

# **Annual Report on Undergraduate Admissions Requirements and Comprehensive Review April 2018**



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

# Table of Contents

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
Purpose of the Report .....	3
Key Findings .....	5
Recommendations .....	7
<b>SECTION I: INTRODUCTION.....</b>	<b>9</b>
I.1 What are Comprehensive Review & Holistic Review? .....	9
I.2 The New Freshman Admissions Policy .....	9
<b>SECTION II: APPLICATION, ADMISSION AND YIELD OUTCOMES .....</b>	<b>11</b>
II.1 Applications.....	11
II.2 Admission.....	12
II.2.1 The California Resident Freshman Admit Pool .....	13
II.2.2 Recalibration of the Statewide Eligibility Index .....	15
II.2.3 Academic Indicators of Freshman Admits.....	16
II.2.4 Transfer Admission.....	17
II.3 Yield .....	17
II.4 Attracting and Admitting Diverse Students.....	24
II.5 First-Term Student Performance at UC.....	31
II.6 First Year Academic Performance of California Transfers Universitywide .....	32
II.6 Nonresident Admission .....	32
<b>SECTION III: THE REVIEW PROCESS: IMPLEMENTING INDIVIDUALIZED &amp; SINGLE SCORE REVIEW.....</b>	<b>34</b>
III.1 Description of Campus Selection Processes Using Comprehensive Review .....	34
<b>SECTION IV: THE FUTURE OF UC’S MASTER PLAN COMMITMENT AND REFERRAL.....</b>	<b>47</b>
<b>SECTION V: IMPLEMENTATION OF TRANSFER POLICIES &amp; INITIATIVES .....</b>	<b>48</b>
<b>SECTION VI: CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>50</b>

## 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),<sup>1</sup> and as outlined in Senate Bylaw 145.<sup>2</sup>

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,<sup>3</sup> and in Regents Policy 2103: Policy on Undergraduate Admissions Requirements.<sup>4</sup> 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.<sup>5</sup> BOARS also reported on the Comprehensive Review policy in June 2010<sup>6</sup> and September 2012<sup>7</sup> and on the *Impact of the New Freshman Eligibility Policy* in November 2013.<sup>8</sup>

The current report discusses application, admission, and enrollment outcomes under comprehensive review for the years 2012–2017; 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*;<sup>9</sup> efforts by BOARS to enhance the transfer admission path; efforts to ensure that nonresidents admitted to a

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

<sup>2</sup> <http://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#b1145>

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

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

<sup>5</sup> [http://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/BOARS2016ReporttoRegents.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/documents/BOARS2016ReporttoRegents.pdf)

<sup>6</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/HP\\_MGYreBOARS\\_CR\\_rpt.pdf](http://senate.universityofcalifornia.edu/_files/reports/HP_MGYreBOARS_CR_rpt.pdf)

<sup>7</sup> [http://senate.universityofcalifornia.edu/\\_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf)

<sup>8</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/Nov52013BOARSReporttoRegents-Final.pdf](http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf)

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

campus compare favorably to California residents; and challenges associated with the future of the referral guarantee.

## Key Findings

### OVERALL FRESHMAN ADMISSION

- ❖ Total applications increased 10.6% from 2012 to 2013, followed by increases of 6.2%, 6.4%, 5.2%, and 3.2% from 2013 to 2014, 2014 to 2015, 2015 to 2016, and 2016 to 2017, respectively.
- ❖ For the first time, applications from nonresidents declined slightly this year compared to applications from California residents. Between 2012 and 2016, the year-over-year increases in out-of-state national (international) applicants were 14.7% (33.2%), 19.1% (21.1%), 16.6% (9.0%), and 12.0% (9.8%) from 2012 to 2013, 2013 to 2014, 2014 to 2015, and 2015 to 2016, respectively. In 2017, there was a 2.6% (0.8%) decline in out-of-state (international) applicants.
- ❖ In comparison, the increase in applications for California residents has increased every year since 2012: 6.4%, 0.6%, 3.2%, 2.1%, and 6.1% from 2012 to 2013, 2013 to 2014, 2014 to 2015, 2015 to 2016, and 2016 to 2017, respectively.
- ❖ UC admitted 69,154 California freshman applicants for fall 2017. This represents a 10.6% increase since implementation of the new admissions policy in 2012.
- ❖ The moderated enrollment growth for 2017-18 resulted in slight admission and enrollment decreases compared to the prior record-setting year of 2016. California residents still comprise the vast majority of new admits and enrollees at the undergraduate level. Several significant highlights include the following:
  - Freshman admission rates dipped at all but two campuses—Berkeley and Davis—in 2017. Berkeley and UCLA remain highly selective, with less than 20% of applicants receiving an admission offer. (see Table 2/Figure 2).
  - The academic indicators of the admitted and enrolled class of California freshmen rose in 2017 (see Table 3 and Figure 3).
  - California residents represented 78.9% of all enrollees at UC for 2017 (see Table 6).
- ❖ Approximately one out of two California freshmen admitted to UC choose to enroll. Nonresidents (both domestic and international) are far less likely to accept an offer of admission than are California residents (see Figure 5).

