

Annual Report on Undergraduate Admissions Requirements and Comprehensive Review January 2017



**Board of Admissions and Relations with Schools
Systemwide Academic Senate
University of California**

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EXECUTIVE SUMMARY

PURPOSE OF THE REPORT

The Academic Senate's Board of Admissions and Relations with Schools (BOARS) advises the President and Senate agencies about the admission of undergraduate students and the criteria for undergraduate status as provided under Regents Standing Order 105.2(a),¹ and as outlined in Senate Bylaw 145.²

The *Annual Report on Undergraduate Admissions Requirements and Comprehensive Review* is the result of a mandate in Regents Policy 2104: Policy on Comprehensive Review in Undergraduate Admissions,³ and in Regents Policy 2103: Policy on Undergraduate Admissions Requirements.⁴ It combines two earlier reports, the *Annual Report on Admissions Requirements*, and the *Biennial Report on Comprehensive Review*.

When the Board of Regents amended Policy 2103 in 2009 to incorporate the admissions policy recommended by the Academic Senate, it added reporting language that reads:

- (1) The Academic Senate, through its Board of Admissions and Relations with Schools (BOARS), will evaluate and report annually and at five-year intervals on the academic and fiscal impact of this policy; and
- (2) Based on the results of these ongoing studies, the Academic Senate should periodically consider recommending adjustments to the guarantee structure.

When the Regents adopted Comprehensive Review in 2001, Policy 2104 was written to read:

There shall be an annual review and reporting to The Regents of the effect of this action and, in approving the action, the Board of Regents states that these comprehensive review policies shall be used fairly, shall not use racial preferences of any kind, and shall comply with Proposition 209.

BOARS' last combined report to the Regents was in February 2016.⁵ BOARS also reported on the Comprehensive Review policy in June 2010⁶ and September 2012⁷ and on the *Impact of the New Freshman Eligibility Policy* in November 2013.⁸

The current report discusses application, admission, and yield outcomes under comprehensive review for the years 2012–2016; the ongoing implementation of the new freshman admissions policy (Regents Policy 2103) and the Regents' 2011 *Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions*;⁹ efforts by BOARS to enhance the transfer admission path; efforts to ensure that nonresidents admitted to a campus compare favorably to California residents; and challenges associated with the future of the referral guarantee.

¹ <http://regents.universityofcalifornia.edu/governance/standing-orders/so1052.html>

² <http://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#bl145>

³ <http://regents.universityofcalifornia.edu/governance/policies/2104.html>

⁴ <http://regents.universityofcalifornia.edu/governance/policies/2103.html>

⁵ http://senate.universityofcalifornia.edu/_files/committees/boars/documents/BOARS2016ReporttoRegents.pdf

⁶ http://senate.universityofcalifornia.edu/_files/reports/HP_MGYreBOARS_CR_rpt.pdf

⁷ http://senate.universityofcalifornia.edu/_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf

⁸ http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf

⁹ <http://regents.universityofcalifornia.edu/governance/policies/2108.html>

Key Findings

OVERALL FRESHMAN ADMISSION

- ❖ Following a large jump in 2012 with the implementation of the 9x9 admissions policy, freshman applications have continued to rise at a steady pace.
 - Applications increased 19.1% from 2011 to 2012, followed by increases of 10.7%, 6.2%, 6.5%, and 5.2% from 2012 to 2013, 2013 to 2014, 2014 to 2015, and 2015 to 2016, respectively.
 - Applications from nonresidents continue to grow at a faster pace than those from residents. The year-over-year increases in out-of-state national (international) applicants were 14.9% (34.5%), 19% (20.8%), 16.7% (9.3%), and 10.2% (11.3%) from 2012 to 2013, 2013 to 2014, 2014 to 2015, and 2015 to 2016 respectively; in comparison, the increase in applications for California residents was 6.2%, 0.6%, 3.2%, and 2.3% for the same periods.
- ❖ UC admitted a record-high number of applicants as freshmen for fall 2016, a 13.3% increase compared to 2015 and a 31.7% increase since implementation of the new admissions policy in 2012, and a 65.6% increase since 2003.
- ❖ One of UC's goals in 2016 was to meet a legislative mandate to enroll 5,000 new California resident undergraduates in exchange for new funding. UC met this goal, and its fall 2016 class is the largest ever, enabling a record number of Californians to receive the opportunity of a UC education.
- ❖ The enrollment increase had an impact across the admissions cycle. Significantly more California residents were provided with an opportunity to attend UC. As campuses went deeper in their applicant pools to meet their higher targets, they likely accepted some students who would not have been selected in an earlier year. Several significant changes from 2015 can be seen to follow from these efforts, including:
 - The systemwide freshman admission rate increased for the first time since 2010, from 57.7% (2015) to 63.1% (2016) (see Table 2/Figure 2).
 - California residents constituted 79.2% of all admitted students promising to enroll at UC (Statement of Intent to Register [SIR]), up from 77.3% last year.
 - Entitled to Review admits increased from 13,346 in 2015 to 18,791 in 2016, a 40% increase (see Table 3).
 - 15.9% of CA public high school graduates who applied to UC were guaranteed admission or Entitled to Review, a sharp increase from 14.3% in 2015 (see Table 4).
 - The referral pool shrank by 20%.
 - There were modest declines in average high school GPA and all average component scores of the SAT of admitted students.
- ❖ On all individual UC campuses, the freshman admission rate increased or held steady compared to 2015, reversing a trend of declining admission rates seen on all campuses between 2012 and 2015. Berkeley and UCLA remain highly selective, with less than 20% of applicants receiving an admissions offer.
- ❖ Approximately one of every two students admitted to UC chose to enroll, although the rate of yield varied by admits' residency. Nonresidents (both domestic and international) are far less likely to accept an admission offer than are California residents.

- ❖ Matriculates continue to improve their success at UC. The average first-term UC GPA of California residents has steadily increased and continues to be higher than in either of the two years before implementation of the new 2012 admissions policy, while the average first-term probation rate of this group has continued to decrease. The mean UC GPA for California resident freshman admits was 3.09 in 2015, up from 3.06 in 2014 and 3.01 in 2012, and 93.5% of first-year California residents move on to their second year (see Table 10).
- ❖ As a result of the increase in California residents as well as efforts by the University to restrict the size of the nonresident class, the proportion of nonresidents dropped in 2016, reversing a long pattern of increases. In 2016, the SIRs for nonresidents dropped to 20.9% of the incoming class (down from 22.7% in 2015). This share still represents a substantial increase from 2015, when only 15.5% of declared incoming students were from outside of California (see Table 6.2).

ELIGIBILITY

- ❖ In 2016, 15.9% of California public high-school graduates were guaranteed (eligible), or Entitled to Review (ETR) admits. The Master Plan expectation for UC is 12.5%. More specifically (see Table 4):
 - 11.8% of California public high-school graduates who applied to UC were guaranteed admission
 - 4.0% were ETR
- ❖ The number of applicants eligible via only the statewide index increased slightly from 22,830 in 2015 to 23,296 in 2016 (an increase of 466 or 2.0%). The number of Eligible in the Local Context (ELC)-only applicants increased slightly from 8,003 in 2015 to 8,091, while the number of ETR applicants increased from 35,959 in 2015 to 37,087 in 2016 (a 3.1% increase) (see Figure 5).
- ❖ Over the longer term, the number of total eligible applicants remained steady overall between 2012 and 2016. The number of ELC-only applicants increased by 46.2% during the four-year period (see Table 7.1). ELC-only applicants make up a significant percentage of all eligible applicants (14.0%), admits (13.4%), and students who submitted a statement of intent to register—SIRs (14.0%)—for fall 2016 (see Table 7.2).
- ❖ The admission rate for Entitled to Review (ETR) applicants increased from 37.1% in fall 2015 to 50.7% in fall 2016. 18,791 ETR applicants were admitted in 2016, compared to 13,346 in 2015, a 41% increase (see Table 3 & Table 7.1).
- ❖ 86.8% of Statewide-eligible applicants and 82.5% of ELC-only applicants were admitted to a UC campus to which they applied for fall 2016, significantly higher than the overall California resident freshman admission rate of 63.1% and the rate for ETR applicants (50.7%) and other applicants who are neither eligible nor ETR (16.2%).
- ❖ All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to opt in to consider a referral offer from the only campus that had available space—UC Merced. In 2016, 106 referral pool applicants (1.3%) submitted an SIR.

TRANSFER ADMISSION

- ❖ California resident transfer applicants increased by 11.6%, from 2015 to 2016, the second year of significant increases following several years of decline. These increases come as UC has worked to improve California community college transfer student admission rates and as the CCCs have recovered from the effects of the Great Recession. Applications from international transfers have increased since 2003, but the vast majority of transfer applications (82.3%) come from California residents (see Table 5).
- ❖ UC admitted a record-size transfer class in 2016 of 26,023, an increase of 3,464 students from the previous year. UC admitted 66.6% of California resident transfer applicants in 2016, and 65.5% of its 5,563 international transfer applicants. 1,457 domestic out-of-state transfers applied to UC in 2016 and 29% were admitted to UC.

DIVERSITY

- ❖ UC saw increases in the proportions of first-generation and low-income applicants, admits, and SIRs between 2015 and 2016. For fall 2016, 45.9% (36.4%) of all California-resident applicants were first-generation (low-income) as were 43.1% (34.6%) of California admits and 46.3% (37.8%) of SIRs.
- ❖ The percentages of first-generation ETR applicants, admits, and SIRs for fall 2016 were 59.0%, 61.4%, and 64.8%, respectively, while the percentages of first-generation ELC-only applicants, admits, and SIRs were 68.8%, 69.1%, and 70.0%, respectively. Overall, 52.0% of all first-generation SIRs for fall 2016 were in one of the two categories of eligibility (ETR and ELC-only) that were created or expanded by the 9x9 eligibility policy.
- ❖ 17.5% of California-resident applicants for fall 2016 were from low-API high schools, as were 16.4% of California admits and 18.1% of SIRs. The percentages of ETR applicants, admits, and SIRs from low-API high schools (in the bottom-two-ranking quintiles) were 19.2%, 18.4%, and 19.9%, respectively, for fall 2016; while the percentages of ELC-only applicants, admits, and SIRs from low-API high schools were 43.5%, 43.0% and 42.5%, respectively. Overall, 56.7% of all SIRs from low-API high schools were in one of the two categories of eligibility (ETR and ELC-only) that were created or expanded by the 9x9 eligibility policy.
- ❖ 42.7% of California-resident applicants, 37.9% of admits, and 38.1% of SIRs for fall 2016 were from underrepresented-minority (URM) groups (African Americans, American Indians, and Chicanos/Latinos). The percentages of URM applicants, admits, and SIRs who were ETR were 55.2%, 54.4%, and 56.5%, respectively, for fall 2016; while the percentages of URM applicants, admits, and SIRs who were ELC-only were 73.8%, 74.7%, and 74.8%, respectively. Overall, 54% of all URM SIRs were in one of the two categories of eligibility—ETR and ELC-only—that were created or expanded by the 9x9 eligibility policy.
- ❖ Freshman applications from each URM group grew during the four-year period since implementation of the 9x9 policy. African Americans and Chicanos/Latinos experienced increases in their number admits and SIRs during the four-year period. Chicanos/Latinos were the only URM group to experience a proportional increase relative to all applicants, admits, and SIRs during this period. Chicanos/Latinos now constitute 32.8% of all SIRs, up from 26.7% in fall 2012. Asian Americans and Whites (non-URM groups) now account for 36.8% and 21.8% of all SIRs, respectively, down from 41.3% and 24.3%, respectively, in fall 2012.

- ❖ At the transfer level, all underrepresented groups experienced an increase in SIRs. The percentage of transfer SIRs that were from African Americans increased from 3.4% to 4.6% between 2012 and 2016. Chicanos/Latinos, in keeping with their application trends, experienced an increase from 19.6% to 23.9% during this period and remain the largest group of URM transfer SIRs. While Whites are only the third-most populous ethnic group among UC freshman matriculants, they remain the largest group among California Community College (CCC) transfer SIRs, at 28.9% of all CCC transfers for fall 2016.

REFERRAL POOL

- ❖ For fall 2016, UC offered admission to 11.9% of all California public high school graduates who applied and met one or both of the 9x9 guarantees, resulting in a referral pool of 8,330 students. One impact of the enrollment increase has been a reduction in the size of the 2016 referral pool by 20% (2,091 students). Nevertheless, it remains clear that the 9x9 eligibility policy has overshot its original target for admission guarantees of 10%, resulting in an eligibility referral pool that remains considerably larger than BOARS had forecasted.

Recommendations

1. BOARS is pleased that the increased enrollment of undergraduates has benefited Californians of all races/ethnicities, including those underrepresented at the University. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and we welcome University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. BOARS notes that the 5,000 additional enrollments in 2016 has had the effect of lowering the size of the referral pool, an issue about which BOARS has previously expressed concern. BOARS remains committed to the Master Plan guarantee to students, of which the referral pool is a crucial part, and believes that future enrollment increases will continue to help limit the size of the referral pool.
3. While BOARS notes with satisfaction the increased opportunity larger enrollment brings, the committee will monitor the broader effects increased enrollment has on the University. In particular, BOARS is concerned that increasing enrollment without sufficient additional funding for faculty, infrastructure, and student services will diminish the quality of a UC education. Further, BOARS will monitor closely the success of all new students at the University to ensure that increased enrollment does not lead to a lessening of student outcomes.

SECTION I: INTRODUCTION

WHAT ARE COMPREHENSIVE REVIEW AND HOLISTIC EVALUATION?

In November 2001, the Regents adopted a comprehensive review policy for undergraduate admissions requiring that “students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise, while considering the context in which each student has demonstrated academic accomplishment.”¹⁰ The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,¹¹ known as the “Comprehensive Review Guidelines,” which list 14 criteria campuses may use to select freshman applicants. BOARS established the criteria in 1996 following the passage of Proposition 209. They include traditional academic indicators such as high school GPA and standardized test scores, as well as completion of honors courses, extracurricular activities, special talents, and achievement in the context of opportunity. The Guidelines also list nine criteria for selecting advanced standing (transfer) applicants.

In January 2011, the Board of Regents endorsed a *Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions*.¹² The resolution states that a single-score “holistic review” process should become the way comprehensive review is implemented to admit freshmen at all UC campuses, although the resolution also allows campuses flexibility to follow alternative approaches that are equally effective in meeting campus and University goals.

The resolution was in part a response to BOARS’ June 2010 report on Comprehensive Review, in which BOARS recommended that all UC campuses conduct an individualized review of all freshman applicants. BOARS stated that holistic review should take into account both academic and non-academic data elements in the application and the electronic “read sheet” that pertain to the applicant’s accomplishments in the context of opportunity to derive a single “read score” to determine admission. The contextual information includes the high school’s Academic Performance Index score, the number of available “a-g” and honors courses, socioeconomic indicators, and the applicant’s academic accomplishments relative to his or her peers.

I.2 THE NEW FRESHMAN ADMISSIONS POLICY

In 2009, the Board of Regents approved a revised freshman admission policy that changed the structure of UC “eligibility” for students who entered UC beginning in fall 2012. Among the changes were adjustments to the eligibility construct, under which well-qualified high school graduates are offered a guarantee of admission to at least one UC campus through one of two pathways. The first, Eligibility in the Local Context (ELC), identifies the top ranking graduates from each participating California high school based on grade point average (GPA) in “a-g” courses. The second, Eligibility in the Statewide Context, identifies the top California high school graduates from across the state on the basis of an index involving both high school GPA and scores on standardized admission tests. The policy expanded the ELC pathway from the top 4% to the top 9% of students in each school, and decreased statewide eligibility from 12.5% to 9%. The two

¹⁰ <http://regents.universityofcalifornia.edu/governance/policies/2104.html>

¹¹

http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf

¹² <http://regents.universityofcalifornia.edu/governance/policies/2108.html>

guarantee pathways were intended to combine to meet a 10% overall target of California public high-school graduates being identified as eligible for referral to a campus with available space, if not admitted to a campus to which they applied. The policy also introduced an “Entitled to Review” (ETR) category of applicants who are guaranteed a comprehensive review (though not admission) if they meet minimum requirement.

When BOARS initially proposed the changes in eligibility policy seven years ago, it anticipated that the introduction of ETR and the broader ELC category would result in increased applications from California high school graduates. BOARS also articulated that campuses would benefit by having the ability to select students who are better prepared academically, and that the students who enrolled under the new policy would constitute a better representation of California’s various communities.

