list-style-type: none"> <li>Admissions</li> <li>Scholarships</li> <li>Post-enrollment course placement</li> <li>Statewide eligibility for admissions guarantee</li> </ul> |
| <b>2023-2024</b><br>(current 8th and 9th graders)   | Test-blind                            | <ul style="list-style-type: none"> <li>All California public and independent high school students have the option to submit ACT/SAT scores, but those scores may not be used in making admissions decisions.</li> <li>Academic Senate to work with University administration on appropriate approach for nonresident students.</li> </ul>                           | <ul style="list-style-type: none"> <li>Scholarships</li> <li>Post-enrollment course placement</li> <li>Statewide eligibility for admissions guarantee</li> </ul>                     |
| <b>2025-beyond</b><br>(current 7th graders)         | *If there is a new test by fall 2025  | <ul style="list-style-type: none"> <li>All California high school students submit scores from new test.</li> <li>New test made available to private/independent and out-of-state schools.</li> <li>Nonresidents and international students submit test scores from the new test or will follow the appropriate approach as determined by the University.</li> </ul> | <ul style="list-style-type: none"> <li>Admissions</li> <li>Scholarships</li> <li>Post-enrollment course placement</li> <li>Statewide eligibility for admissions guarantee</li> </ul> |
|   | *If no new test is ready by fall 2025 | <ul style="list-style-type: none"> <li>UC will eliminate altogether its standardized testing requirement for California freshman admissions.</li> <li>Academic Senate to work with University administration on appropriate approach for nonresident students.</li> </ul>   | <ul style="list-style-type: none"> <li>To be determined</li> </ul>   |

University of California Office of the President  
Media Relations

<https://www.universityofcalifornia.edu/press-room/university-california-board-regents-approves-changes-standardized-testing-requirement>

Appendix B  
Assessing Possible Contributors to a  
New AIS

| Predictor   | Levels Tested                                | Recommendation   | Comments  |
|---|--|--|---|
| HS GPA  | Continuous                                   | Use  | A good predictor of graduation rates without a high diversity cost that should stay in the mix at the status quo weight of 50% of AIS or higher   |
| AP/IB Classes Taken                                 | Count (0-20)                                 | Promising  | Simulations show that a modest weight for AP helps predict academic outcomes without significant risk to diversity. Actual AP scores would be a stronger predictor but are usually not known at the time of admission.  |
| First Generation                                    | Binary                                       | Could be used for small weights in the range of 1% or less                     | There are more optimal ways to maintain diversity and student quality, like increasing the weight for HS GPA at the expense of SAT/ACT. Including this will increase diversity at the expense of graduation rates.  |
| Low Income  | Binary                                       | Could be used for small weights in the range of 1% or less                     | There are more optimal ways to maintain diversity and student quality, like increasing the weight for HS GPA at the expense of SAT/ACT. Including this will increase diversity at the expense of graduation rates.  |
| SAT/ACT   | Continuous (ACT converted to SAT scale)      | Use for best predictive value, but alternative models are possible without it. | SAT/ACT is a useful predictor of graduation rates above and beyond other AIS metrics such that removing it from AIS will lead to lower graduation rates under almost all circumstance. However, it is also negatively correlated with measures of diversity, so removing it will tend to increase those measures. |
| LCFF+ Schools                                       | Binary                                       | Still requires testing   |   |
| ELC   | Binary and individual percentile ranks (1-9) | Do not use   | Negatively correlated with graduation rates once HS GPA is known. Some benefits to diversity, but other predictors are more effective for this purpose.   |
| English as a Second Language                        | Binary                                       | Do not use   | Excessively correlated with certain ethnic groups and has the potential for unintended consequences.  |
| A-G 11 and 15, A-G Excess                           | Binary                                       | Do not use   | As a binary indicator these do not have predictive value. Almost all applicants have these units. In the future we could test specific subject areas if the committee wishes and the data can be loaded.  |
| Tribal Member                                       | Binary                                       | Do not use   | There are too few applicants with this information to meaningfully affect outcomes.   |
| Single Parent                                       | Binary                                       | Do not use   | More negatively correlated with graduation rates than first gen and low income.   |
| Distance from campus of home address on application | Category (0-20, 20-50, 50-140, 140+ miles)   | Do not use   | The closest students have the lowest graduation rates even after controlling for other factors, so we would have to prioritize long-distance admits to avoid harming rates.   |
| College Board Environmental Context Score           | 1-100  | Do not use   | This tested poorly in a previous analysis. Also it appears to be discontinued.  |