### FRESHMAN ELIGIBILITY

- ❖ In 2017, 15.9% of California public high-school graduates qualified for guaranteed (eligible) admission or admitted from the Entitled to Review (ETR) pool. This exceeds the Master Plan expectation of admitting the top 12.5%.

- 12.4% of California public high school graduates who applied to UC were guaranteed admission and an additional 3.6% were admitted as Entitled to Review. The 2017 total represents a slight increase from 15.7% in 2016 (see Table 4).
- ❖ Nearly half the California freshman applicants met the Statewide Index (47.7%) in 2017. As a proportion of the 9x9 guaranteed pool, 87.1% met the index.
- ❖ There is a great amount of overlap between pool of the applicants meeting the Statewide Index and Eligible in the Local Context (ELC). Just under 13% of the 9x9 guaranteed pool were designated ELC-only and did not also meet the index.
- ❖ The number of ETR applicants has increased steadily since 2012 and grew from 37,087 in 2016 to 39,437 in 2017 (an increase of 2,350 or 6.3%) (see Figure 6).
- ❖ All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to consider admission to the campus that had available space—UC Merced.
  - The 2017 referral pool grew by 28.2% to 10,739, after experiencing a significant reduction in 2016 when enrollment growth was funded.
  - 119 students (1.1%) from the referral pool enrolled at Merced.

## **ACADEMIC PERFORMANCE**

- ❖ New freshmen continue to improve their success at UC. The average first-term UC GPA of California residents has increased steadily and continues to be higher than the cohorts prior to the implementation of the new 2012 admissions policy, while the average first-term probation rate has continued to decrease. The mean first-year UC GPA for California freshmen was 3.09 in 2016, up from 3.05 in 2015 and 3.00 in 2012, and 93.65% of first-year California residents move on to their second year (see Table 11).

## **TRANSFER ADMISSION & ACADEMIC PERFORMANCE**

- ❖ California resident transfer applicants decreased by 5.5% from 2016 to 2017 after a record-setting year for applications in 2016. Applications from domestic nonresidents and international transfers have increased since 2012, but the vast majority of transfer applicants (82.4%) are California residents (see Table 5).
- ❖ UC admitted 71.4% of California resident transfers for a record-size transfer class in 2017 of 22,632.
- ❖ Over 85% of transfers enrolled in 2017 were residents and nearly 14% were international students (see Table 8).
- ❖ White students represent the largest proportion of California resident transfer enrollment (28.1%) followed by Asians (26.3%) and Chicano/Latinos (24.8%) (see Table 9.2).

- ❖ Transfer students from 2011 through 2015 have demonstrated decreasing first-year probation rates (see Table 12).

## **DIVERSITY**

- ❖ For fall 2017, 46.7% of California freshman applicants were first-generation as were 42.8% of admits and 45.1% of enrollees (see Table 3 and Figure 7).
- ❖ Over 38% of California freshman enrollees were low-income (see Table 3 and Figure 7).
- ❖ The percentages of ELC-only applicants, admits, and enrollees who were first-generation were 80.3%, 81.9%, and 82.8%, respectively (see Table 10.2).
- ❖ Applicants, admits and enrollments of underrepresented-minority (URM) groups (African Americans, American Indians, and Chicanos/Latinos) are at historical highs of 44.1%, 38.5%, and 37.7%, respectively for fall 2017 (see Table 10.1).
- ❖ URMs account for over 58% of the growth in California community college enrollment since 2012 (see Table 9.1).

## **NONRESIDENTS**

- ❖ The proportion of nonresident freshmen enrolled at UC (including out-of-state and international) increased slightly to 21.0% in 2017 from 19.2% in 2016 (see Table 6). The proportion of nonresident transfers (including out-of-state and international) decreased slightly from 15.0% in 2016 to 14.4% in 2017 (see Table 8).