In both 2012¹³ and 2013,¹⁴ BOARS reported to the Regents that the 9x9 policy has worked largely as intended. BOARS’ November 2013 report notes that the policy has broadened access to California students, and allowed campuses to select a group of students who are more diverse and better prepared academically. It cites evidence that students who began at UC in fall 2012 have higher average first-term GPAs and retention rates and lower average probation rates compared to freshmen who were selected under the old policy and began in 2010 or 2011; that an increasing percentage of California high school graduates from underrepresented minority groups declared their intent to register at a UC campus between 2010 and 2013; and that more students are applying to UC now than under the old policy, suggesting that the expansion of ELC and the introduction of ETR have removed some of the barriers that may have discouraged high school students previously. The report also notes that broader demographic and economic changes and the transition to a single-score individualized-review admissions process that four UC campuses implemented simultaneous to implementation of the new policy make it difficult to attribute any academic or diversity outcome to the policy change definitively.

The 2015 and 2016 reports express concern, however, about the size of the overall eligibility pool, which is larger than BOARS expected,¹⁵ and also about evidence indicating that students admitted to UC through the ELC and ETR paths have poorer overall probation and persistence outcomes. The continued relevance of these concerns will be assessed through the evaluation of admissions and performance-outcome data, as it becomes available.

SECTION II: APPLICATION, ADMISSION AND YIELD OUTCOMES

II.1 APPLICATIONS

Freshman Applicants. The University of California experienced steady growth in freshman applications between 2009 and 2011, before the implementation of the new freshman eligibility policy, as well as a marked increase (19.1%) from 106,070 in 2011 to 126,299 in 2012, followed by smaller but also substantial increases in each of the three most recent admissions cycles—a 10.7% increase to 139,758 in 2013 followed by a 6.2% increase to

¹³ http://senate.universityofcalifornia.edu/_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf

¹⁴ http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf

¹⁵ This is likely due to the nature of the 2007 eligibility study by the California Postsecondary Education Commission (CPEC) and its application to students who enrolled five years later. It may also be due to an increase in the number of top high school graduates who choose to apply to UC.

148,450 in 2014, a 6.5% increase to 158,146 in 2015, and a 5.2% increase to 166,380 in 2016 (*c.f.*, Table 1). A significant portion of the recent growth continues to be in nonresident applications. For example, the year-over-year increases in out-of-state national (international) applicants were 14.9% (34.5%) from 2012 to 2013, 19% (20.8%) from 2013 to 2014, 16.7% (9.3%) from 2014 to 2015, and 10.2% (11.3%) from 2015 to 2016, while the increase for California residents was 6.2%, 0.6%, 3.2%, and 2.3% for the same periods. Therefore, the growth in freshman applications cannot be attributed solely to the eligibility-policy changes, as it also reflects changes in the perception that nonresident applicants have about UC's openness to them as well as a general trend among college applicants towards increasing their number of "backup" applications.

Table 1: On-Time Freshman and Transfer Applicants (Fall 2003 through Fall 2016)

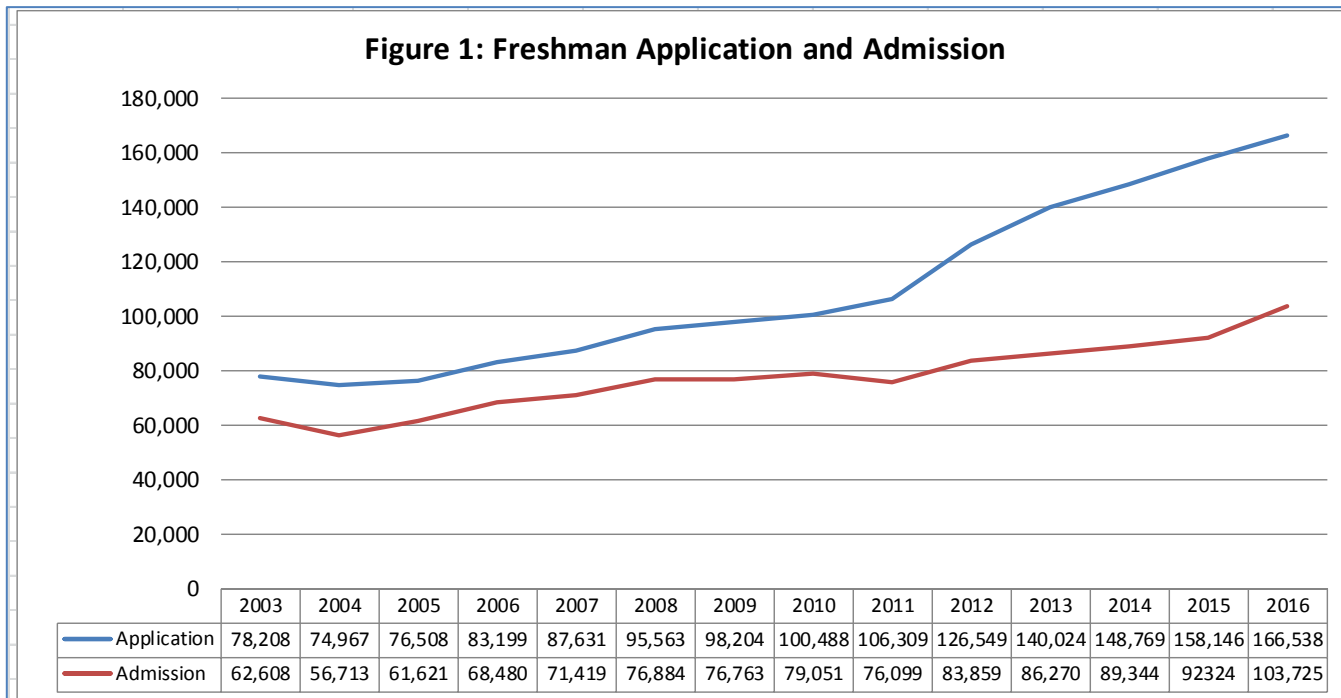
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Freshman														
California	65,087	63,097	65,435	70,494	73,825	79,489	80,730	81,991	84,975	93,298	99,129	99,761	102,994	105,341
<i>% increase</i>		-3.1%	3.7%	7.7%	4.7%	7.7%	1.6%	1.6%	3.6%	9.8%	6.2%	0.6%	3.2%	2.3%
Out-of-State	9,263	8,462	8,061	9,264	9,684	11,074	11,299	11,524	12,759	19,128	21,970	26,143	30,517	33,625
<i>% increase</i>		-8.6%	-4.7%	14.9%	4.5%	14.4%	2.0%	2.0%	10.7%	49.9%	14.9%	19.0%	16.7%	10.2%
International	2,581	2,500	2,656	3,083	3,704	4,638	5,973	6,805	8,336	13,873	18,659	22,546	24,635	27,414
<i>% increase</i>		-3.1%	6.2%	16.1%	20.1%	25.2%	28.8%	13.9%	22.5%	66.4%	34.5%	20.8%	9.3%	11.3%
Total Freshman	76,931	74,059	76,152	82,841	87,213	95,201	98,002	100,320	106,070	126,299	139,758	148,450	158,146	166,380
<i>% increase</i>		-3.7%	2.8%	8.8%	5.3%	9.2%	2.9%	2.4%	5.7%	19.1%	10.7%	6.2%	6.5%	5.2%
Transfer														
California	19,535	21,411	21,317	21,240	20,961	22,441	24,900	29,396	31,924	29,944	29,740	29,117	29,389	32,751
<i>% increase</i>		9.6%	-0.4%	-0.4%	-1.3%	7.1%	11.0%	18.1%	8.6%	-6.2%	-0.7%	-2.1%	0.9%	11.4%
Out-of-State	1,129	987	718	795	804	845	779	827	845	1,018	959	995	1,134	1,457
<i>% increase</i>		-12.6%	-27.3%	10.7%	1.1%	5.1%	-7.8%	6.2%	2.2%	20.5%	-5.8%	3.8%	14.0%	28.5%
International	2,396	2,263	1,951	1,908	2,016	2,518	3,020	3,486	3,396	3,678	4,310	4,710	5,204	5,563
<i>% increase</i>		-5.6%	-13.8%	-2.2%	5.7%	24.9%	19.9%	15.4%	-2.6%	8.3%	17.2%	9.3%	10.5%	6.9%
Total Transfer	23,060	24,661	23,986	23,943	23,781	25,804	28,699	33,709	36,165	34,640	35,009	34,822	35,727	39,771
<i>% increase</i>		6.9%	-2.7%	-0.2%	-0.7%	8.5%	11.2%	17.5%	7.3%	-4.2%	1.1%	-0.5%	2.6%	11.3%
Total														
California	84,622	84,605	86,752	91,734	94,786	101,930	105,360	111,387	116,899	123,242	128,869	128,878	132,383	138,092
Out-of-State	10,392	9,449	8,779	10,059	10,488	11,919	12,078	12,351	13,604	20,146	22,929	27,138	31,651	35,082
International	4,977	4,763	4,607	4,991	5,720	7,156	8,993	10,291	11,732	17,551	22,969	27,256	29,839	32,977
Total	99,991	98,720	100,138	106,784	110,994	121,005	126,701	134,029	142,234	160,939	174,767	183,272	193,873	206,151

Note: Data in this table represent in-progress figures from the first UC Application Processing (UCAP) file in each application cycle, except for 2016 data which are from the UCAP 1/5/16 file because the transfer application deadline was extended to 1/4/16. For this table, the transfer category includes second baccalaureate and limited status applicants.

Transfer Applicants. As seen in Table 1, applications from transfer students rose by 11.3% in 2016, the second straight year of growth following three years of declines resulting from decreased course offerings and student support services at the CCCs during the Great Recession. The longer-term picture shows increasing application growth that comes as UC has enhanced outreach to CCC students, implemented two new pathways for transfer admission (in Senate Regulation 476),¹⁶ effective 2015, and developed associated systemwide UC Transfer Pathways for 21 popular majors,¹⁷ which should expand UC’s reach to a broader range of community colleges and increase the transfer-student graduation rate.

II.2 ADMISSION

Freshman Admits. UC admitted a record 103,725 applicants as freshmen for fall 2016. Figure 1 shows systemwide trends in the number of freshman applicants and admits since the implementation of Comprehensive Review in 2002. UC has continued to honor its Master Plan obligations to California high-school graduates.



¹⁶ <http://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart2.html#r476>

¹⁷ <http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>

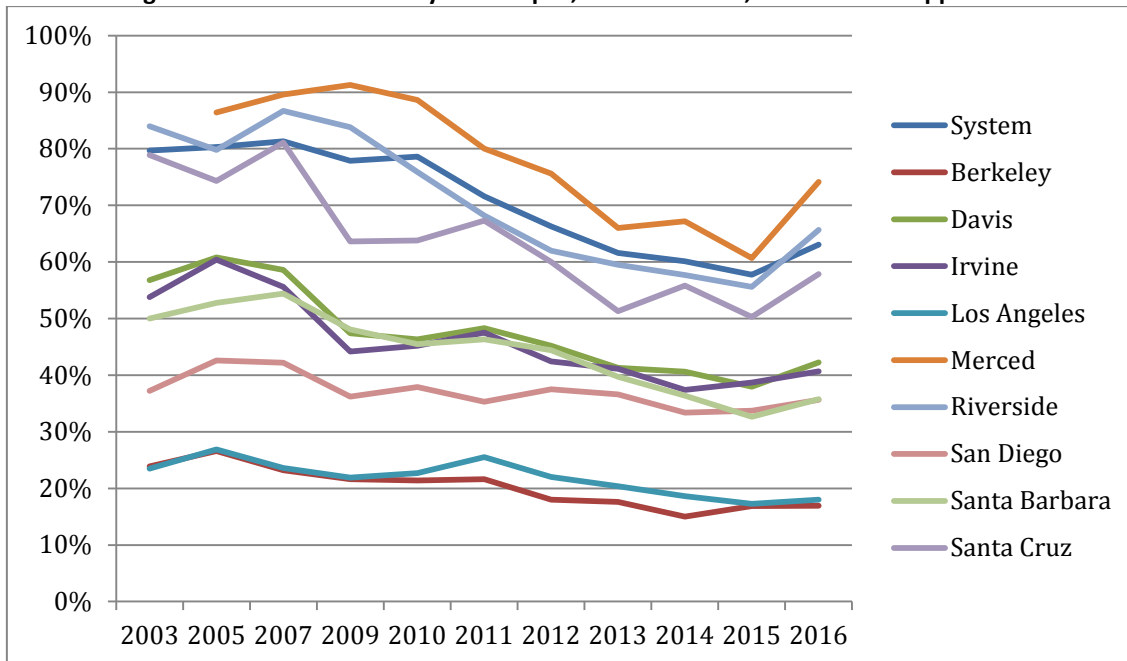
Table 2: Fall Admit Rates by UC Campus, Selected Years, All Freshman Applicants

Campus	2003	2005	2007	2009	2010	2011	2012	2013	2014	2015	2016
System	79.7%	80.3%	81.3%	77.9%	78.6%	71.6%	66.3%	61.6%	60.1%	57.7%	63.1%
Berkeley	23.9%	26.6%	23.2%	21.6%	21.4%	21.6%	18.0%	17.6%	15.0%	16.9%	16.9%
Davis	56.8%	60.8%	58.6%	47.4%	46.3%	48.3%	45.2%	41.3%	40.6%	38.0%	42.3%
Irvine	53.8%	60.4%	55.6%	44.2%	45.2%	47.5%	42.4%	41.1%	37.4%	38.7%	40.6%
Los Angeles	23.5%	26.9%	23.6%	21.9%	22.7%	25.5%	22.0%	20.4%	18.6%	17.3%	18.0%
Merced		86.4%	89.6%	91.3%	88.6%	80.0%	75.6%	66.0%	67.2%	60.7%	74.2%
Riverside	84.0%	79.8%	86.7%	83.8%	75.9%	68.2%	62.0%	59.5%	57.7%	55.6%	65.7%
San Diego	37.2%	42.6%	42.2%	36.2%	37.9%	35.3%	37.5%	36.6%	33.4%	33.7%	35.7%
Santa Barbara	50.0%	52.8%	54.4%	48.1%	45.5%	46.3%	44.4%	39.7%	36.4%	32.6%	35.8%
Santa Cruz	78.9%	74.3%	81.1%	63.6%	63.8%	67.3%	60.0%	51.3%	55.8%	50.3%	57.9%

Note: Data are from Undergraduate Admission (UAD) files and do not include spring rollover admissions.

The campus data listed in Table 2 and shown graphically in Figure 2 illustrate an increase in admit rates in 2016 (as a result of the large 2016 entering class) which runs counter to a longer-term pattern of increased selectivity across the system. UC Merced is now the only campus that accepts referrals.¹⁸

Figure 2: Fall Admit Rates by UC Campus, Selected Years, All Freshman Applicants



Beginning in 2011, Merced invited all referrals to be considered for admission to their campus and only processed and formally admitted those who accepted the invitation. This change in admissions process resulted in fewer formal offers of admissions at Merced and thus the admit rate dropped significantly from 2010 to 2011.

¹⁸ Beginning in 2011, Merced changed its referral practice to require potential referrals to indicate via email their interest in a referral offer; with those not responding no longer listed as admits.

II.2.1 The California Resident Freshman Admit Pool

As indicated in Table 3, UC admitted 70,386 of 105,440 California-resident freshman applicants for 2016. This includes 61,888 of 91,980 public high school applicants, equal to 14.6% of the total CA public-high-school graduating class (estimated to be 423,361 in Table 4). The average high-school GPA of all California-resident freshman admits was 3.89, with an average of 48 semesters of “a-g” courses (30 is the minimum) and 15 semesters of honors courses. However, there was also a reversal of the trend of improving standardized test scores in 2016. While the average ACT score for admits and SIRs remained the same as in 2015, there were declines in all average component scores of the SAT for 2016, relative to those for each year since 2011. This modest decline in scores likely results from the decision to admit more students in 2016, with campuses accepting some students who would not have been selected in an earlier year.

A question arising in the public conversation about UC admissions is whether UC is meeting its Master Plan obligations to California residents. Table 3 shows that California admits from public high schools constituted 87.9% of the total California-resident admit pool in 2016, up from 86.3% in 2012. Table 4 below shows the best estimates that the University can provide of the percent of high school students admitted. All applicants who were guaranteed admission (statewide and/or ELC) and all admitted “ETR” students are included in the table.