# Appendix C

|                                    | Status Quo AIS Weights | Actual Enrolled Student Outcomes | Scenario 1: Highest Performing Academics |                        | Scenario 2: Keep Similar Demographic Weights to Status Quo |                        | Scenario 2.5: Keep Similar Demographic Weights to Status Quo and Add ELC to AIS |                        | Scenario 3: Keep Similar Demographic Weights to Status Quo and Add ELC to AIS |                        | Scenario 4: Enhance Demographic Weights and Add ELC to AIS |                        | Scenario 5: 100% Weight for HSGPA |                        | Scenario 6: Keep Similar HSGPA Weight to Status Quo and Increase Weights of All Others |                        |
|------------------------------------|------------------------|----------------------------------|--|------------------------|--|------------------------|---|------------------------|---|------------------------|--|------------------------|-----------------------------------|------------------------|--|------------------------|
|                                    |                        |                                  | Modeled AIS Weights                      | Δ From Actual Outcomes | Modeled AIS Weights  | Δ From Actual Outcomes | Modeled AIS Weights   | Δ From Actual Outcomes | Modeled AIS Weights   | Δ From Actual Outcomes | Modeled AIS Weights  | Δ From Actual Outcomes | Modeled AIS Weights               | Δ From Actual Outcomes | Modeled AIS Weights  | Δ From Actual Outcomes |
| <b>AIS Weighting Factors</b>       |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| High School GPA                    | 50.20%                 | 3.60                             | 88.00%                                   | 0.05                   | 85.00%   | 0.05                   | 80.00%  | 0.05                   | 78.00%  | 0.05                   | 74.00%   | 0.04                   | 100.00%                           | 0.06                   | 50.00%   | -0.02                  |
| SAT/ACT                            | 41.19%                 | 1669                             | N/A                                      | -75                    | N/A  | -83                    | N/A   | -89                    | N/A   | -93                    | N/A  | -113                   | N/A                               | -92                    | N/A  | -128                   |
| AP/IB Courses                      | 6.73%                  | 9.39                             | 12.00%                                   | -0.12                  | 13.00%   | -0.04                  | 12.00%  | -0.14                  | 10.00%  | -0.29                  | 10.00%   | -0.39                  | 0.00%                             | -1.05                  | 20.00%   | 0.13                   |
| Low Income                         | 0.94%                  | 45.2%                            | 0.00%                                    | 3.9%                   | 1.00%  | 7.2%                   | 1.00%   | 7.8%                   | 1.00%   | 8.1%                   | 3.00%  | 15.1%                  | 0.00%                             | 4.4%                   | 5.00%  | 21.9%                  |
| First Generation                   | 0.94%                  | 55.3%                            | 0.00%                                    | 4.3%                   | 1.00%  | 7.4%                   | 1.00%   | 8.0%                   | 1.00%   | 8.3%                   | 3.00%  | 14.8%                  | 0.00%                             | 4.8%                   | 5.00%  | 21.3%                  |
| Eligibility in the Local Context   | N/A                    | 23.3%                            | 0.00%                                    | 4.3%                   | 0.00%  | 4.5%                   | 6.00%   | 7.1%                   | 10.00%  | 7.6%                   | 10.00%   | 7.6%                   | 0.00%                             | 4.4%                   | 20.00%   | 7.7%                   |
| <b>Race/Ethnicity</b>              |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| Black/African American             | N/A                    | 3.7%                             | N/A                                      | 0.3%                   | N/A  | 0.3%                   | N/A   | 0.3%                   | N/A   | 0.4%                   | N/A  | 0.3%                   | N/A                               | 0.6%                   | N/A  | 0.3%                   |