## **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 target of 5,000 additional enrollments in 2016 had the effect of lowering the size of the referral pool that year; however, the target of an additional 2,500 enrollments in 2017 the referral pool grow back to pre-2016 levels. 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 grow the size of the referral pool. BOARS is very concerned going forward that the University will soon have no campus with available space, which brings into question its historical ability to offer admission to all eligible applicants. The University of California must address this issue expeditiously.
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 is diminishing 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.”<sup>10</sup> The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,<sup>11</sup> 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*.<sup>12</sup> 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 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

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

<sup>11</sup>

[http://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/GUIDELINES\\_FOR\\_IMPLEMENTATION\\_OF\\_UNIVERSITY\\_POLICY\\_on\\_UG\\_ADM\\_Revised\\_June2016.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf)

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

9%. The two 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 nine 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 2012<sup>13</sup> and 2013,<sup>14</sup> 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,<sup>15</sup> 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.

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[http://senate.universityofcalifornia.edu/\\_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf)

<sup>14</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/Nov52013BOARSReporttoRegents-Final.pdf](http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf)

<sup>15</sup> 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.

## SECTION II: APPLICATION, ADMISSION, AND ENROLLMENT OUTCOMES

### II.1 APPLICATIONS

**Freshman Applications.** The University of California experienced steady growth in freshman applications between 2012 and 2017. Between 2012 and 2013, UC experienced a marked 10.6% increase (140,024 total) in total freshman applications with more modest increases in 2014 (6.2%; 148,772 total) and 2015 (6.4%; 158,306 total). The last two years have seen smaller but also substantial increases—a 5.2% increase to 166,562 in 2016 and a 3.2% increase to 171,858 (*c.f.*, Table 1). A significant portion of the recent growth has been in nonresident applications. For example, the year-over-year changes in out-of-state domestic (international) applicants were 14.7% (33.2%) from 2012 to 2013, 19.1% (21.1%) from 2013 to 2014, 16.6% (9.0%) from 2014 to 2015, 12.0% (9.8%) from 2015 to 2016. From 2016 to 2017, there was a decline in domestic out-of-state and international applicants of 2.6% and 0.8%, respectively. It remains to be seen if these drops represents the beginning of a trend or a one-year anomaly.

**Table 1: Freshman and Transfer Applications**

	2012	2013	2014	2015	2016	2017
<b>Freshman</b>						
California	93,460	99,447	100,077	103,259	105,465	111,857
% change		6.4%	0.6%	3.2%	2.1%	6.1%
Out-of-State	18,892	21,672	25,803	30,087	33,688	32,808
% change		14.7%	19.1%	16.6%	12.0%	-2.6%
International	14,197	18,905	22,892	24,960	27,409	27,193
% change		33.2%	21.1%	9.0%	9.8%	-0.8%
<b>Total Freshman</b>	<b>126,549</b> <sup>↗</sup>	<b>140,024</b> <sup>↗</sup>	<b>148,772</b> <sup>↗</sup>	<b>158,306</b> <sup>↗</sup>	<b>166,562</b> <sup>↗</sup>	<b>171,858</b>
% change		10.6%	6.2%	6.4%	5.2%	3.2%
<b>Transfer</b>						
California	30,005	29,867	29,298	29,539	32,971	31,710
% change		-0.5%	-1.9%	0.8%	11.6%	-3.8%
Out-of-State	965	926	1,020	1,151	1,489	1,300
% change		-4.0%	10.2%	12.8%	29.4%	-12.7%
International	3,791	4,258	4,672	5,210	5,546	5,463
% change		12.3%	9.7%	11.5%	6.4%	-1.5%
<b>Total Transfer</b>	<b>34,761</b> <sup>↗</sup>	<b>35,051</b> <sup>↗</sup>	<b>34,990</b> <sup>↗</sup>	<b>35,900</b> <sup>↗</sup>	<b>40,006</b> <sup>↗</sup>	<b>38,473</b>
% change		0.8%	-0.2%	2.6%	11.4%	-3.8%
<b>Total</b>						
California	123,465	129,314	129,375	132,798	138,436	143,567
Out-of-State	19,857	22,598	26,823	31,238	35,177	34,108
International	17,988	23,163	27,564	30,170	32,955	32,656
<b>Total</b>	<b>161,310</b>	<b>175,075</b>	<b>183,762</b>	<b>194,206</b>	<b>206,568</b>	<b>210,331</b>

Note: Data from UC Data Warehouse.