Table 3: Freshman California Resident Application, Admission, and Statement of Intent to Register (SIR) Fall 2011-Fall 2016

	2011			2012			2013			2014			2015			2016		
	Applicants	Admits	SIRs	Applicants	Admits	SIRs	Applicants	Admits	SIRs	Applicants	Admits	SIRs	Applicants	Admits	SIRs	Applicants	Admits	SIRs
Total	85,052	61,323	35,064	93,418	63,044	36,140	99,180	63,047	35,963	99,944	62,844	35,943	103,134	61,557	34,047	105,440	70,386	40,058
Ethnicity																		
African American	4,865	2,615	1,402	5,719	2,834	1,537	5,982	2,731	1,427	5,867	2,705	1,467	6,302	2,647	1,387	6,613	3,415	1,913
American Indian	624	420	223	692	438	226	710	393	201	759	455	235	695	400	199	655	422	212
Asian American	27,682	22,006	14,393	30,105	22,909	14,911	30,617	22,538	14,368	31,270	22,648	14,159	31,509	22,319	13,355	30,995	23,743	14,735
Hispanic/Latino	23,984	16,029	9,096	28,068	17,133	9,651	31,793	17,607	10,171	32,632	18,180	10,712	35,165	18,187	10,291	37,754	22,855	13,151
Pacific Islander	256	158	90	337	180	90	374	191	100	369	199	99	373	211	121	362	207	103
White	25,601	18,592	9,123	25,958	17,742	8,771	26,917	17,643	8,636	26,219	16,783	8,296	25,742	15,655	7,604	26,011	17,545	8,750
Unknown	2,040	1,503	737	2,539	1,808	954	2,787	1,944	1,060	2,828	1,874	975	3,348	2,138	1,090	3,050	2,199	1,194
Total URM	29,473	19,064	10,721	34,479	20,405	11,414	38,485	20,731	11,799	39,258	21,340	12,414	42,162	21,234	11,877	45,022	26,692	15,276
Sex																		
Female	47,695	34,685	19,591	52,200	35,495	19,955	55,057	35,046	19,819	55,651	35,154	20,083	57,423	34,561	18,853	58,819	39,732	22,598
Male	37,298	26,619	15,466	41,128	27,517	16,175	42,852	27,165	15,688	43,028	26,846	15,437	44,235	26,037	14,705	44,518	29,075	16,634
Unknown	59	19	7	90	32	10	1,271	836	456	1,265	844	423	1,476	959	489	2,103	1,579	826
School Type																		
Public	72,073	52,487	31,360	79,823	54,401	32,512	85,620	54,809	32,452	86,916	55,131	32,683	89,675	54,006	31,058	91,980	61,888	36,360
Private	11,706	8,132	3,364	12,125	7,866	3,208	12,068	7,518	3,136	12,150	7,289	3,027	12,500	7,118	2,792	12,375	7,966	3,452
Unknown	1,273	704	340	1,470	777	420	1,492	720	375	878	424	233	959	433	197	1,085	532	246
Low API 1-4	16,010	11,261	7,141	17,546	11,463	7,228	17,734	10,100	6,454	17,567	10,193	6,575	17,884	9,911	6,103	18,478	11,566	7,243
Academic Indicators																		
Average High School GPA	3.70	3.84	3.86	3.68	3.86	3.87	3.69	3.88	3.91	3.71	3.90	3.93	3.71	3.93	3.96	3.72	3.89	3.93
Average SAT - Reading	563	582	579	556	580	575	556	586	583	557	587	584	554	589	588	550	577	578
Average SAT - Math	590	611	613	581	608	608	578	612	612	578	611	610	572	611	613	567	596	600
Average SAT - Writing	572	592	590	566	592	588	560	593	590	561	594	592	556	593	593	550	579	580
Average ACT	26	26	26	25	26	26	25	27	26	26	27	27	26	27	27	26	27	27
Average Number of A-G Courses	48	49	49	48	49	48	47	48	47	47	48	47	47	48	48	47	48	48
Average Number of Honors/AP Courses	12	14	14	12	14	14	12	14	15	12	15	15	13	15	16	13	15	15
Family Characteristics																		
Low Income	27,674	19,616	12,622	32,691	21,375	13,444	34,747	20,506	12,955	36,585	21,614	13,739	37,264	20,575	12,566	38,355	24,324	15,133
1st Generation College	36,325	25,426	15,838	41,565	26,539	16,423	45,311	26,457	16,590	45,730	26,718	16,885	47,120	25,976	15,738	48,443	30,306	18,552
Eligibility Category																		
Index and ELC				26,119	24,704	15,709	27,746	26,171	16,857	27,554	25,596	16,893	26,018	24,318	15,779	26,502	24,997	16,702
Index Only				24,960	19,387	10,126	25,904	19,229	9,816	28,360	20,653	10,300	22,830	16,629	7,785	23,296	18,227	9,267
ELC Only				5,535	4,341	2,526	5,441	3,840	2,296	5,245	3,807	2,262	8,003	5,995	3,523	8,091	6,678	4,237
Entitled to Review				27,292	13,252	7,038	29,317	12,242	6,102	28,897	11,313	5,627	35,959	13,346	6,271	37,087	18,791	8,986
Do Not Meet Above Criteria (A by E)				9,512	1,360	741	10,772	1,565	892	9,888	1,475	861	10,324	1,269	689	10,464	1,693	866

Source: UCAP 5/25/11, 5/24/12, 5/28/13, 5/27/14, 5/18/2015, 5/23/2016

Table 4: California Public High School Admissions Outcomes as a Percent of High School Graduates, Fall 2012-2016

	2012	2013	2014	2015	2016
CA Public HS Graduates*	418,598	422,177	421,636	426,982	423,361
All CA Pub HS Applicants	80,721	86,744	88,135	90,669	92,878
% of CA Pub HS Graduates	19.3%	20.5%	20.9%	21.2%	21.9%
CA Pub HS Applicants Guaranteed Admission	48,787	51,469	52,842	49,159	50,102
% of CA Pub HS Graduates	11.7%	12.2%	12.5%	11.5%	11.8%
Admitted “ETR” Students	11,468	10,607	10,047	11,764	17,005
% of CA Pub HS Graduates	2.7%	2.5%	2.4%	2.8%	4.0%
Total Guaranteed PLUS ETR Admits	53,580	53,890	53,853	52,949	47,302
Applicants Guaranteed Admissions and ETR Admits as % of CA Pub HS Graduates	14.4%	14.7%	14.9%	14.3%	15.9%
Total Admitted to Campus of Choice	51,195	51,758	51,706	51,835	46,730
% of CA Pub HS Graduates	12.2%	12.3%	12.6%	12.1%	11.1%

*Total public CA public high school graduate totals are from California Department of Education, projected high school graduates for 2016 are from California Department of Finance.

Data are from final UCAP files: 9/27/12, 10/18/13, 10/17/14, 10/19/2015, and 10/23/2016

When BOARS developed the eligibility reform policy, it projected incorrectly that the students in the 9% Eligibility in the Local Context (ELC) group and the 9% statewide group would combine to provide an admissions guarantee to approximately 10% of California public high school graduates. BOARS recognized the miscalculation in 2012 after UC admitted 11.7% of public high school graduates who met one or both of the 9x9 guarantees, which grew to 14.4% after adding those admitted through ETR (*c.f.*, Table 4). This trend has subsided since 2012, although in 2016, UC’s guarantee structure appears to be accommodating more than the top 12.5% of California High School graduates targeted in the Master Plan. Applicants from public high schools who qualified for the guarantee for fall 2016 (50,102) constitute 11.8% of the total graduating class (423,361), while the admitted ETR applicants (17,005) constitute 4.0%. Overall, the combination of these groups represents 15.9%.

Thus, the 9x9 eligibility policy has overshot its original target for admission guarantees and, as a result, the overall eligibility pool is larger than expected. The referral pool grew as high as 11,000 in 2014 and although it fell to 8,380 last year as the result of the enrollment push, there is still cause for concern.¹⁹

¹⁹ http://www.ucop.edu/institutional-research-academic-planning/_files/factsheets/2016/frosh_trsirs_table1.1.pdf

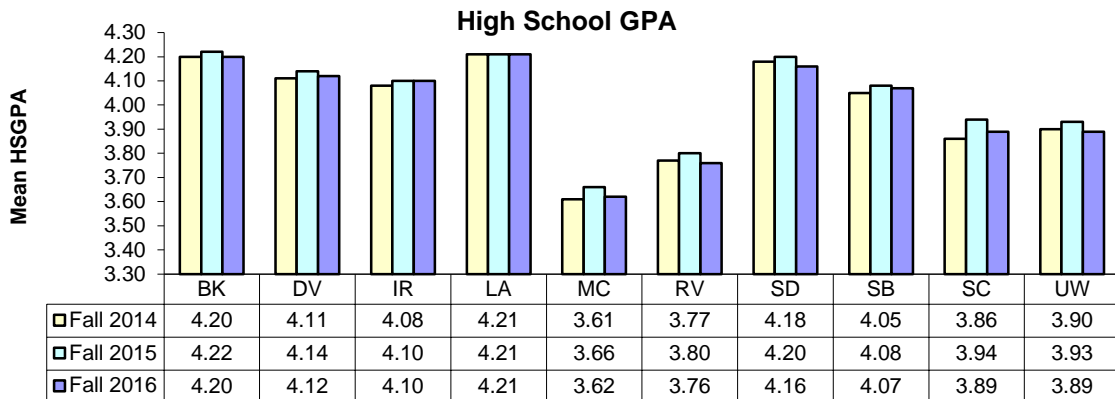
II.2.2 Recalibration of the Statewide Eligibility Index

BOARS has taken steps to address the problem. In June 2013, on the recommendation of BOARS, the Assembly of the Academic Senate approved²⁰ a recalibration of the statewide admissions index for freshman applicants to more closely capture the percentage of California public high school graduates who are identified as being in the top 9% of their class as specified in Regent’s Policy 2103. The new index adjusts the minimum UC Score for each weighted GPA range of 3.0 and higher that is required to earn the statewide guarantee. The new index took effect for students who applied in fall 2014 for fall 2015 matriculation. The recalibration does not alter the “9x9” policy or the target of 9% of public high school graduates who should receive a statewide guarantee. As a result of this change, the number of applicants eligible via only the statewide index decreased from 28,360 in 2014 to 22,830 in 2015 (a decrease of 5,530 or 19.5%). It rose again by 2% in 2016 to 23,296. This change also had an effect on the ELC and ETR pools. The number of ELC-only applicants increased from 5,245 in 2014 to 8,003 in 2015 (a 53% increase), and to 8,091 in 2016, while the number of ETR applicants increased from 28,897 in 2014 to 35,959 in 2015 (a 24% increase), and to 37,087 in 2016 —*c.f.*, Table 3.

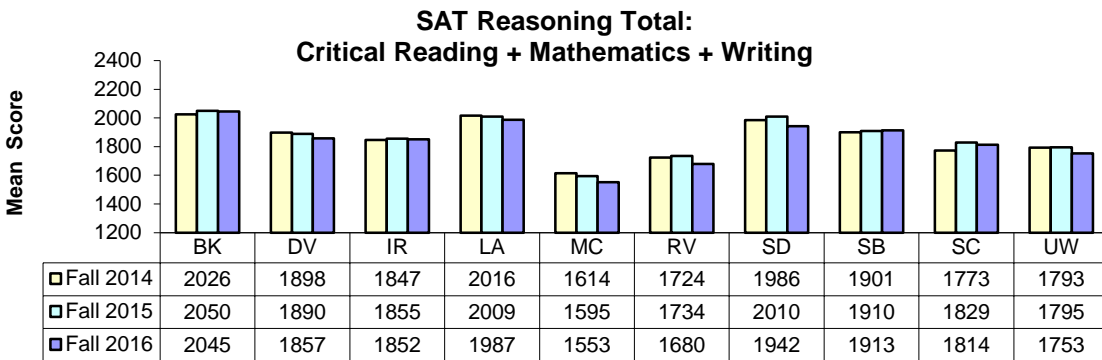
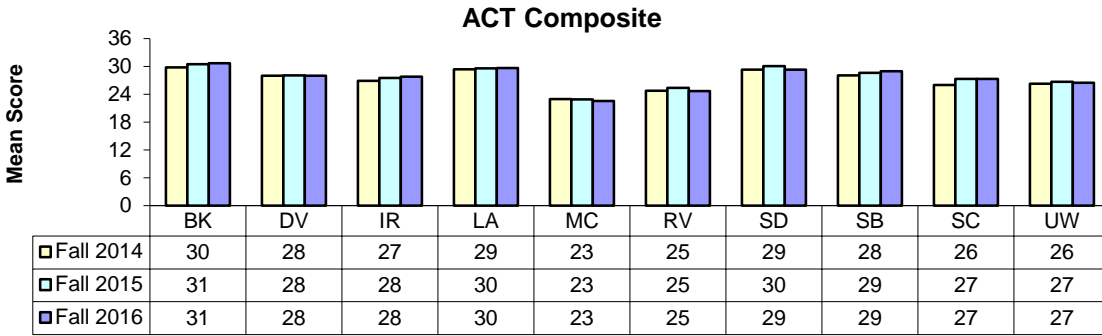
II.2.3 Academic Indicators of Freshman Admits

The academic indicators for admitted applicants for fall 2014, 2015, and 2016 presented in Figure 3 show that, notwithstanding increases in the number of admits, scores remain extremely strong in 2016, roughly comparable with prior years. However, the large enrollment increase led to an arrest of the steady upward trend in academic indicators.

Figure 3: California Freshman ADMIT Profile for 2014, 2015, and 2016



²⁰ http://senate.universityofcalifornia.edu/_files/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf



Note: High school GPA based on 10th and 11th grades, with a maximum of 8 honors bonus points. Based on self-reported information from the application. ACT scores as reported by ACT or self-reported by applicant.
 Source: UCAP data files 6/23/14, 6/18/15, and 6/23/16.

II.2.4 Transfer Admission

As shown in Table 5, overall, UC admitted 26,023 transfer students in 2016, a 15.4% increase over 2015. Among these were 2,904 more California transfers, a 15.2% increase. Admission rates increased to approximately 66.6% for California residents, and 65.5% for international students. The number of domestic out-of-state applicants admitted to UC remains small, 432 in 2016.

Table 5: Applicants, Admits and Admit Rates All Transfers by Residency Fall 2013-Fall 2016

	2013			2014			2015			2016		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	29,867	19,421	65.0%	29,298	19,219	65.6%	29,539	19,051	64.5%	32,969	21,955	66.6%
Domestic Non-Residents	926	194	21.0%	1,020	283	27.7%	1,151	271	23.5%	1,472	432	29.3%
International Non-Residents	4,258	2,763	64.9%	4,672	2,994	64.1%	5,210	3,237	62.1%	5,551	3,636	65.5%
Total	35,051	22,378	63.8%	34,990	22,496	64.3%	35,900	22,559	62.8%	39,992	26,023	65.1%

Note: Data are from UAD files.

II.3 Yield

Freshman. Universitywide, 50,592 freshman admits submitted an SIR for fall 2016, compared with 44,783 in 2015, 45,046 in 2014, and 44,016 in 2013, as indicated in Table 6.2. This

represents an increase of 6,597 SIRs during the four-year period 2012 to 2016, a 15% increase. SIRs from California residents increased during this period, from 36,140 in 2012 to 40,058 in 2016. From 2012 to 2016, the percentage of nonresidents among the total SIRs increased from 15.5% to 20.8%.

Table 6.2: Universitywide Freshmen Statement of Intent to Register (SIR) Unduplicated Count

	2012		2013		2014		2015		2016	
California	36,140	84.5%	35,964	81.7%	35,943	79.8%	34,596	77.3%	40,058	79.2%
Out-of-State	2,772	6.5%	3,302	7.5%	3,691	8.2%	3,949	8.8%	3,827	7.6%
International	3,841	9.0%	4,750	10.8%	5,412	12.0%	6,238	13.9%	6,707	13.3%
Total	42,753	100.0%	44,016	100.0%	45,046	100.0%	44,783	100.0%	50,592	100.0%

Source: UCAP 5/25/11, 5/24/12, 5/28/13, 5/27/14, 5/18/2015, 5/23/2016.

Transfer. Universitywide, 22,065 total transfer admits submitted an SIR for fall 2016, compared to 19,304 in 2015 and 19,789 in 2014, as indicated in Table 6.1. California resident transfer SIRs rose 16.7% and represented 81.8% of all transfer SIRs.

