

**ABSTRACT**

***From Diversity to Educational Equity: A Discussion of Academic Integration and Issues Facing Underprepared UCSC Students***

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The admissions policies and procedures as established by the Committee on Admissions and Financial Aid (CAFA) at the University of California Santa Cruz effectively support the importance of admitting and yielding a diverse student population. All but approximately 120 (4%) of these students (who are Admit by Exception students from low-income backgrounds) meet UCSC eligibility criteria. Yet, each year an increasing number of students coming from high schools with Academic Performance Index scores in the mid to low range accept their UCSC offers of admission. The campus community is enriched by the diverse socio-economic, ethnic, and educational interests of its students. However, it is important to consider to what degree the campus is successfully addressing the academic needs of this diverse student body such that all students are assisted to maximize their academic potential. This paper, then, begins to consider to what degree UCSC is succeeding in providing its students educational equity. In general, although low-income, ethnically diverse students persist and earn degrees, their cumulative Grade Point Averages tend to be lower than their more privileged peers.