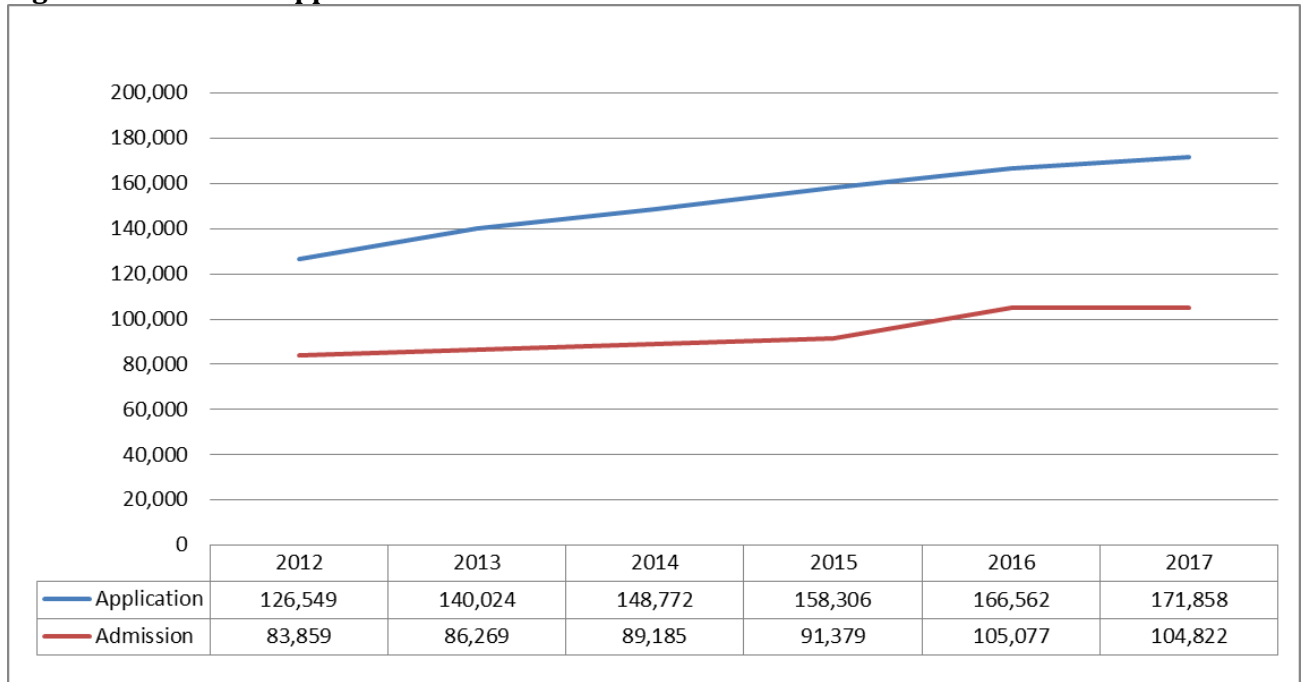
**Transfer Applications.** As seen in Table 1, applications from transfer students declined by 3.8% in 2017, the first year of decline after two straight years of growth. The unprecedented growth in

applicants (and eventual enrollments) observed in 2016 may have impacted the available pool of applicant for 2017.

## II.2 ADMISSION

**Freshman Admission.** UC admitted 104,822 applicants as freshmen for fall 2017. Figure 1 shows systemwide trends in the number of freshman applicants and admits since 2012.

**Figure 1: Freshman Application and Admission**



Note: Data from UC Data Warehouse.