Table 6.1: Universitywide Transfer Statement of Intent to Register (SIR) Unduplicated Count

	2012		2013		2014		2015		2016	
California	16,229	82.9%	15,956	81.7%	16,109	81.4%	15,469	80.1%	18,054	81.8%
Out-of-State	138	0.7%	121	0.6%	167	0.8%	177	0.9%	239	1.1%
International	3,220	16.4%	3,456	17.7%	3,513	17.8%	3,658	18.9%	3,772	17.1%
Total	19,587	100.0%	19,533	100.0%	19,789	100.0%	19,304	100.0%	22,065	100.0%

Source: UCAP 6/28/12, 6/21/13, 6/23/14, 6/18/15, 6/23/16.

Figure 4 shows the numbers of California freshman applicants, admits, and SIRs for the six-year period 2011 to 2016. From 2011-2015, the number of freshman admits and SIRs remained relatively stable, with the admission rate declining from 71.6% to 57.7% as a result of increased applications. With the increase in the numbers of freshman admits in 2016, the number of California students submitting an SIR rose as well, to 40,058, while the yield rate remained relatively consistent at 56.9%.

Figure 4: California Resident Freshman Applicants, Admits, and SIRs Fall 2011-2016

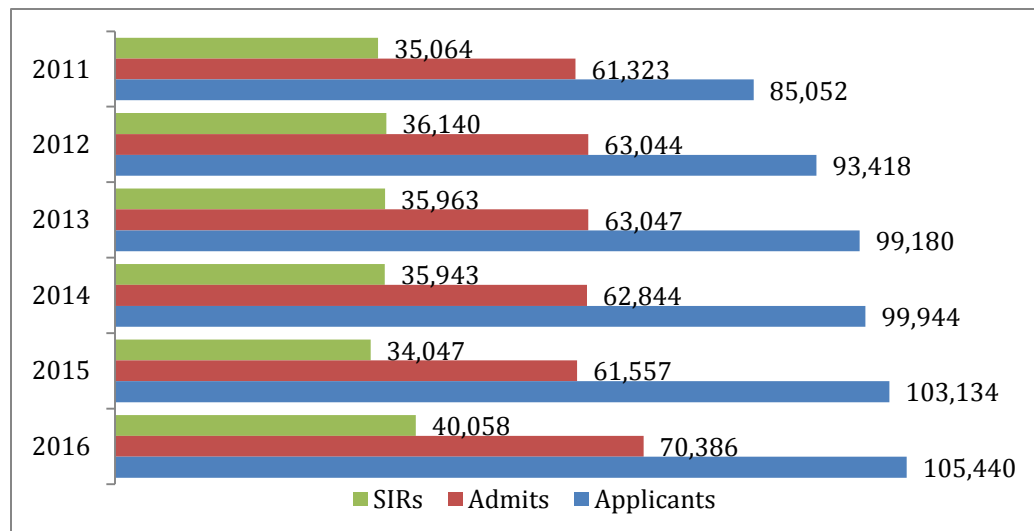


Figure 5 shows numbers of California freshman applications, admits, and SIRs by eligibility status over the past five admission cycles, from the first implementation of the 9x9 eligibility policy. Tables 7.1 and 7.2 show the same data in tabular form along with admission and yield rates for each applicant category, with the changes from 2012 presented in Table 7.3. The data show that applicants who are ELC-only make up a relatively small percentage of the total number of applicants who are eligible (via either the Index, ELC or both); namely 9.8%, 9.2%, 8.6%, 14.1%, and 14.0% for 2012, 2013, 2014, 2015, and 2016, respectively. The big jump between 2014 and 2015 is the result of the recalibration of the statewide index effective with applicants for fall 2015, as discussed earlier in Section II.2.2. The total number of eligible applicants increased slightly during the four-year period, from 56,614 in 2012 to 57,889 in 2016. However, there was a decrease in the representation of eligible applicants within the total applicant pool (including eligible, ETR, and Other) from 60.6% in 2012 to 54.9% in 2016. The number of ELC-only applicants has increased 46.2% since 2012 as indicated in Table 7.3, with most of the increase occurring between 2014 and 2015.

Figure 5: California resident applicants, admits and SIRs by eligibility category: 2012-2016

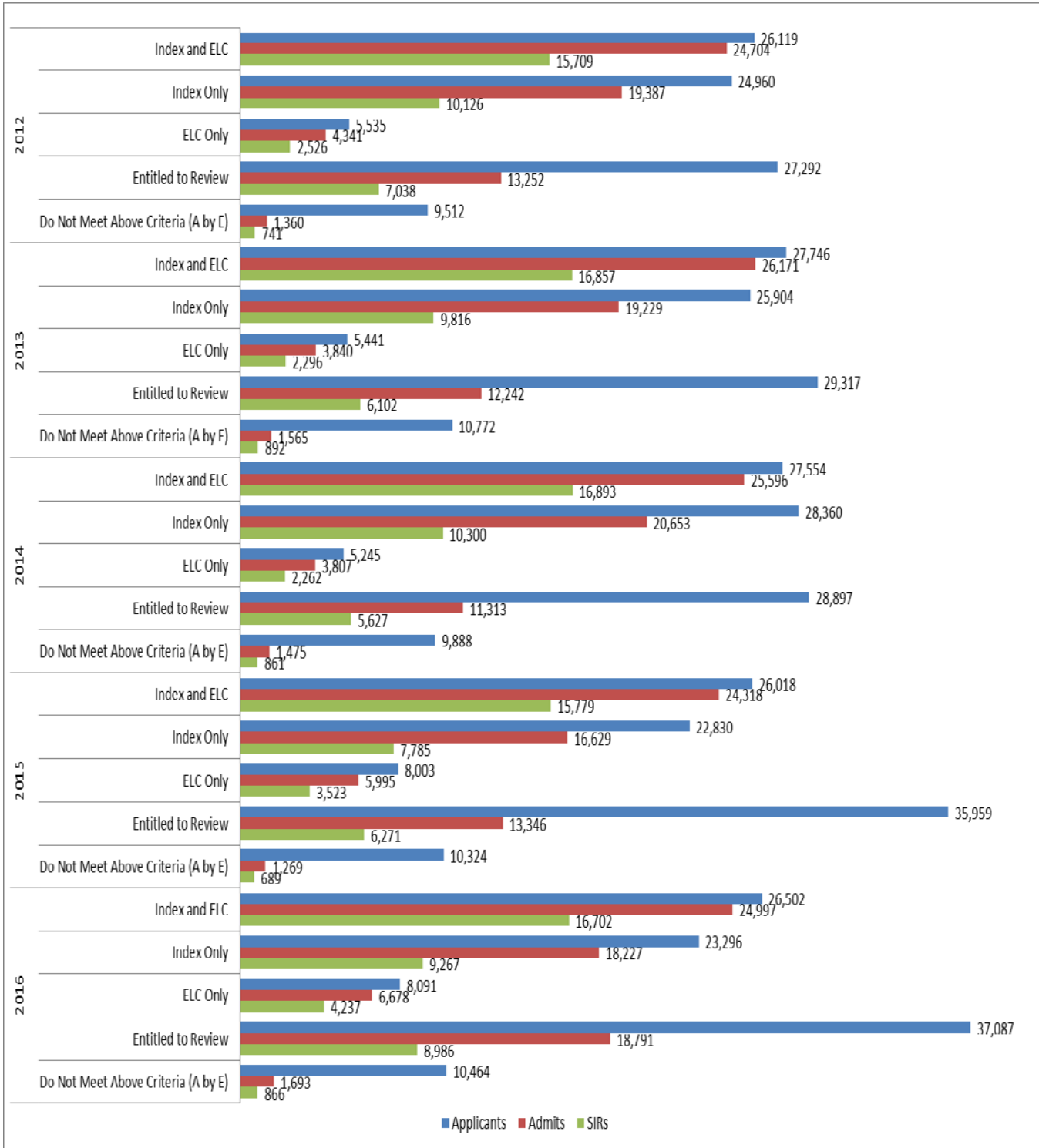


Table 7.1: CA resident freshman applicants, admits and SIRs under the new policy by eligibility category

2012	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	26,119	24,960	51,079	5,535	56,614	27,292	9,512	93,418
admits	24,704	19,387	44,091	4,341	48,432	13,252	1,360	63,044
SIRs	15,709	10,126	25,835	2,526	28,361	7,038	741	36,140
admission rate	94.6%	77.7%	86.3%	78.4%	85.5%	48.6%	14.3%	67.5%
yield rate	63.6%	52.2%	58.6%	58.2%	58.6%	53.1%	54.5%	57.3%
2013	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	27,746	25,904	53,650	5,441	59,091	29,317	10,772	99,180
admits	26,171	19,229	45,400	3,840	49,240	12,242	1,565	63,047
SIRs	16,857	9,816	26,673	2,296	28,969	6,102	892	35,963
admission rate	94.3%	74.2%	84.6%	70.6%	83.3%	41.8%	14.5%	63.6%
yield rate	64.4%	51.0%	58.8%	59.8%	58.8%	49.8%	57.0%	57.0%
2014	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	27,554	28,360	55,914	5,245	61,159	28,897	9,888	99,944
admits	25,596	20,653	46,249	3,807	50,056	11,313	1,475	62,844
SIRs	16,893	10,300	27,193	2,262	29,455	5,627	861	35,943
admission rate	92.9%	72.8%	82.7%	72.6%	81.8%	39.1%	14.9%	62.9%
yield rate	66.0%	49.9%	58.8%	59.4%	58.8%	49.7%	58.4%	57.2%
2015	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	26,018	22,830	48,848	8,003	56,851	35,959	10,324	103,134
admits	24,318	16,629	40,947	5,995	46,942	13,346	1,269	61,557
SIRs	15,779	7,785	23,564	3,523	27,087	6,271	689	34,047
admission rate	93.5%	72.8%	83.8%	74.9%	82.6%	37.1%	12.3%	59.7%
yield rate	64.9%	46.8%	57.5%	58.8%	57.7%	47.0%	54.3%	55.3%
2016	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	26,502	23,296	49,798	8,091	57,889	37,087	10,464	105,440
admits	24,997	18,227	43,224	6,678	49,902	18,791	1,693	70,386
SIRs	16,702	9,267	25,969	4,237	30,206	8,986	866	40,058
admission rate	94.3%	78.2%	86.8%	82.5%	86.2%	50.7%	16.2%	66.8%
yield rate	66.8%	50.8%	60.1%	63.4%	60.5%	47.8%	51.2%	56.9%

Note: Data from UCAP 5/25/11, 5/24/12, 5/28/13, 5/27/14, 5/18/15, 5/23/16. SW = Statewide index, ELC = Eligibility in the Local

Table 7.2: CA resident freshman applicants, admits, and SIRs by eligibility category, by percentage

2012	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	46.1%	44.1%	90.2%	9.8%	100.0%	29.2%	10.2%	100.0%
admits	51.0%	40.0%	91.0%	9.0%	100.0%	21.0%	2.2%	100.0%
SIRs	55.4%	35.7%	91.1%	8.9%	100.0%	19.5%	2.1%	100.0%
2013	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	47.0%	43.8%	90.8%	9.2%	100.0%	29.6%	10.9%	100.0%
admits	53.1%	39.1%	92.2%	7.8%	100.0%	19.4%	2.5%	100.0%
SIRs	58.2%	33.9%	92.1%	7.9%	100.0%	17.0%	2.5%	100.0%
2014	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	45.1%	46.4%	91.4%	8.6%	100.0%	28.9%	9.9%	100.0%
admits	51.1%	41.3%	92.4%	7.6%	100.0%	18.0%	2.3%	100.0%
SIRs	57.4%	35.0%	92.3%	7.7%	100.0%	15.7%	2.4%	100.0%
2015	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	45.8%	40.2%	85.9%	14.1%	100.0%	34.9%	10.0%	100.0%
admits	51.8%	35.4%	87.2%	12.8%	100.0%	21.7%	2.1%	100.0%
SIRs	58.3%	28.7%	87.0%	13.0%	100.0%	18.4%	2.0%	100.0%
2016	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	45.8%	40.2%	86.0%	14.0%	100.0%	35.2%	9.9%	100.0%
admits	50.1%	36.5%	86.6%	13.4%	100.0%	26.7%	2.4%	100.0%
Page 29 SIRs	55.3%	30.7%	86.0%	14.0%	100.0%	22.4%	2.2%	100.0%

The admission rate for eligible applicants to a campus of their choosing increased to 86.2% this year, from 82.6% in 2015, while the yield rate²¹ for these applicants has remained consistent (60.5% in 2016). (The admit rate for eligible applicants is less than 100%, because referral pool candidates who are offered the option of being admitted to Merced and decline are not counted as admits.) Overall, the admission rate for CA freshman applicants declined slightly from 67.5% in 2012 to 66.8% in 2016, with large gains in the most recent year making up for past decreases. Yield rates for admitted CA freshman remained essentially unchanged (56.9% in 2015). Californians admitted to UC are much more likely to accept the offer than are nonresidents. Overall yield rates for the freshman class (including nonresidents) are lower, 66.3% in 2012 and 63.1% in 2016, as indicated in Table 2.

Statewide-eligible applicants continue to be admitted at higher rates than ELC-only applicants (86.8% versus 82.5% for 2016), while the yield rate for the ELC-only group is somewhat higher. Among California freshman admits, those who are ELC-only constitute an increasing proportion of the total number of eligible applicants, from 9% of the eligible pool in 2012 to 13.4% in 2016 (*c.f.*, Table 7.2). The trend is the same for the number of ELC-only SIRs.

²¹ Yield in this report is defined as the percentage of admitted students who submit their SIR.

Table 7.3: CA resident freshman applicants, admits, and SIRs by eligibility category, changes since 2012

2012 to 2013	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	1,627	944	2,571	-94	2,477	2,025	1,260	5,762
admits	1,467	-158	1,309	-501	808	-1,010	205	3
SIRs	1,148	-310	838	-230	608	-936	151	-177
Percent Change								
applicants	6.2%	3.8%	5.0%	-1.7%	4.4%	7.4%	13.2%	6.2%
admits	5.9%	-0.8%	3.0%	-11.5%	1.7%	-7.6%	15.1%	0.0%
SIRs	7.3%	-3.1%	3.2%	-9.1%	2.1%	-13.3%	20.4%	-0.5%
2013 to 2014	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	-192	2,456	2,264	-196	2,068	-420	-884	764
admits	-575	1,424	849	-33	816	-929	-90	-203
SIRs	36	484	520	-34	486	-475	-31	-20
Percent Change								
applicants	-0.7%	9.5%	4.2%	-3.6%	3.5%	-1.4%	-8.2%	0.8%
admits	-2.2%	7.4%	1.9%	-0.9%	1.7%	-7.6%	-5.8%	-0.3%
SIRs	0.2%	4.9%	1.9%	-1.5%	1.7%	-7.8%	-3.5%	-0.1%
2014 to 2015	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	-1,536	-5,530	-7,066	2,758	-4,308	7,062	436	3,190
admits	-1,278	-4,024	-5,302	2,188	-3,114	2,033	-206	-1,287
SIRs	-1,114	-2,515	-3,629	1,261	-2,368	644	-172	-1,896
Percent Change								
applicants	-5.6%	-19.5%	-12.6%	52.6%	-7.0%	24.4%	4.4%	3.2%
admits	-5.0%	-19.5%	-11.5%	57.5%	-6.2%	18.0%	-14.0%	-2.0%
SIRs	-6.6%	-24.4%	-13.3%	55.7%	-8.0%	11.4%	-20.0%	-5.3%
2015 to 2016	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	484	466	950	88	1,038	1,128	140	2,306
admits	679	1,598	2,277	683	2,960	5,445	424	8,829
SIRs	923	1,482	2,405	714	3,119	2,715	177	6,011
Percent Change								
applicants	1.9%	2.0%	1.9%	1.1%	1.8%	3.1%	1.4%	2.2%
admits	2.8%	9.6%	5.6%	11.4%	6.3%	40.8%	33.4%	14.3%
SIRs	5.8%	19.0%	10.2%	20.3%	11.5%	43.3%	25.7%	17.7%
2012 to 2016	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	383	-1,664	-1,281	2,556	1,275	9,795	952	12,022
admits	293	-1,160	-867	2,337	1,470	5,539	333	7,342
SIRs	993	-859	134	1,711	1,845	1,948	125	3,918
Percent Change								
applicants	1.5%	-6.7%	-2.5%	46.2%	2.3%	35.9%	10.0%	12.9%
admits	1.2%	-6.0%	-2.0%	53.8%	3.0%	41.8%	24.5%	11.6%
SIRs	6.3%	-8.5%	0.5%	67.7%	6.5%	27.7%	16.9%	10.8%

Overall, admits and SIRs who are ELC-eligible and ETR constitute an increasing proportion of all California admits and SIRs, as indicated in Table 7.2. The admission rate for ETR applicants remains considerably lower than those of eligible applicants (as expected). It declined for several years from 48.6% in 2012 until it increased to 50.7% in 2016, suggesting that campuses went deeper into their ETR pools to meet the higher enrollment targets last year. Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest of

all applicant groups (16.2% in 2016). The Other category constitutes the pool of applicants receiving Admission by Exception (A by E), which continues to make up less than 1.4% of all SIRs in keeping with UC policy limiting A by E matriculates to no more than 6%.