| American Indian/Alaskan Native     | N/A                    | 0.1%                             | N/A                                      | 0.0%                   | N/A  | 0.0%                   | N/A   | 0.0%                   | N/A   | 0.0%                   | N/A  | -0.1%                  | N/A                               | 0.0%                   | N/A  | -0.1%                  |
| Native Hawaiian/Pacific Islander   | N/A                    | 0.2%                             | N/A                                      | 0.0%                   | N/A  | 0.0%                   | N/A   | 0.0%                   | N/A   | 0.0%                   | N/A  | 0.0%                   | N/A                               | 0.0%                   | N/A  | 0.0%                   |
| Asian                              | N/A                    | 39.9%                            | N/A                                      | -4.6%                  | N/A  | -5.3%                  | N/A   | -6.1%                  | N/A   | -6.3%                  | N/A  | -8.2%                  | N/A                               | -5.4%                  | N/A  | -9.8%                  |
| Chicano/Latino                     | N/A                    | 37.8%                            | N/A                                      | 6.2%                   | N/A  | 7.8%                   | N/A   | 8.6%                   | N/A   | 8.8%                   | N/A  | 12.4%                  | N/A                               | 6.5%                   | N/A  | 15.9%                  |
| White                              | N/A                    | 11.8%                            | N/A                                      | -1.2%                  | N/A  | -1.7%                  | N/A   | -1.9%                  | N/A   | -1.9%                  | N/A  | -2.9%                  | N/A                               | -1.0%                  | N/A  | -4.3%                  |
| Two or More Races                  | N/A                    | 5.6%                             | N/A                                      | -0.5%                  | N/A  | -0.7%                  | N/A   | -0.8%                  | N/A   | -0.8%                  | N/A  | -1.3%                  | N/A                               | -0.5%                  | N/A  | -1.7%                  |
| Domestic Unknown                   | N/A                    | 0.9%                             | N/A                                      | -0.1%                  | N/A  | -0.1%                  | N/A   | -0.1%                  | N/A   | -0.1%                  | N/A  | -0.2%                  | N/A                               | -0.1%                  | N/A  | -0.3%                  |
| <b>Gender</b>                      |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| Male                               | N/A                    | 46.3%                            | N/A                                      | -3.8%                  | N/A  | -4.2%                  | N/A   | -4.4%                  | N/A   | -4.5%                  | N/A  | -5.3%                  | N/A                               | -4.5%                  | N/A  | -5.3%                  |
| <b>Enrollment and Outcomes</b>     |                        |                                  |  |                        |  |                        |   |                        |   |                        |  |                        |                                   |                        |  |                        |
| Enrollment Overlap With Status Quo | N/A                    | 100.0%                           | N/A                                      | -18.2%                 | N/A  | -19.1%                 | N/A   | -20.3%                 | N/A   | -20.9%                 | N/A  | -24.6%                 | N/A                               | -21.6%                 | N/A  | -30.1%                 |
| Enrollment Yield                   | N/A                    | 21.8%                            | N/A                                      | -0.1%                  | N/A  | 0.0%                   | N/A   | 0.1%                   | N/A   | 0.2%                   | N/A  | 0.6%                   | N/A                               | -0.3%                  | N/A  | 1.8%                   |
| 4-Year Grad Rate                   | N/A                    | 59.0%                            | N/A                                      | 0.0%                   | N/A  | -0.4%                  | N/A   | -0.6%                  | N/A   | -0.7%                  | N/A  | -1.8%                  | N/A                               | -0.5%                  | N/A  | -3.8%                  |

