



Eligibility in the Local Context

The Eligibility in the Local Context (ELC) seeks to identify and enroll the top four percent of students in all of California's high schools, including urban and rural schools that have not traditionally sent significant numbers of students to the University. Although the ELC program is often grouped with other "percent plans" used in Texas and Florida, it differs from these plans in important ways. ELC students tend to be very highly qualified academically – partly because the four percent plan represents only a handful of students from each high school (most of whom would be eligible in a statewide context) and partly because of the way the program was designed and implemented.

ELC students are required to complete the entire course pattern mandated by the University and to take the full battery of UC-required admissions tests, though their test scores are not used to determine their eligibility. They are identified during the summer following their junior year, based on transcripts of the top 12.5 percent of students in California high schools (ELC is not available to out-of-state applicants).

The ELC program was first implemented in 2001 to increase UC's presence in each California high school and to extend UC eligibility to students with high academic accomplishments at schools that historically had sent few graduates to the University.

Most of California's high schools participate in ELC -- 96 percent of public schools and 80 percent of private schools -- and the number of ELC applications has grown by 24 percent between 2001 and 2003. By recognizing local accomplishments, the University is helping to foster a college-going culture in high schools across the state.

Additional ELC information is available on the web:

<http://www.ucop.edu/sas/elc/welcome.html>

<http://www.ucop.edu/sas/elc/overview.html>

<http://www.ucop.edu/news/cr/report02.pdf>

Statistical Summary of ELC's First 3 Years

- California's high school students are participating in ELC in encouraging numbers. ELC applications in the first three years of the program rose from 9,116 to 11,303, an increase of 24 percent.
- Between 2001 and 2003, applications from underrepresented ELC students increased by 59 percent for African American, 31 percent for Latino/Chicano, and 14 percent for American Indian students.
- ELC is also helping UC meet its goal of recruiting students who reflect California's geographic diversity. Students from rural high schools constituted 13.7 percent of applications under ELC in 2003, almost double the rate among non-ELC students.
- Over the past three years, ELC applications increased by 18 percent for rural, 20 percent for suburban and 26 percent for urban students.
- UC is particularly interested in fostering applications from schools that have traditionally sent few students to the University. In 2003, more than 27 percent of ELC applications are from such schools¹, compared to 12 percent among non-ELC students.

¹ High schools with historical UC admit rates less than or equal to eight percent.

Summary of ELC's Impact

- ELC has evolved quickly into a successful and popular program in large part because it motivates students to achieve and apply and because it provides the University and its individual campuses with a way to contact these students early in their senior year and stay connected with them throughout the application process. Using demographic projections, UC estimates that about 2,000 new applications are generated each year as a direct result of ELC, of which about one-third are suburban, one-half urban and the rest rural students.
- More than half of the new applications fostered by ELC are estimated to come from underrepresented students (Latino/Chicano, African American and American Indian students).