All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to opt in to consider a referral offer from UC Merced, the only campus with available space for referrals. In 2016, 106 referral pool applicants (1.3%) submitted an SIR.²²

II.4 Attracting and Admitting Diverse Students

To help assess the extent to which UC is fulfilling its mission to provide access and opportunity to diverse populations, BOARS evaluated systemwide and campus-specific outcomes using a range of demographic indicators, including first-generation college attending, family-income level, high school Academic Performance Index (API) ranking, residency, and the representation of racial/ethnic groups, particularly those who have been historically underrepresented at UC.

Freshman Applicants, Admits, SIRs and Diversity 2012–2016

Table 8 summarizes the diversity of UC's freshman applicants, admits, and SIRs over the past five admission cycles. Numerical counts are given in Table 8.1 and percentages of the total counts for each category are given in Table 8.2. The data show that applications from each of the underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) have grown during the four-year period since first implementation of the 9x9 eligibility policy (beginning with applicants for fall 2012). The Chicano/Latino group experienced the largest increase in its proportions of applicants, admits, and SIRs between 2012 and 2016. African Americans had large increases in application, admission, and SIR numbers in 2016, following several years of decreasing numbers.

During the past three years, the UC admit pool has also experienced growth in the proportions of both first-generation college-attending and low-income SIRs. Figure 7 summarizes the proportions of first-generation and low-income SIRs for the past four admission cycles.

²² http://www.ucop.edu/institutional-research-academic-planning/_files/factsheets/2016/frosh_trsir_table1.1.pdf

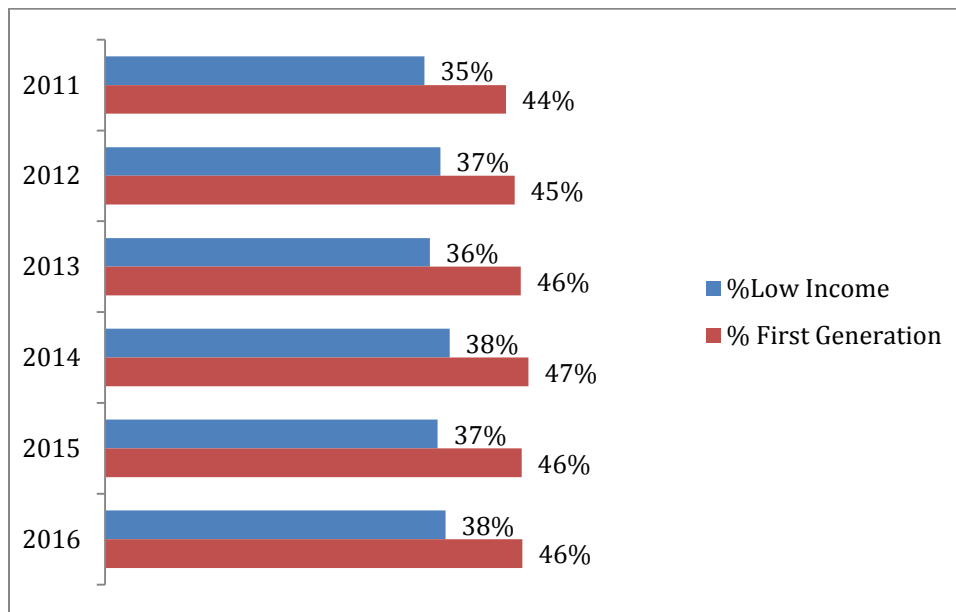
**Table 8.1: University of California Statement of Intent to Register (SIR) Counts
California Resident FRESHMEN by Race/Ethnicity
Fall 2012, 2013, 2014, 2015, 2016**

	2012			2013			2014			2015			2016			4 Year SIR Change
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	
African American	5,719	2,834	1,537	5,982	2,731	1,427	5,867	2,705	1,467	6,302	2,647	1,387	6,613	3,415	1,913	376
American Indian	692	438	226	710	393	201	759	455	235	695	400	199	655	422	212	-14
Asian American	30,105	22,909	14,911	30,617	22,538	14,368	31,270	22,648	14,159	31,509	22,319	13,355	30,995	23,743	14,735	-176
Chicano/Latino	28,068	17,133	9,651	31,793	17,607	10,171	32,632	18,180	10,712	35,165	18,187	10,291	37,754	22,855	13,151	3,500
Pacific Islander	337	180	90	374	191	100	369	199	99	373	211	121	362	207	103	13
White	25,958	17,742	8,771	26,917	17,643	8,636	26,219	16,783	8,296	25,742	15,655	7,604	26,011	17,545	8,750	-21
Unknown	2,539	1,808	954	2,787	1,944	1,060	2,828	1,874	975	3,348	2,138	1,090	3,050	2,199	1,194	240
Total	93,418	63,044	36,140	99,180	63,047	35,963	99,944	62,844	35,943	103,134	61,557	34,047	105,440	70,386	40,058	3,918

**Table 8.2: University of California Statement of Intent to Register (SIR) Percent of Total
California Resident FRESHMEN by Race/Ethnicity
Fall 2012, 2013, 2014, 2015, 2016**

	2012			2013			2014			2015			2016			% SIR increase from 2012
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	
African American	6.1%	4.5%	4.3%	6.0%	4.3%	4.0%	5.9%	4.3%	4.1%	6.1%	4.3%	4.1%	6.3%	4.9%	4.8%	24.5%
American Indian	0.7%	0.7%	0.6%	0.7%	0.6%	0.6%	0.8%	0.7%	0.7%	0.7%	0.6%	0.6%	0.6%	0.6%	0.5%	-6.2%
Asian American	32.2%	36.3%	41.3%	30.9%	35.7%	40.0%	31.3%	36.0%	39.4%	30.6%	36.3%	39.2%	29.4%	33.7%	36.8%	-1.2%
Chicano/Latino	30.0%	27.2%	26.7%	32.1%	27.9%	28.3%	32.7%	28.9%	29.8%	34.1%	29.5%	30.2%	35.8%	32.5%	32.8%	36.3%
Pacific Islander	0.4%	0.3%	0.2%	0.4%	0.3%	0.3%	0.4%	0.3%	0.3%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%	14.4%
White/Other	27.8%	28.1%	24.3%	27.1%	28.0%	24.0%	26.2%	26.7%	23.1%	25.0%	25.4%	22.3%	24.7%	24.9%	21.8%	-0.2%
Missing	2.7%	2.9%	2.6%	2.8%	3.1%	2.9%	2.8%	3.0%	2.7%	3.2%	3.5%	3.2%	2.9%	3.1%	3.0%	25.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	10.8%

Figure 7. Percent of CA Resident Freshman SIRs Identified as Low Income and First-Generation College Students



Transfer SIRs and Diversity 2012-2016

Table 8.3 indicates that at the transfer level there was a 37.2% overall increase in SIRs (from 4,172 to 5,723) of students from URM groups between 2012 and 2016. Chicano/Latinos constitute the largest share of this population, representing 81% of all URM SIRs during this period. The African American and Chicano/Latino URM groups both experienced increases in SIRs from 2012 to 2016. The number of American Indian SIRs declined during this period,

although it increased between 2015 and 2016. Strong SIR outcomes from African Americans in 2016 gave that group the greatest percentage increase between 2012 and 2016 (599 to 910 or 51.9%, during the four-year period change). The Chicano/Latino group increased 37.2%, from 3,406 to 4,673.

Table 8.3 below also shows the representation of specific ethnic groups among California Community College (CCC) transfer applicants, admits, and SIRs. CCC transfers account for about 90% of all UC transfers. The representation of African Americans increased from 2012 to 2016 from 3.4% to 4.6% of SIRs, while Chicanos/Latinos, in keeping with the application trends, increased from 19.6% to 23.9% of SIRs. Although Whites are only the third most populous ethnic group among UC freshman matriculants, they remain the largest group among CCC transfer SIRs, at 28.9% of all CCC transfers.

Table 8.3: University of California Statement of Intent to Register (SIR) Counts
California Community College Transfers by Race/ethnicity
Fall 2012, 2013, 2014, 2015, 2016

	2012			2013			2014			2015			2016			# SIR Increase from 2012
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	
African American	1,323	734	599	1,443	844	659	1,447	838	687	1,434	831	662	1,814	1,127	910	311
American Indian	319	213	167	292	186	155	280	196	167	225	152	121	253	181	140	-27
Asian/Pacific Islander	8,122	5,983	5,088	7,605	5,560	4,639	7,607	5,553	4,761	7,470	5,413	4,515	8,024	5,938	5,071	-17
Hispanic/Latino	6,364	4,250	3,406	6,944	4,810	3,806	7,142	4,894	3,982	7,288	4,846	3,782	8,587	5,855	4,673	1,267
White	9,828	6,928	5,686	9,503	6,750	5,506	9,101	6,414	5,349	8,902	6,219	5,102	9,551	6,925	5,667	-19
Unknown	945	689	582	811	580	483	799	571	472	841	591	470	906	653	540	-42
International	2,564	2,190	1,858	2,954	2,401	2,085	3,171	2,542	2,174	3,436	2,700	2,311	3,716	3,009	2,578	720
Total	29,465	20,987	17,386	29,552	21,131	17,333	29,547	21,008	17,592	29,596	20,752	16,963	32,851	23,688	19,579	2,193

Source: UCAP 6/28/12, 6/21/13, 6/23/14, 6/18/15, 6/23/16.

Table 8.4: University of California Statement of Intent to Register (SIR) Counts Percent of Total
California Community College Transfers by Race/ethnicity
Fall 2012, 2013, 2014, 2015, 2016

	2012			2013			2014			2015			2016			% SIR increase from 2012
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	
African American	4.5%	3.5%	3.4%	4.9%	4.0%	3.8%	4.9%	4.0%	3.9%	4.8%	4.0%	3.9%	5.5%	4.8%	4.6%	51.9%
American Indian	1.1%	1.0%	1.0%	1.0%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.7%	0.7%	0.8%	0.8%	0.7%	-16.2%
Asian/Pacific Islander	27.6%	28.5%	29.3%	25.7%	26.3%	26.8%	25.7%	26.4%	27.1%	25.2%	26.1%	26.6%	24.4%	25.1%	25.9%	-0.3%
Hispanic/Latino	21.6%	20.3%	19.6%	23.5%	22.8%	22.0%	24.2%	23.3%	22.6%	24.6%	23.4%	22.3%	26.1%	24.7%	23.9%	37.2%
White	33.4%	33.0%	32.7%	32.2%	31.9%	31.8%	30.8%	30.5%	30.4%	30.1%	30.0%	30.1%	29.1%	29.2%	28.9%	-0.3%
Unknown	3.2%	3.3%	3.3%	2.7%	2.7%	2.8%	2.7%	2.7%	2.7%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	-7.2%
International	8.7%	10.4%	10.7%	10.0%	11.4%	12.0%	10.7%	12.1%	12.4%	11.6%	13.0%	13.6%	11.3%	12.7%	13.2%	38.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	12.6%

UC as a Vehicle of Social Mobility: The SIR Academic Profile in 2016

Table 9 details the distribution of applicants, admits, and SIRs among ethnic and eligibility categories. This information is important because one of the goals of the eligibility changes was to provide access to high school graduates who completed the “a-g” high school curriculum and had strong academic credentials, but fell short of the prior eligibility rules.

Other indicators show ways in which UC is able to be an engine of social mobility in the state. As noted earlier, more first-generation applicants (coming from families where *neither* parent has a bachelor’s degree) are seeking and gaining admission to UC. As indicated in Tables 9.1 and 9.2, among the 105,440 California applicants for fall 2016, 45.9% (48,443) were first-generation, as were 43.1% of California admits and 46.3% of SIRs (18,552 SIRs). It is important to note that among California applicants who met the ETR criteria (without a statewide or ELC guarantee) the percentages of applicants, admits, and SIRs who were first-generation were

59.0%, 61.4%, and 64.8% (5,826 SIRs), respectively; while among the ELC-only group the percentages were 86.5%, 88.9%, and 90.1% (3,818 SIRs), respectively. Overall, this means that 52.0% (9,644 of 18,552) of the first-generation SIRs for fall 2016 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

A similar pattern emerges for SIRs from schools with Academic Performance Index (API) scores in the bottom two quintiles (“Low API”). As indicated in Tables 9.1 and 9.2, 17.5% of the 105,540 California applicants are from low-API schools, as are 16.4% of California admits and 18.1% of SIRs (7,243 SIRs). Among California applicants who were ETR the percentages of applicants, admits, and SIRs from low-API high schools were 19.2%, 18.4%, and 19.9% (1,784 SIRs), respectively; while among the ELC-only group the percentages are 54.7%, 55.4%, and 54.8% (2,322 SIRs). Overall, this means that 56.7% (4,106 of 7,243) of SIRs for fall 2016 from applicants at low-API high schools were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

URMs constituted 42.7% of California applicants, 37.9% of California admits, and 38.1% of SIRs (15,276 SIRs) for fall 2016. Among California applicants who were ETR the percentages of applicants, admits, and SIRs from URM groups were 55.2%, 54.4%, and 56.5% (5,077 SIRs), respectively; while among the ELC-only group the percentages are 73.8%, 74.7%, and 74.8% (3,170 SIRs). Overall, this means that 54% (8,247 of 15,276) of URM SIRs for fall 2016 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

Figure 8 summarizes the data discussed above regarding first-generation, ELC-only, and low-API SIRs, including comparisons of profiles over the past five admissions cycles (2012–2016). Overall, the data indicates that many of the goals of the eligibility changes are being met. Many applicants who met the ELC guarantee alone or were ETR without the guarantee were admitted. Moreover, ELC-only and ETR admits and SIRs were more diverse and more likely to be first-generation and/or from low-API high schools than those who were eligible via the statewide index. However, substantial decreases in the representation of SIRs from low-API high schools among the ELC-only and ETR groups from 2014 to 2016 are evident. This is likely due to the recalibration of the statewide index effective with applicants for fall 2015, as discussed earlier in Section II.2.2, resulting in significant increases in 2015 ELC-only SIRs from higher-API high schools who would have been both ELC and eligible by the statewide index (thus not ELC-only) had they applied a year earlier, for fall 2014.