**Notes:**

- Scenario 1 - use modeled data set that included 10299 scenarios with different weights for HSGPA, AP/IB, low income, first generation, and ELC, and take the scenario with the best overall predicted 4-year graduation rate regardless of the AIS weights
- Scenario 2 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA and AP/IB
- Scenario 2.5 - Similar to Scenarios 2 and 3 but about halfway between
- Scenario 3 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELC, which is not currently part of AIS
- Scenario 4 - increase weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELC, which is not currently part of AIS
- Scenario 5 - AIS is calculated entirely based on HSGPA
- Scenario 6 - keep HSGPA weight similar to status quo at 50%, include a strong weight for ELC, and let the other weights rise to make up the remainder.

## Two-Track AIS Implementation Initial Findings

Below we outline initial attempts and findings for implementing a best-of-two AIS freshman admissions process for UCR in anticipation of the policy for the fall 2021 admission process.

### 1. General Approach Proposed by UCR Institutional Research

Our first implementation decision was to calculate each of the indexes as a percentage of the maximum points possible. This has the advantage of having a fixed reference point (a perfect score) and values should be more comparable across years. This is similar to the concept of a “criterion-referenced score” and is not dependent on the particular distribution of student attributes in the application pool.

To operationalize this idea, we set an arbitrary maximum of 10,000 for each AIS using the following formulas:

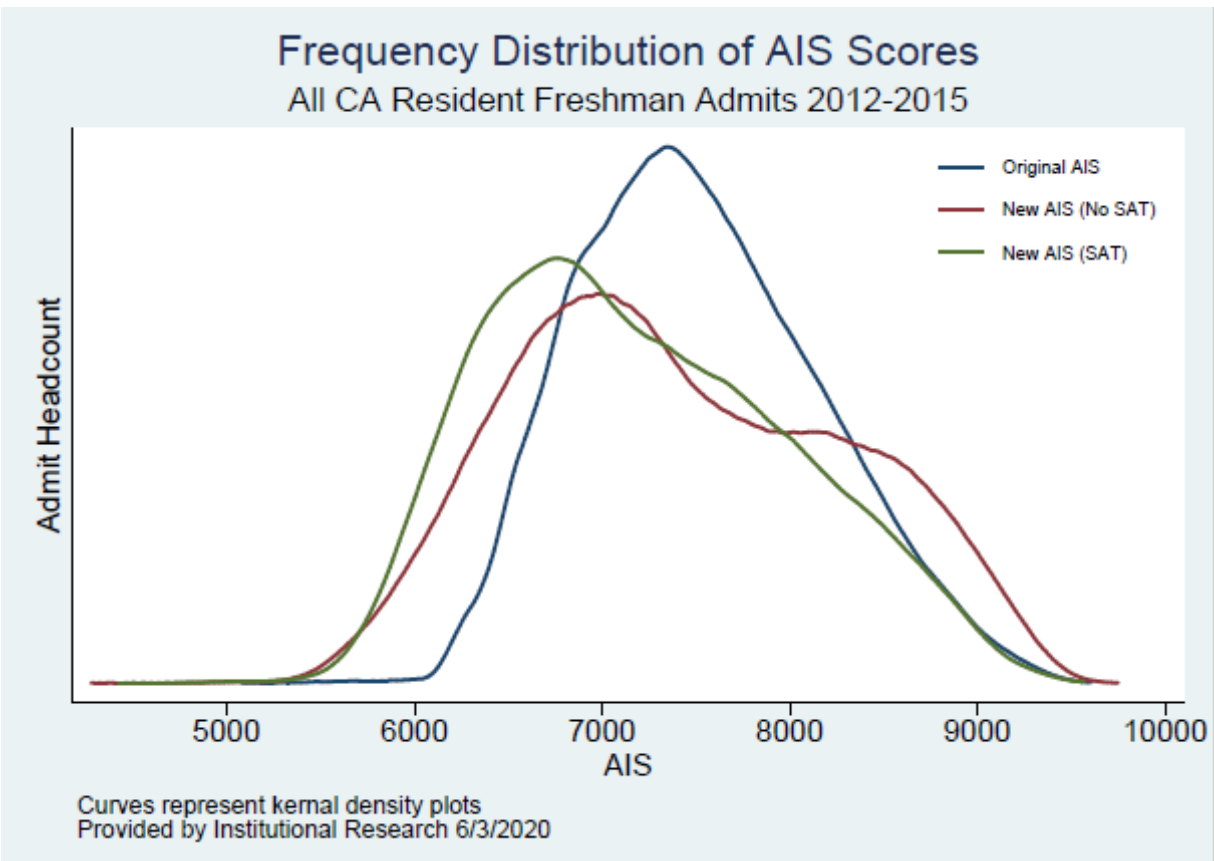
$$\begin{aligned} \text{New AIS with SAT/ACT} &= \\ &10000 * \\ & ( \\ & \text{HSGPA} / 4.5 * .60 \\ & + \text{SATACT} / 1600 * .20 \\ & + \text{APIB Courses Taken} / 28 * .12 \\ & + \text{First Generation (1=yes, 0=no)} * .01 \\ & + \text{Low Income (1=yes, 0=no)} * .01 \\ & + \text{ELC (1=yes, 0=no)} * .06 \\ & ) \end{aligned}$$

$$\begin{aligned} \text{New Test-Blind AIS} &= \\ &10000 * \\ & ( \\ & \text{HSGPA} / 4.5 * .80 \\ & + \text{APIB Courses Taken} / 28 * .12 \\ & + \text{First Generation (1=yes, 0=no)} * .01 \\ & + \text{Low Income (1=yes, 0=no)} * .01 \\ & + \text{ELC (1=yes, 0=no)} * .06 \\ & ) \end{aligned}$$

The resulting scores would be rounded to the nearest whole number. An individual score can be thought of as the “percentage of perfect,” so a score of 8500 implies that the applicant received 85% of the possible points on a given index. Given the distributions of the measures that make up each index, there are extremely few perfect scores. Note that this is not the same as being in the 85<sup>th</sup> percentile; in practice it could be considerably higher or lower on a percentile basis in the actual distribution of index values assigned.

Our next assumption is that the two indexes would be equated at face value and the applicant would be admitted on the better of the two scores. For example, an applicant with an 8500 on the AIS with tests and 8750 on the test-blind AIS would be ranked for admission using 8750.

Using our reference sample of 2012-2015 California resident applicants, Figure 1 below shows the frequency distribution of the actual admitted applicants on the two proposed scales along with the existing AIS, which has been rescaled to a maximum of 10,000 to allow for comparisons.



*Figure 1*

The centers of each index fall in somewhat different scores, and the new proposed AIS measures are a bit less smooth and more skewed than the prior AIS. These are not necessarily problems by themselves, but we show below that the difference in midpoints can have some unexpected consequences.

## 2. Evaluating the Effects of These Choices

To understand how these indexes might be used in practice, we scored all of the actual enrolled resident freshman from 2012-2015 and compared which AIS would have given them a higher score. Table 1 shows the results overall and by several demographic groups.

Unlike in earlier simulations performed by the Institutional Research (IR) office, in which the test version of AIS was generally favorable to past students who enrolled, in this case only about 18% of actual freshman would have had a higher score on the test-based AIS, while the remaining 82% would have done better on the test-blind AIS. The disparity is even more extreme for some underrepresented and underserved groups.

|                                     | Test version<br>gives better<br>AIS | Test-free<br>version gives<br>better AIS |
|-------------------------------------|-------------------------------------|--|
| <b>All 2012-2015 enrolled frosh</b> |                                     |  |
| Total                               | 18%                                 | 82%                                      |
| Low Income                          | 11%                                 | 89%                                      |
| First Generation                    | 10%                                 | 90%                                      |
| American Indian/Alaskan Native      | 14%                                 | 86%                                      |
| Asian                               | 29%                                 | 71%                                      |
| Black/African American              | 8%                                  | 92%                                      |
| Chicano/Latino                      | 6%                                  | 94%                                      |
| Domestic Unknown                    | 30%                                 | 70%                                      |
| Native Hawaiian/Pacific Islander    | 17%                                 | 83%                                      |
| Two or More Races                   | 22%                                 | 78%                                      |
| White                               | 20%                                 | 80%                                      |
| Male                                | 26%                                 | 74%                                      |

Table 1

We also considered the relative benefits of each index for a wider set of applicants who could have enrolled at UCR if these indexes had been in place at the time. This group includes the counterfactual cases of students who were not actually admitted or who did not enroll, but would have been predicted to be admitted and enrolled on the basis of one or both of the two proposed AIS scores. Again, the test-blind methodology is much more favorable for this group, in fact, even more so. Results for the students predicted to be enrolled are given in Table 2.

|   | Test version<br>gives better<br>AIS | Test-free<br>version gives<br>better AIS |
|---|-------------------------------------|--|
| <b>All Best-of-2-AIS enrolled frosh</b> |                                     |  |
| Total                                   | 10%                                 | 90%                                      |
| Low Income                              | 5%                                  | 95%                                      |
| First Generation                        | 5%                                  | 95%                                      |
| American Indian/Alaskan Native          | 12%                                 | 88%                                      |
| Asian                                   | 20%                                 | 80%                                      |
| Black/African American                  | 3%                                  | 97%                                      |
| Chicano/Latino                          | 3%                                  | 97%                                      |
| Domestic Unknown                        | 21%                                 | 79%                                      |
| Native Hawaiian/Pacific Islander        | 7%                                  | 93%                                      |
| Two or More Races                       | 13%                                 | 87%                                      |
| White                                   | 13%                                 | 87%                                      |
| Male                                    | 15%                                 | 85%                                      |

Table 2

Why does the test-based AIS only appear to help a small minority of applicants? The main reason is in the implementation choices outlined above. Specifically, very few applicants have perfect SAT/ACT scores, and thus the distribution curve of the proposed new test-based AIS shifts further to the left—toward lower scores—than in the test-blind AIS. This implies that a given absolute rank on one AIS scale would not equate to the same rank on the other scale. In Table 3 below we report a few descriptive statistics on the distribution



of scores on the two proposed AIS metrics for 2012-2015 applicants who were admitted.