ELC-Only Admissions Pilot

UC implemented a pilot program targeting UC applicants eligible for an admissions guarantee through the ELC-only pathway and who graduated from a high school designated as “Local Control Funding Formula Plus (LCFF+).” UC flagged applicants meeting those criteria and encouraged campuses to give them an additional review to achieve a 4% target as a proportion of overall admits. In June 2016, BOARS reviewed data showing that a higher proportion and more diverse group of ELC-only applicants had been admitted to at least one UC campus for fall 2016, compared to fall 2015, and indicating that UC met the 4% target on a systemwide basis. BOARS also noted that other variables might be influencing the outcomes and that some individual campuses did not achieve the 4% target

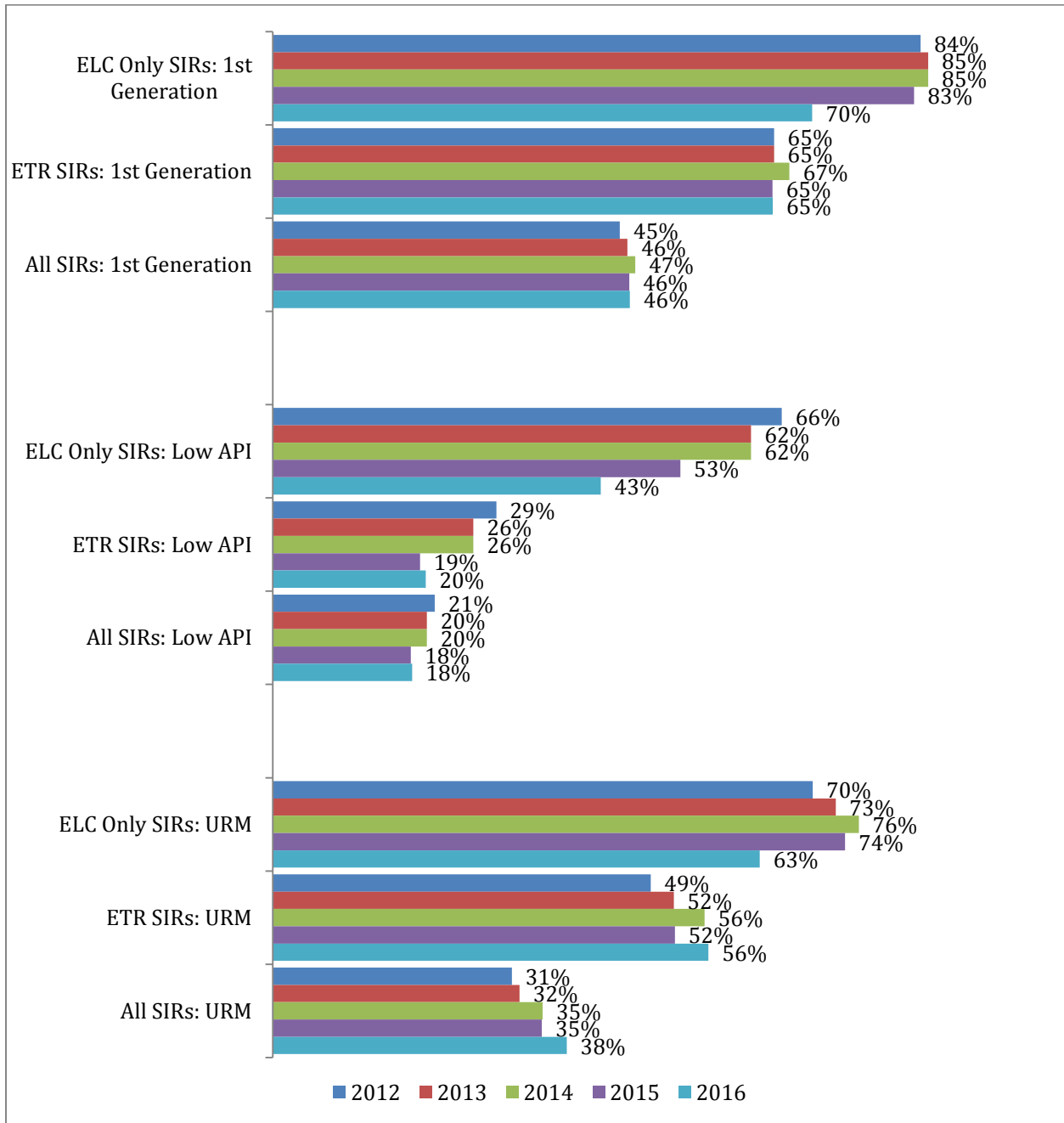
over concern about the ability of some ELC-only applicants to succeed at UC. BOARS also discussed plans on some campuses to augment academic advising services to support the success of students admitted under the pilot.

	Index Eligible Only					ELC Eligible Only					Index & ELC Eligible				
	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate
Universitywide	23,296	18,227	78.2%	9,267	50.8%	8,091	6,678	82.5%	4,237	63.4%	26,502	24,997	94.3%	16,702	66.8%
Ethnicity															
African American	768	618	80.5%	312	50.5%	538	419	77.9%	275	65.6%	901	841	93.3%	524	62.3%
American Indian	163	126	77.3%	63	50.0%	23	18	78.3%	11	61.1%	185	166	89.7%	82	49.4%
Asian/Pacific Islander	9,290	7,860	84.6%	4,419	56.2%	1,375	1,138	82.8%	745	65.5%	9,563	9,215	96.4%	6,833	74.2%
Hispanic/Latino	3,263	2,444	74.9%	1,257	51.4%	5,412	4,551	84.1%	2,884	63.4%	6,983	6,636	95.0%	4,455	67.1%
White	8,797	6,368	72.4%	2,820	44.3%	624	464	74.4%	269	58.0%	7,968	7,285	91.4%	4,265	58.5%
Unknown	1,015	811	79.9%	396	48.8%	119	88	73.9%	53	60.2%	902	854	94.7%	543	63.6%
Total URM	4,194	3,188	76.0%	1,632	51.2%	5,973	4,988	83.5%	3,170	63.6%	8,069	7,643	94.7%	5,061	66.2%
1st Gen College	4,278	3,560	83.2%	2,235	62.8%	6,995	5,938	84.9%	3,818	64.3%	8,837	8,531	96.5%	6,287	73.7%
School Type															
Public	17,995	14,399	80.0%	7,736	53.7%	9,772	8,254	84.5%	5,280	64.0%	22,324	21,158	94.8%	14,498	68.5%
Private	5,287	3,815	72.2%	1,521	39.9%	392	335	85.5%	176	52.5%	2,096	1,920	91.6%	980	51.0%
Unknown	14	13	92.9%	10	76.9%	4	3	75.0%	2	66.7%	5	5	100.0%	3	60.0%
Low API	571	503	88.1%	299	59.4%	4,424	3,698	83.6%	2,322	62.8%	3,793	3,670	96.8%	2,713	73.9%
	Entitled to Review					Do Not Meet Other Criteria					Total				
	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate
Universitywide	37,087	18,791	50.7%	8,986	47.8%	10,464	1,693	16.2%	866	51.2%	105,440	70,386	66.8%	40,058	56.9%
Ethnicity															
African American	3,016	1,414	46.9%	723	51.1%	1,390	123	8.8%	79	64.2%	6,613	3,415	51.6%	1,913	56.0%
American Indian	210	96	45.7%	48	50.0%	74	16	21.6%	8	50.0%	655	422	64.4%	212	50.2%
Asian/Pacific Islander	8,856	5,162	58.3%	2,530	49.0%	2,273	575	25.3%	311	54.1%	31,357	23,950	76.4%	14,838	62.0%
Hispanic/Latino	17,230	8,714	50.6%	4,306	49.4%	4,866	510	10.5%	249	48.8%	37,754	22,855	60.5%	13,151	57.5%
White	7,032	3,022	43.0%	1,210	40.0%	1,590	406	25.5%	186	45.8%	26,011	17,545	67.5%	8,750	49.9%
Unknown	743	383	51.5%	169	44.1%	271	63	23.2%	33	52.4%	3,050	2,199	72.1%	1,194	54.3%
Total URM	20,456	10,224	50.0%	5,077	49.7%	6,330	649	10.3%	336	51.8%	45,022	26,692	59.3%	15,276	57.2%
1st Gen College	21,892	11,547	52.7%	5,826	50.5%	6,441	730	11.3%	386	52.9%	48,443	30,306	62.6%	18,552	61.2%
School Type															
Public	32,993	16,897	51.2%	8,218	48.6%	8,896	1,180	13.3%	628	53.2%	91,980	61,888	67.3%	36,360	58.8%
Private	3,725	1,708	45.9%	685	40.1%	875	188	21.5%	90	47.9%	12,375	7,966	64.4%	3,452	43.3%
Unknown	369	186	50.4%	83	44.6%	693	325	46.9%	148	45.5%	1,085	532	49.0%	246	46.2%
Low API	7,110	3,461	48.7%	1,784	51.5%	2,580	234	9.1%	125	53.4%	18,478	11,566	62.6%	7,243	62.6%

**Table 9.2: Profile of CA Resident Freshman Applicants, Admits, and SIRs for Fall 2016
by Admissions Eligibility Category and Percentage of Total**

	Index Eligible Only			ELC Eligible Only			Index & ELC Eligible		
	Apps	Admits	SIRs	Apps	Admits	SIRs	Apps	Admits	SIRs
Universitywide	23,296	18,227	9,267	8,091	6,678	4,237	26,502	24,997	16,702
Ethnicity									
African American	3.3%	3.4%	3.4%	6.6%	6.3%	6.5%	3.4%	3.4%	3.1%
Asian/Pacific Islander	39.9%	33.7%	47.7%	17.0%	17.0%	17.6%	36.1%	36.9%	40.9%
Hispanic/Latino	14.0%	10.5%	13.6%	66.9%	68.1%	68.1%	26.3%	26.5%	26.7%
White	37.8%	27.3%	30.4%	7.7%	6.9%	6.3%	30.1%	29.1%	25.5%
Total URM	18.0%	17.5%	17.6%	73.8%	74.7%	74.8%	30.4%	30.6%	30.3%
1st Gen College	18.4%	15.3%	24.1%	86.5%	88.9%	90.1%	33.3%	34.1%	37.6%
School Type									
Public	77.2%	79.0%	83.5%	120.8%	123.6%	124.6%	84.2%	84.6%	86.8%
Low API	2.5%	2.8%	3.2%	54.7%	55.4%	54.8%	14.3%	14.7%	16.2%
	Entitled to Review			Do Not Meet Other Criteria			Total		
	Apps	Admits	SIRs	Apps	Admits	SIRs	Apps	Admits	SIRs
Universitywide	37,087	18,791	8,986	10,464	1,693	866	105,440	70,386	40,058
Ethnicity									
African American	8.1%	7.5%	8.0%	13.3%	7.3%	9.1%	6.3%	4.9%	4.8%
Asian/Pacific Islander	23.9%	27.5%	28.2%	21.7%	34.0%	35.9%	29.7%	34.0%	37.0%
Hispanic/Latino	46.5%	46.4%	47.9%	46.5%	30.1%	28.8%	35.8%	32.5%	32.8%
White	19.0%	16.1%	13.5%	15.2%	24.0%	21.5%	24.7%	24.9%	21.8%
Total URM	55.2%	54.4%	56.5%	60.5%	38.3%	38.8%	42.7%	37.9%	38.1%
1st Gen College	59.0%	61.4%	64.8%	61.6%	43.1%	44.6%	45.9%	43.1%	46.3%
School Type									
Public	89.0%	89.9%	91.5%	85.0%	69.7%	72.5%	87.2%	87.9%	90.8%
Low API	19.2%	18.4%	19.9%	24.7%	13.8%	14.4%	17.5%	16.4%	18.1%
Data use May UCAP file									

Figure 8: Percentages of ELC Only, ETR, and all California Resident Freshman SIRs by First-Generation, Low Income, and URM Status



II.5 First-Term Student Performance at UC

The preceding sections have addressed outcomes of the admissions process itself. One of BOARS' key roles is to ensure that the students who are admitted are ready to be successful at UC. To ensure that admission processes are working as intended, BOARS examined the performance of students after matriculation as freshmen at UC campuses. The average first-term (quarter or semester) freshman grade point average, probation rate,²³ and persistence rate²⁴ were evaluated for all students who began in fall 2010 through fall 2015. The results are presented in Table 10. A statistical significance test examining the differences in average GPAs from one year to the next was also performed.

Table 10: First-term and First Year Academic Performance of California Freshmen Universitywide

Year of First Term	Enrolled Students	First Term Average GPA	First Term Probation Rate	First Term Persistence Rate	First Year Average GPA	First Year Probation Rate	First Year Persistence Rate
2010	31,349	2.99	8.76%	98.73%	3.00	5.53%	93.35%
2011	31,584	3.00	8.95%	98.60%	3.00	5.55%	93.11%
2012	32,471	3.01	8.59%	98.68%	3.00	5.56%	93.10%
2013	32,185	3.03	8.43%	98.70%	3.01	5.16%	93.16%
2014	32,928	3.06	7.45%	98.66%	3.05	4.80%	93.52%
2015	31,621	3.09	7.04%	98.71%			

Data from UAD files. Residency status is determined based on enrollment definition.

Students have continued to succeed under the new admissions policy. Their average first-term GPA has steadily increased and continues to be higher than in either of the two years before implementation of the new 2012 admissions policy, and their first-term probation rate has continued to decrease. In all, 93.5% of first-year UC students move on to their second year.

II.6 Nonresident Admission

The 9x9 admissions policy applies to California residents only, and while UC has maintained its commitment to admitting all eligible California residents under the Master Plan, campuses have expanded their recruitment of full-tuition-paying domestic and international nonresidents following a budget crisis that saw UC's state funding fall by nearly \$1 billion. Figure 6 indicates that these efforts led to a 164% (229%) increase in the number of domestic (international) nonresident applicants between 2011 and 2016. Domestic (international) nonresident SIRs increased by 56% (172%) during this period. In 2016, nonresidents comprised 20.8% of all freshman SIRs, up from 15.5% in 2012.

BOARS recognizes that campuses have actively recruited nonresident students for a variety of reasons. The additional tuition revenue allows campuses to serve more California residents, as

²³ Probation rate is based on the number of students whose fall term GPA was less than 2.0, excluding GPAs of 0.00 if the student persisted to the next term.

²⁴ Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.

well as to fund access to services that benefit all UC students. BOARS also recognizes that international and domestic nonresident students contribute to campus diversity and enhance the quality of the undergraduate experience for all students.

As nonresident enrollment has increased, BOARS has sought assurance from campuses that California residents are not being turned away to make room for less-qualified, but higher-paying nonresidents. In June 2011, BOARS adopted a clarification²⁵ to its July 2009 principles for the admission of nonresidents, stating that nonresidents admitted to a campus must compare favorably to California residents admitted to that campus. In December 2011, BOARS recommended procedures²⁶ for the evaluation of residents and nonresidents to ensure that campuses meet the compare-favorably standard. BOARS also resolved that campuses should report annually to BOARS on the extent to which they are meeting the compare-favorably standard.

In spring 2016, BOARS analyzed 2015 admissions outcomes for each campus and the extent to which campuses met BOARS' policy. BOARS issued a report²⁷ summarizing outcomes from a systemwide perspective. The report compares high school GPA, SAT score, and first-year UC GPA and persistence for California residents, domestic nonresidents, and international nonresidents, and highlights statistically significant differences in group averages for each campus. The report notes that based on those limited measures, the University is meeting the standard on a systemwide basis, although outcomes vary on specific campuses. The report acknowledges the difficulties in making these assessments in the absence of more complete contextual and individual achievement data for nonresident students. It also emphasizes that GPA and test scores alone are insufficient to fully capture applicants' qualities and that nonresident applicants are assessed on all of the 14 comprehensive factors during the admissions process. Finally, the report states that a given campus enrollment target for residents and nonresidents should not influence the quality or outcome of the compare favorably assessment and that future BOARS analyses include an assessment of student outcomes after they matriculate to UC.

SECTION III: THE REVIEW PROCESS: IMPLEMENTING INDIVIDUALIZED AND SINGLE SCORE REVIEW

The primary advantage of Comprehensive Review is that its multiple criteria allow campuses to consider a wide range of student achievements, understand discrepant information (e.g., high grades and low test scores), and evaluate student resilience and promise, in addition to standard indicators of achievement. It is up to applicants to make their case by providing detailed information about academic and personal accomplishments and answering essay questions to the best of their ability. All UC applicants submit a personal statement that provides additional information and insight for readers.

²⁵ http://senate.universityofcalifornia.edu/_files/reports/DS_MGY_LPBOARSNRPrinciple6.pdf

²⁶ http://senate.universityofcalifornia.edu/_files/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf

²⁷ http://senate.universityofcalifornia.edu/_files/committees/boars/documents/BOARS2015CompareFavorablyReportFinal.pdf

The 2010 and 2012 reports discussed the different approaches to comprehensive review at the nine undergraduate campuses, including single score (“holistic”); two stage or multiple stage; and fixed weight approaches, as well as the role of supplemental review, and mechanisms to ensure the quality and integrity of the review process. Since 2012, several campuses have made additional adjustments to their approaches and the level of cross-campus collaboration has increased, largely in response to the adoption by the Regents in their January 2011 Resolution on Individualized Review and Holistic Evaluation in Undergraduate Admissions (Regents Policy 2108). BOARS expects campuses to make additional adjustments and refinements going forward.

III.1 Description of Campus Selection Processes Using Comprehensive Review

BOARS asked campuses to describe their review processes and indicate what, if any, changes have been implemented since 2012. These statements are reproduced below. While local practices differ, all campuses incorporate both academic and contextual factors into their assessment of student talent and potential. At all campuses, Comprehensive Review processes incorporate a significant amount of quantitative information about student achievement. Campuses are implementing holistic review because they view it as a more equitable approach, although three have chosen not to implement a single-score review system because they believe that their current systems are producing effective outcomes using different strategies.

Berkeley

UC Berkeley’s holistic review system has been in place for nearly two decades, and has significantly informed the implementation of holistic review at other campuses. Like other campuses, the Berkeley campus has seen continued growth of both resident and nonresident applicant pools, with the total number of applications doubling in 10 years. Increased volume has resulted in a need to look for efficiencies and has challenged UC Berkeley’s admissions professionals in new ways. These new challenges include the ongoing need to sufficiently understand the school context information for domestic nonresident applicants (as well as many independent schools in California) and the need for specialized staffing to review international applications, which often do not readily line up with California’s technical eligibility requirements. These challenges have encouraged us to work locally with new software and a new policy to see how we can improve our tools and our reading experience.

UC Berkeley’s Office of Undergraduate Admissions staff has continued to consult with faculty and staff at other UC campuses in matters relating to holistic review. In April 2015, the Berkeley Faculty Senate approved a new admission policy that adjusted the process to meet the current realities. The new policy was first put into place in the 2015-16 review season. The primary changes included 1) an expansion of the “Augmented Review” process, 2) additional faculty involvement, and 3) more consideration for holistic characteristics not apparent in the GPA, testing, or A-G completion rates. The new policy also required that all applications receive two independent reviews from trained admission professionals. This is significant because under the previous policy, approximately 60% of the applicants only required one review.

To account for the additional reading and the expanded “Augmented Review,” UC Berkeley changed the reading calendar to allow for the maximum amount of time possible. Training began

a month early and, once trained, application reviewers began their work in November. While the bulk of applications still arrive in late November and are passed to campus in early December, the early start allowed our office to complete a holistic review for thousands of applicants on the front end of the timeline. New software was also being implemented in 2015-16, allowing us additional efficiencies. The first year of new software always presents challenges, but the training and modifications that took place during the 2015-16 season built an important foundation for greater efficiencies and access in coming years.

The effect of a much larger pool has been that the selectivity at UC Berkeley reached an all-time high in the 2014-15 reading cycle. Because we were able to offer more seats – due the overall system growth - in the 2015-16 cycle, we could maintain a similar admission rate this year. In the freshman class entering in fall 2016, the overall admission rate was 15% on decision day (rising to 17% with the help of wait lists in May). The most selective college remains the College of Engineering and within engineering, which admits by major, Electrical Engineering & Computer Science (EECS) remains below a 6% admission rate. These numbers provide a challenge for readers who must sort through a high volume of the highest achieving applicants with the knowledge that the vast majority cannot be admitted. This level of selectivity also challenges the diversity of thought and diversity of background that is the benefit of holistic review. UC Berkeley needs additional tools to keep the admitted student pool both diverse and strong as admission rates drop. We found that by expanding “Augmented Review,” we were able to stabilize our total number of underrepresented minority (UREM includes African Americans, Chicanos/Latinos and Native Americans) admits, a number that was trending down in the 2014-15 cycle.

Finally, athletic admissions became a matter of concern to the faculty in 2013–14. The admissions policy committee added letters of recommendation as a requirement for all recruited athletes in 2014. The faculty committee found academic letters to be a good way to access additional information. With guidance from a campus-wide task force, a new athletic admission policy was adopted in the 2014–15 academic year. The new athletic admission policy has now been fully implemented and the results have been well received. The new policy has helped to foster stronger partnerships between athletics and admissions.

Davis

UC Davis is in its fifth year using of the single score holistic review (HR) freshman methodology as our Comprehensive Review (CR) process. The campus is satisfied with and remains enthusiastic about the merits of HR, and the ability for individualized human assessment of all applications taking into account the 14 faculty-approved academic and nonacademic CR factors. All CR factors are considered in the context of opportunities available to the applicant, which allows a more nuanced understanding of an applicant’s academic and personal achievements.

Undergraduate Admissions (UA) provides extensive training and certification processes to ensure that the trained HR reader appropriately applies the CR guidelines and thoroughly reviews all aspects of each application. In cases where the reader’s HR score differs greater than one integer from a numerical predictive value score generated from quantitative data in the application, a HR Team Leader or UA Manager will also assess the application and designate the final HR score.

The 2016-17 read cycle experimented with 14 HR score levels (0.5 - 7 with half-points), but for 2017-18, there will be 8 score levels (1 - 7, with one additional level of 0.5 at the “high” end, to assist in distinguishing between applicants to the most selective majors). This action was taken in recognition of the fact that it is very difficult for human readers to reliably sort applicants into 14 bins, based on a holistic read.

As the freshmen applicant pool has continued to increase UC Davis has become more selective each year, especially in high profile majors. In order to accommodate the most selective majors UC Davis continues to split its highest holistic review score into two levels. With our increased selectivity, we are pleased to have realized improved academic quality, while still achieving greater diversity among our admitted freshman pool. Through strategic recruitment and yield efforts, we have also been able to enroll a freshmen class with higher academic achievement that encompasses the broad diversity of students within California. This includes increased percentages of first generation, low income, and underrepresented minority students, as well as increased geographical representation through the state.

Irvine

UCI has implemented single-score Holistic Review for the past four admissions cycles. In general, UCI found that holistic review has increased inclusiveness, flexibility, and efficiency. Holistic review allows the campus to consider the entire application within the context of all information provided by and about the applicant. In comparison, previous review procedures may have overly penalized applicants who were somewhat deficient in one or two areas, but exhibited extraordinary achievements in others. It helps meet the campus’s goal to not disadvantage strong students from any group (low income, middle class, or financially-successful; educated parents or first-generation college) due to circumstances beyond their control. In addition, the Supplemental Review process allows readers to submit applications they believe to be “competitive” and worthy of a second review by one of the specially trained internal readers.

The total number of applications to UCI increased (up 11% in 2012-13, 10% in 2013-14) on top of a longer-term trend of an increased number of applicants to UCI, which continues to lead Irvine to become more selective in admissions. Applicant GPAs have increased, SAT scores have trended slightly up, and first generation college applicants are flat, while low income applicants have trended slightly down. Students who were in the top 9% in both ELC and statewide categories fared exceptionally well as a cohort.

UCI has had to address the concern expressed by parents at a local high school that giving weight to overcoming challenges could disadvantage applicants because they attended a high API school, are not economically disadvantaged, or are not the first in their family to attend college. It is also a concern that students who do not express themselves well in the written form can disadvantage themselves; usually by not including critical information, not addressing the personal statement prompts effectively, or with regard to general writing style. At Irvine the staff has emphasized that it is crucial for the ultimate success of Holistic Review that resource needs are met, and that there is constant monitoring to ensure that potential scoring biases are investigated and addressed.

Los Angeles

UCLA Undergraduate Admission engages in a holistic approach to comprehensive review, giving a rigorous, individualized, and qualitative assessment of each applicant's entire dossier. This ensures that academic reviews are based on a wide range of criteria approved through Comprehensive Review including classroom performance, motivation to seek challenges, and the rigor of the curriculum within the context of high school opportunities. Moreover, academic achievement should not be the sole criterion for admission, as UCLA seeks well-rounded students whose qualifications include outstanding personal accomplishments, distinctive talents, and the potential to make significant contributions to the campus, the state of California, and the nation. The admission review reflects the readers' thoughtful consideration of the full spectrum of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's academic and personal circumstances and the overall strength of the UCLA applicant pool. In holistic review, no single criterion should be given undue weight, nor a narrow set of criteria used to assess applicants in their selection for admission.

All applications are reviewed at least twice by professionally trained readers. After independently reading and analyzing an application, the reader determines a holistic score (based upon approved elements of Comprehensive Review) that is ultimately used in the selection process. In addition, admission managers conduct multiple quality-control checks for consistency and completeness throughout the reading process. Extensive reader training, full review of each application, and these quality control checks ensure that the process is highly reliable and consistent with faculty policy. Formal tests of reliability are conducted regularly to assure quality control.

While considered a best practice within the higher education community, holistic review is labor-intensive and time-consuming. UCLA is fortunate to have extensive school and curriculum information available for California high schools (available curriculum such as AP/IB/Honors courses, California Dept. of Education data, etc.), but continues to be challenged by a lack of similar information from schools throughout the US and abroad. Reviewing international applications requires additional expertise, making the reading load challenging. The dearth of school-related information makes it difficult to evaluate non-California students within the context of their high school opportunities, in the same way that we do for California students. The volume of non-resident applications over the past several years has provided additional school-specific historical data; however, this detailed high school info is still lacking when compared to similar data for CA high schools. UCLA's hope is that UC continues to develop ways to collect and share critical high school information to better inform the review process and continue to demonstrate the Compare Favorably standard approved by BOARS for students admitted from outside of California.

For fall 2016, UCLA admitted 18% of 97,000+ freshman applications while increasing enrollment of CA residents, students from underrepresented racial/ethnic groups, and yield among top Holistic Rank admits. UCLA admitted a record number of ELC students (nearly 8,800), which represented 84% of all CA resident admits. At the request of UCOP, campuses were asked to give additional consideration to ELC-Only (Eligible in the Local Context) students from LCFF+ (Locally Controlled Funding Formula Plus) schools with the goal that 4% of admitted CA residents would come from this population. After considering these applicants and

their ability to succeed at UCLA, admission to this population reached 3.5% of CA resident admits at UCLA.

The increasing volume and quality of applicants at UCLA has continued to place pressure on our holistic review process, including our commitment to review every application twice. Undergraduate Admission will continue to work closely with the local faculty committee, CUARS (Committee on Undergraduate Admission and Relations with Schools), to address these challenges within the principles of Holistic Review.

Merced

When UC Merced opened in 2005, an admission process was designed that allowed the campus to meet the immediate goals of attracting and selecting students for an initial growth mode. The process was flexible and had the potential to evolve into a more selective strategy to accommodate campus progress. Founding faculty, in collaboration with administration, used University of California established policies, best practices and the principles of comprehensive review as a foundation in creating a hybrid comprehensive review process.

This process has served UC Merced well. The University has experienced a steady increase in the number of native freshman applicants, from 8,053 in 2005 to 20,252 in fall 2016. This excludes referral pool applicants. The average first-time freshman GPA in fall 2016 was 3.5, a measurable result of the process yielding well-qualified students. That same class is diverse: 55.4% students are Hispanic, 18.3% Asian, 9.4% white and 5.3% African American. In addition, the process has enabled UC Merced to help the University of California uphold its commitment to the Master Plan of Higher Education by accommodating qualified referral pool applicants.

The Faculty Sub Committee on Admissions and Financial Aid has restated its support of the comprehensive review model based on the 14 criteria approved by BOARS, which incorporates relevant academic factors (75%) together with socioeconomic factors, school context, and a human read score (25%). The process currently includes an academic evaluation for meeting admission requirements, a point-driven comprehensive review on academic factors for all applicants and a subset of the applicant pool receives a human read score (see Freshman Scoring Index Parameters chart). Admissions provides trainings and norming sessions for evaluation staff and ensures that no student is denied without a fair review.

UC Merced continues to follow the guidance of BOARS, which allows for admission of students from the full range of applicants who meet requirements. Students admitted for the fall have the highest comprehensive review scores; however a certain percentage slightly above the cutoff score and slightly below the cutoff score receive an additional detailed review of their application to determine the final selected population. This approach is effective given the level of required selectivity (based on demand and capacity), the current volume of applicants and available Admissions staff. Staff met weekly to discuss the review process, discussed difficult decisions in detail, achieved consensus on scores, and referred some applicants for Admission by Exception review.

Overall, the fall 2016 process was successful. All applicants (100%) received a point-driven comprehensive review. Sixty (60%) percent of candidates received a computer data driven score based on academic and non-academic factors, plus a human read focusing mostly on non-

academic factors. Out of all applicants, 19% were determined to have not met admission requirements; therefore, they did not advance to receive a human read score. In all, 79% of applicants received an academic evaluation by a staff member. The top 18% were reviewed and selected solely on the academic and nonacademic point-driven comprehensive review process.

Entering student characteristics (average GPA and ethnic breakdowns) are from tables on the IRDS website for UC Merced. Fall 2016 applicant selection data is based on internal Admissions reports.

Freshmen Scoring Index Parameters

Part A: Academic Index and Rigor Score	
1	Meets UCM Index
2	GPA Value (weighted and capped)
3	SAT/ACT Math Score > 400/16
	SAT/ACT Reading > 400/16
	SAT/ACT Writing > 400/16
	Max Sum of SAT/ACT Scores - Each Component >400/16
4	UC Index Total
5	ELC top 9%
6	30+A-G courses and no prior D or F grades 10-12
7	Number of Honors Courses* in GR 10-11
8	Applicant has Honors Courses in Grade 12
Part A: Total Available Points for Applicant's Academic Index and Rigor Score	

Part B: Academic Context E-Score	
9	Low Performing School - API 1-4
10	Applicant's Family is Low Income
11	Parental Education: Neither Parent/Guardian has College Degree
12	First Language is not English; also is not "English and Other"
Part B: Total Available Points for Applicant's Academic Index Score	

Part C: Human Read Score (Human Read Score Rubric to be updated for Fall 2014) MIN 0 MAX 5	
13 I.	Leadership (Athletics, Drama/Theatre, Music/Dance, Student Government, Boys, Girls Scouts, Ministry, Politics)
14 II.	Community Service/Volunteerism/Work/Home Responsibilities
15 III.	Awards and Honors/Recognition for Excellence
16 IV.	Academic Promise (Special Projects, Academic Internship, Excellence in a Subject, Study Abroad or Pre-University Program)
17 V.	Perseverance/Determination (Debilitating Illness, Disability Challenges Met, Dangerous Environment, Unusual Hardship)
Part C: Total Available Points for Human Read Score	

Part B and C: Total Available Points for Academic Context and Human Read Score

Part A, B, and C: Total Admissions Selection Index

Riverside

UCR still admits freshmen students according a fixed-weight calculation, rather than a single-score holistic review. Our Academic Index Score (AIS) transparently sums a subset of the fourteen BOARS criteria that can be extracted automatically from applications. Weights were chosen to be best predictive of success at UCR, while maintaining the inclusiveness and distinctive diversity of the UCR undergraduate population. AIS thresholds for offers of admission are set annually in consultation with colleges and departments. Some units may additionally consider major-related SAT subject scores. Strict change-of-major criteria are published in the General Catalog to manage migrations of enrolled students between departments.

UCR became progressively more selective from 2007 (86.7% admission rate) to 2015 (55.6% admission rate). Both mean high school grades and standardized test-scores of the admitted population increased in the same period. UCR was approaching an admission rate of 50%, but we requested to opt out of the holistic review process for 2016-2017. We maintain one of the more diverse student populations in the UC system. Chicano/Latino admits and SIRs increased

relative to all applicants from 2013 to 2015, but African American and American Indian proportions did not keep pace. With a view to redress and transition to holistic scoring, perhaps as early as the 2017 cycle, our holistic review sub-committee had begun to analyze possible expansions of the AIS components to include non-cognitive attributes.

The AIS formula, established in 2005, was last modified for the 2012 application cycle when the UC eligibility construct also changed. Weights were reduced for low income and first generation status. Our 2015 analyses identify paid work and internship experience as an attractive counterbalancing criterion. Applicants who had worked also earned higher UCR GPAs and dropped out at lower rates than would be predicted from their AIS scores. First generation and low-income applicants are equally likely to have worked. The 2012 AIS formula increased weights for high school GPA and standardized test scores. We are now concerned that this might be working against the intent of the current ELC pathway to eligibility. We are examining options for incorporating ELC rank in addition to non-cognitive factors. The Undergraduate Admissions Committee is also increasing its engagement with yield activities and outreach initiatives.

The expanded UC enrolment target for 2016-17 has set back the trend of increasing selectivity and our most optimistic timetable for transition to holistic scoring. Our admission rate rose to 65.7% in 2016, approaching its 2011 level. Mean high school grades and standardized test scores both fell correspondingly. We now have a substantively changed population of enrolled students to mentor and monitor for success at UCR.

San Diego

Fall 2016 represents the sixth year of Holistic Review Single-Score implementation. With nearly an 8% increase in applications since 2015 (84,209 vs. 78,056), there were concerns regarding the ability to successfully complete the reading process in a timely fashion. Fortunately, a very skilled cadre of 140 external readers were hired and trained prior to the application filing period. In addition, steps were taken to enhance the online holistic review tool, and greater utilization of the shared scores from UCLA enabled the campus to meet the admission release deadline of mid-March.

All readers are assigned to resource team leaders who monitor the reading process, follow-up with readers if there are problems, and serve as a valuable resource throughout the process. Files are read by two independent readers. A team of senior Admissions staff resolve any third read scores which may be generated. The third read rate is approximately 3%. The campus was able to admit approximately 34% of the applicant pool.

There are also multiple internal processes designed to ensure quality control and to identify populations for the “by school” and supplemental review processes. During the summer of 2015, a taskforce comprised of members from the Committee on Admissions (COA) along with Admissions Office staff conducted extensive analysis to determine how to further refine the single-score review process to ensure that the admitted class reflects campus values of access and excellence. Such factors include ELC and first-generation college attendance Humanities applicants, and Educational Opportunity Program (EOP) status. These factors were used as tie-breakers. Based on 2016 admissions data – 77.6 % of admitted freshman residents are ELC, 40.3% are low to medium-low income and 27.7% are first generation.