|                             | New Test-Blind AIS | New Test-Based AIS |
|-----------------------------|--------------------|--------------------|
| Mean                        | 7412               | 7198               |
| Standard Deviation          | 883                | 807                |
| Median                      | 7309               | 7105               |
| 10 <sup>th</sup> percentile | 6305               | 6205               |
| 25 <sup>th</sup> percentile | 6736               | 6569               |
| 75 <sup>th</sup> percentile | 8112               | 7781               |
| 90 <sup>th</sup> percentile | 8912               | 8355               |

Table 3

As the percentiles above indicate, it is less common to receive a top score on the SAT/ACT. In fact, generally the test-based AIS, as we defined above, is primarily a benefit for those applicants with extremely high test scores. More precisely, SAT scores at or above the 89<sup>th</sup> percentile appear to be most likely to improve an applicant's chances above the test-blind AIS. Below we illustrate the range of SAT scores needed for the test-based AIS to be an advantage over the test-blind AIS.

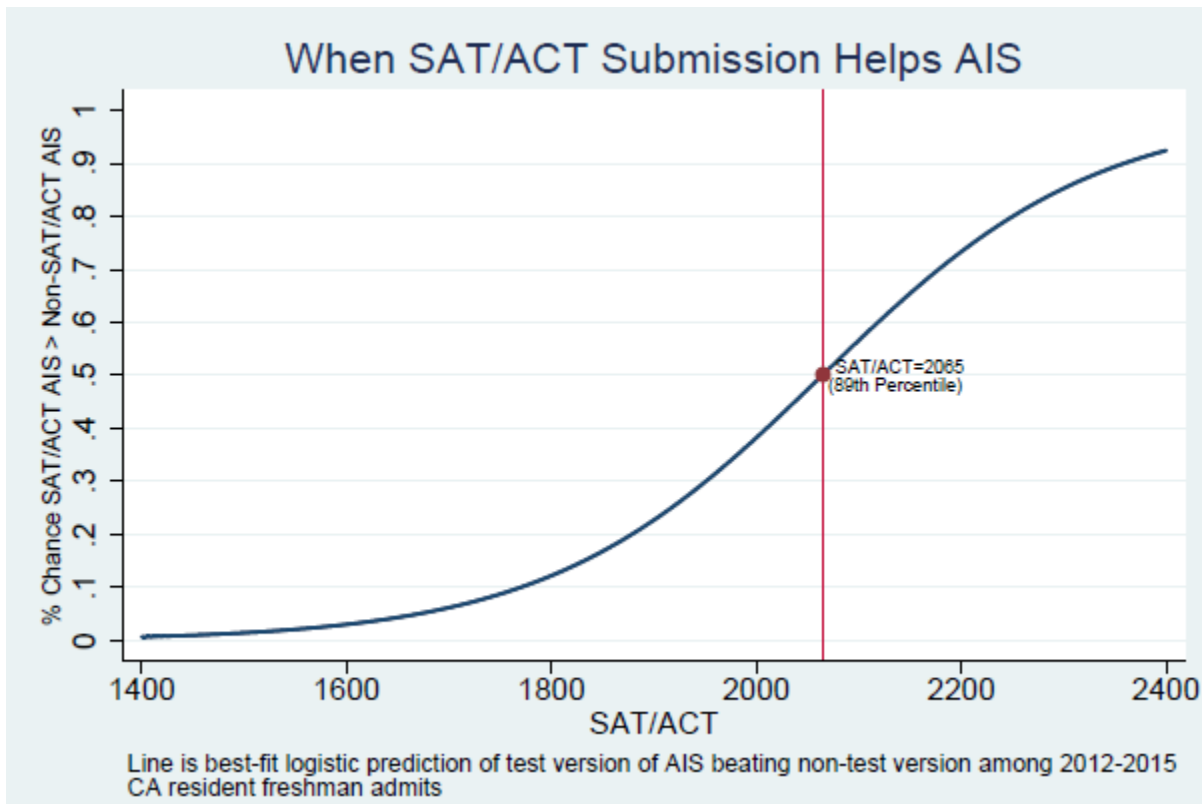


Figure 2

This may or may not be consistent with the committee's intention of having test scores be a viable route for gaining admission to UCR. As formulated, only those who do unusually well on the SAT/ACT gain an advantage in admissions.