The growing international applicant pool requires specialized training for key Admissions Office staff. These applications are **not** assigned to external readers due to the specialized nature of schooling and the unique educational environments. Therefore, the international admissions team was expanded in order to ensure that these files were read in a timely manner. When comparing fall 2014 vs. 2015, there was an 18% increase in international applications. In addition to increasing the number of internal staff reading international applications, the specialized scoring tool was redesigned.

At this time, the Admissions staff has continued to improve internal processes, recruit and train external readers, and reassign personnel to handle the increased growth in applications. Campus leadership has provided the additional resources to support the holistic review process. However, with current campus discussions regarding proposed changes to the transfer admission review process, and the continued growth of the applicant pool, there are increasing concerns regarding whether the current staffing level can continue to absorb the extra workload without compromising quality.

Santa Barbara

The UCSB Comprehensive Review consists of two parts, the Academic Preparation Review (APR) and the Academic Promise Review (PPR).

Academic Preparation Review: Freshman applicants are reviewed on the basis of academic criteria and awarded points based on their standing within the entire pool of applicants. This academic review identifies applicants with the strongest preparation and performance.

Academic Promise Review: Applicants are then reviewed for curricular, co-curricular, or experiential skills, knowledge, and abilities which, when coupled with the Academic Preparation Review and a socio-economic assessment based on multiple factors, provide a comprehensive view of an applicant's potential for success at UCSB.

This comprehensive approach incorporates a number of qualitative features that do not lend themselves to precise and highly calibrated measurement. A comprehensive assessment of an applicant's academic preparation and personal qualities is considered to be a better measure of an applicant's ability to contribute to and to benefit from a UC education, thereby enhancing the quality of the freshman class.

The Committee on Admissions, Enrollment, and Relations with Schools (CAERS) adopted the following characteristics as valued in the selection of the freshmen class.

- Response to Challenges, Special Circumstances, Hardships, Persistence
- Leadership, Initiative, Service, and Motivation
- Diversity of Cultural and Social Experience
- Honors, Awards, Special Projects, and Talents
- Intellectual and Creative Engagement and Vitality

The last characteristic, "Intellectual and Creative Engagement and Vitality" was a modification made to the Comprehensive Review process in the fall 2013 review process and is the only

substantial change since the September 2012 release of the *BOARS 2012 Report on Comprehensive Review*.

The Comprehensive Review at UCSB is based on a blended system combining points from academic indicators with points from an individualized review as follows: half on GPA and test scores, one quarter on other indications of academic promise given by the reader, and one quarter on socio-economic criteria. Readers undergo extensive training (30 hours or more) to read files and rate student achievement in context of opportunity, employing quantitative and qualitative data about the socioeconomic circumstances of each case and using all information regarding student activities. To guide the readers in setting values on the information provided in the application, CAERS identified the above areas that reviewers should seek evidence for during the read process.

Readers weigh and balance the information presented throughout application and assign a single score. Additional files are flagged for supplemental review and possible admission by exception if the student appears ineligible but demonstrates special talents, was home-schooled or attended an unaccredited high school, is missing a part of an exam (such as the SAT or ACT writing component), or had a high individualized read score.

As stated in the 2012 report, “UCSB has not implemented a holistic review procedure because it has consistently been meeting campus and systemwide goals.” The academic profile of the incoming freshman class as measured by GPA and test scores has consistently increased. At the same time, the campus has succeeded in achieving the goal of greater ethnic diversity among the student body. Though URM enrollment as a percentage declined slightly in 2016 (from 33% of the class to 30% of the class), the overall number of incoming URM students still increased.

UCSB’s College of Letters & Science continues to use a unique school context selection process that compares California applicants only to other applicants from the same high school, and admits the strongest applicants from each school in numbers equal to 3% of the size of the graduating class. Though there is significant overlap, these students are not necessarily ELC as the 3% is allocated only to UCSB applicants and not all students at that school. 85% of the enrolled class for fall 2016 are California residents. UCSB remains committed to California students and a slow growth model in regard to non-resident enrollees. For fall 2016 UCSB admitted 68% applicants designated as ELC (as compared to 71% in 2015) and 40% of the incoming class is first generation college. For admitted ELC applicants, UCSB’s yield rate declined from 18% in 2015 to 15% in 2016, likely due to a significant overlap with the LFCC+ population and other campuses increasing their selection within that group as California enrollments were increased across the system.

Santa Cruz

UC Santa Cruz continues to utilize Holistic Review (HR). Implemented on our campus in 2012, the HR policy has continued to evolve to meet admission goals and outcomes sought by UCSC faculty. Since the fall 2015 cycle, all applicants are scored by UCSC readers. We use a scale of 1 (the top applicants) to 5, with additional scores of 4.5 and 5-deny. As of the current application cycle (for admission fall 2017), previously used scores of 4.25 and 4.75 have been eliminated.

HR uses multiple measures to assess whether potential students exhibit the qualities necessary to succeed academically and graduate in a timely fashion as well as demonstrate the promise of making a positive contribution to the UCSC community. The holistic approach employs a thorough review of each application by professionally trained readers (both full-time admissions staff and seasonally-hired readers) who determine a single score that is reflective of an applicant's full spectrum of achievement, viewed in the context of his/her academic and personal opportunities. International applications are read by senior readers trained in interpreting them. For fall 2017 selection, the Committee on Admissions and Financial Aid (CAFA) has made minor updates to the HR scoring rubric, including the addition of language that explicitly recognizes an applicant's potential to contribute actively to campus diversity goals based on their prior activities.

After the first round of HR scores is assigned, they are compared with the Student Success Indicator (SSI) scores, which are computed according to a standard formula from high school GPA and standardized test scores. Cases in which there is a very significant difference between an SSI score and those typical for that student's HR band are flagged for a second read by a senior reader; the second HR score is taken as final in these cases. HR score is the primary but not the sole criterion used to determine which applicants are offered admission. Those in the top few HR bands (in the past couple of years, scores 1 to 3) are all offered admission unless they are disqualified. To help shape the profile of the remaining admits, including ethnic and socio-economic diversity goals, (and ultimately shape the make-up of the incoming frosh class), students within the next HR bands are selected using factors such as LCFF+ school status, first-generation status, ELC- only eligibility, etc. An SSI "floor" is generally used for these additional admits to ensure that all admitted students demonstrate the potential to succeed at UC Santa Cruz.

SECTION IV: THE FUTURE OF UC'S MASTER PLAN COMMITMENT & REFERRAL

Section C(4) of Regents Policy 2103 states: "Freshman applicants deemed Eligible in the Statewide Context or Eligible in the Local Context who are not admitted to any campus where they apply will be offered admission at a UC campus with available space." To this point, there has always been at least one campus with available space. However, as the number of applications increases and UC Merced matures into a more selective campus, it is clear that this will not be the case indefinitely.

California resident applicants who were identified as eligible either in the statewide or local context, but were not offered admission to a UC campus to which they applied constitute the "referral pool". In 2016, the total referral pool, from both public and private California high

schools, numbered 8,380.²⁸ These eligible applicants were offered the chance to consider referral admission at UC Merced, and in the end 106 (1.3% of the total pool) submitted an SIR.

One of BOARS's most significant concerns going forward is that the University will soon have no campus with available space, which throws into question its historical ability to offer admission to all eligible applicants. The University of California must address this quickly.

Section D of Regents Policy 2103 points to a possible avenue for action by stating:

D(1) The Academic Senate, through its Board of Admissions and Relations with Schools (BOARS), will evaluate and report annually and at five-year intervals on the academic and fiscal impact of this policy; and

D(2) Based on the results of these ongoing studies, the Academic Senate should periodically consider recommending adjustments to the guarantee structure.

BOARS has viewed eligibility as an important element of the overall admissions process, and is hesitant to recommend adjustments that would alter it in a significant way. However, BOARS will continue to examine all options, from technical adjustments to structural changes to address the fact that in the near future, capacity will limit the University's ability to accommodate all eligible students.

SECTION V: IMPLEMENTATION OF TRANSFER POLICIES & INITIATIVES

Over the past two years, BOARS has helped lead UC's response to a range of issues and concerns about community college transfer. BOARS strongly supports the transfer path and is committed to policies that help clarify the transfer process for California Community College (CCC) students interested in UC and that improve their preparation for UC-level work. BOARS' recent efforts in the area of transfer admission are summarized below.

Implementation of Transfer Policy

In June 2012, the Senate approved a new transfer admissions policy²⁹ that took effect in fall 2014 for fall 2015 admissions. UC transfer applicants from CCCs are entitled to a comprehensive admissions review (though not guaranteed admission) if they complete (1) an "SB 1440" Associate of Arts (AA) or Associate of Science (AS) Degree for Transfer from a CCC in the relevant major, (2) a UC Transfer Curriculum in the relevant major, with a minimum GPA set by each campus, or (3) the current pathway specified in Senate Regulation 476 C. BOARS has been working with the campuses to ensure they are implementing the policy. BOARS confirmed that departments and programs are taking steps to review existing lower-division transfer requirements in light of the systemwide UC Transfer Preparation Paths and the relevant CSU/CCC Transfer Model Curricula (TMC), to develop a UC Transfer Curriculum for appropriate majors that identifies the appropriate lower division major preparation for that

²⁸ http://www.ucop.edu/institutional-research-academic-planning/_files/factsheets/2016/frosh_trsrirs_table1.1.pdf

²⁹ http://www.universityofcalifornia.edu/senate/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf

program, and to examine the extent to which majors are aligning lower division major preparation requirements across campuses and with the corresponding TMCs.

During 2010–12 BOARS (with Academic Assembly approval) restructured transfer selection beginning in 2015 to accommodate the new SB 1440 AA and AS degrees for transfer and to incorporate major-based criteria more fully into the Comprehensive Review of transfer applicants. The proponents and authors of SB 1440 argued that these new degrees would simplify the transfer process for CCC students and thereby increase UC/CSU access for a more diverse population. BOARS is pleased that the Senate has agreed with its plan to align transfer admission processes with these new AA and AS degrees.

UC Transfer Pathways

In 2013, a Transfer Action Team was charged by the President with recommending ways to strengthen and streamline the transfer path, increase the transfer graduation rate, and expand UC's reach into a broader range of CCCs. 2013–14 BOARS Chair George Johnson and Vice President for Student Affairs Judy Sakaki co-chaired the team and presented a report with recommendations³⁰ to the Regents in May 2014. The recommendations include building on previous efforts to align lower division requirements for specific majors across UC campuses to enable potential transfer students to prepare for more than one UC simultaneously, and also aligning when possible UC's major requirements with the Transfer Model Curricula developed by CCC/CSU for the Associate Degrees for Transfer. Finally, the report makes clear that UC cannot increase transfer enrollments at the expense of freshmen nor without additional state funding. BOARS supported a Senate-led effort to develop UC Transfer Pathways—lower division courses recommended to California Community College (CCC) students as preparation for transfer admission into a given major at all nine of UC's undergraduate campuses. In October 2015, the Senate chair and UC Provost convened meetings of campus faculty delegates to identify Pathways for 11 additional majors, in addition to the 10 Pathways completed in spring 2015. The BOARS chair and vice-chair participated in some of the meetings. BOARS also received regular briefings from Senate and UCOP leaders on the campus review of the Pathways and efforts to identify articulation gaps between specific CCCs and the nine undergraduate campuses for specific Pathway course expectations.

UC Transfer Pathways and Comprehensive Review

In June 2016, BOARS approved revisions to the Comprehensive Review Guidelines³¹ for the selection of advanced standing (transfer) applicants. The revisions incorporate into existing selection criteria language highlighting completion of a UC Transfer Pathway as one way for applicants to demonstrate transfer readiness.

Course Identification Numbering System (C-ID)

BOARS led the Senate's response to a state request to consider the Course Identification Numbering System (C-ID) as a supplemental numbering system for lower division UC courses

³⁰ <http://ucop.edu/transfer-action-team/>

³¹

http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf

identified as comparable with CCC and CSU courses. At several meetings, BOARS discussed the use of C-ID at CSU and the CCC, the benefits of C-ID for CCC students navigating the transfer path and for colleges and universities wanting to streamline course articulation, and the possibility of endorsing the use of C-ID at UC. In February 2016, BOARS endorsed a plan to maintain the existing systemwide articulation review process to determine the initial UC transferability of CCC courses, and to pilot the use of C-IDs at the second level of review for the course-to-course articulation of a select number of UC Transfer Pathways. The Academic Council supported BOARS' consideration of this pilot approach to C-ID.

SECTION VI: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

BOARS has reviewed application, admission, and yield outcomes under comprehensive review for the years 2012-2016, as well as the ongoing implementation of the freshman admission policy adopted in 2009 and the Regents' 2011 Resolution on Individualized Review and Holistic Evaluation. BOARS finds that together, these innovative policies have helped increase opportunity, excellence, and fairness; eliminated unnecessary barriers to admission; allowed campuses to select from a larger and more diverse pool of students; and strengthened the University's position as an engine of social mobility in the state. Increased admissions and enrollment in 2016 further demonstrated the ways in which UC can further diversity and opportunity for the state's students. Demand for a UC education continues to grow, and UC continues to meet its Master Plan obligation to California residents, even as UC becomes an increasingly selective institution and campuses expand efforts to recruit higher-tuition-paying nonresidents in response to a budget crisis that saw UC's state funding fall by nearly \$1 billion.

Many of BOARS' goals for comprehensive review and the new 9x9 policy are being met. Under the new policy, campuses are selecting students who are better prepared for UC, more likely to come from underrepresented minority (URM) groups, and once admitted perform well academically and persist to graduation at very high rates. The two categories of eligibility (ETR and ELC-only) that were created or expanded by the new policy have helped expand access to more first-generation college, URM students and students from under-resourced high schools. In 2014, UC offered freshman admission to more California resident Chicano/Latino students than any other group for the first time, reflecting the state's shifting demographics. Although African American admits and SIRs increased this year, there is still a need for new targeted efforts to increase yield rates and outreach to specific communities.

The transfer path to UC from the California Community Colleges (CCC) continues to be popular and robust. The University and BOARS have increased a focus on policies that help clarify the transfer path for CCC students interested in UC and improve their preparation for UC-level work. These efforts have helped boost the number of CCC students applying and successfully transferring to the University of California.

Although nonresidents are far less likely to accept an admission offer, they have grown considerably represent an increasing percentage of application and admission growth. BOARS is satisfied that campuses are meeting its compare favorably standard for nonresident admission and will continue to monitor campus practices and outcomes to ensure that California residents remain the first priority in the admission process.

Budget and space pressures and the continued viability of the referral pool are looming challenges with implications for admissions and UC's ability to meet the Master Plan. The 9x9 policy has significantly overshoot its original 10% target for admission guarantees. For fall 2016, UC offered admission to 11.8% of all California public high school graduates who met one or both of the 9x9 guarantees, resulting in a referral pool of over 8,000 students. The referral process, with the guarantee of admission to at least one UC campus for all eligible applicants, is still Regents policy. While the referral guarantee is not important to most high school students, who are primarily concerned about whether they are admitted to the UC campus of their choice,

some do value the guarantee, and BOARS considers it an important promise to Californians. And although UC Merced is currently able to accommodate the full yield from the referral pool, space and budget constraints at UC campuses make its long-term future less clear.

BOARS will continue to monitor outcomes and work toward solutions that minimize the referral pool but maintain the eligibility construct. BOARS looks forward to working with campuses, UCOP, and the Regents to ensure that UC admissions policies and practices continue to meet our collective goals and maintain UC's status as the best public university system in the world.

RECOMMENDATIONS

1. BOARS is pleased that the increased enrollment of undergraduates has benefited Californians of all races/ethnicities, including those underrepresented at the University. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and we welcome University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. BOARS notes that the 5,000 additional enrollments in 2016 has had the effect of lowering the size of the referral pool, an issue about which BOARS has previously expressed concern. BOARS remains committed to the Master Plan guarantee to students, of which the referral pool is a crucial part, and believes that future enrollment increases will continue to help limit the size of the referral pool.
3. While BOARS notes with satisfaction the increased opportunity larger enrollment brings, the committee will monitor the broader effects increased enrollment has on the University. In particular, BOARS is concerned that increasing enrollment without sufficient additional funding for faculty, infrastructure, and student services will diminish the quality of a UC education. Further, BOARS will monitor closely the success of all new students at the University to ensure that increased enrollment does not lead to a lessening of student outcomes.

Respectfully submitted,

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