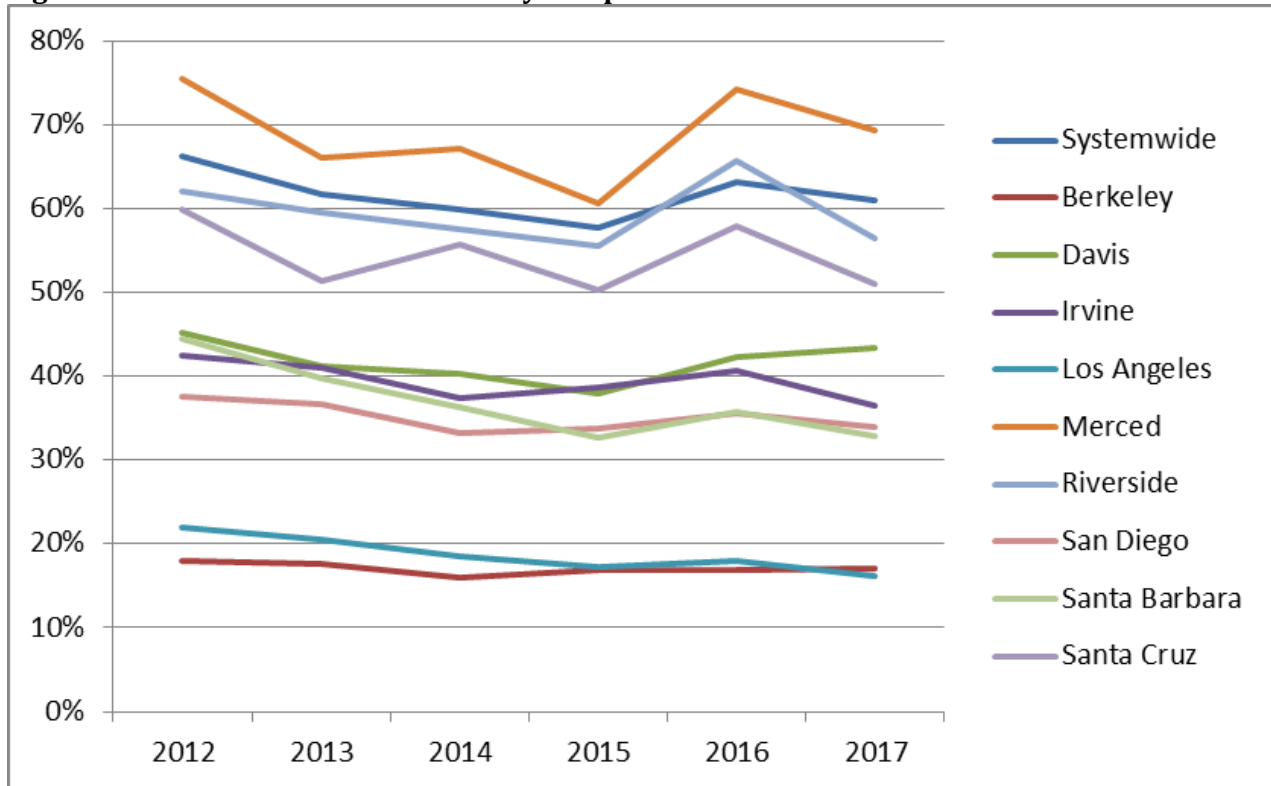
**Table 2: Freshman Admission Rates by Campus**

Campus	2012	2013	2014	2015	2016	2017
Systemwide	66.3%	61.6%	59.9%	57.7%	63.1%	61.0%
Berkeley	18.0%	17.6%	16.0%	16.9%	16.9%	17.1%
Davis	45.2%	41.3%	40.4%	38.0%	42.3%	43.4%
Irvine	42.4%	41.1%	37.4%	38.7%	40.7%	36.5%
Los Angeles	22.0%	20.4%	18.6%	17.3%	18.0%	16.1%
Merced	75.5%	66.0%	67.2%	60.7%	74.2%	69.4%
Riverside	62.0%	59.5%	57.6%	55.6%	65.7%	56.5%
San Diego	37.5%	36.6%	33.3%	33.7%	35.7%	34.0%
Santa Barbara	44.4%	39.7%	36.3%	32.6%	35.8%	32.8%
Santa Cruz	59.9%	51.3%	55.7%	50.3%	57.9%	50.9%

Note: Data from UC Data Warehouse.

The data in Table 2 and shown graphically in Figure 2 illustrate a slight decrease in the systemwide admit rate for 2017. The campuses also had lower admission rates with the exception of Berkeley and Davis.

**Figure 2: Freshman Admission Rates by Campus**



Note: Data from UC Data Warehouse.

### II.2.1 The Admitted California Freshman Pool

As indicated in Table 3, UC admitted 69,154 of 111,857 California resident freshman applicants for 2017. This includes 61,037 of 98,148 public high school applicants, equal to 14.2% of the total CA public-high-school graduating class (estimated to be 430,586 in Table 4). The average high-school GPA of all California Freshman admits was 3.93, with an average of 48 semesters of “a-g” courses (30 is the minimum) and 15 semesters of honors courses. The average SAT Reading and SAT Math scores increased for both admits and enrollees, while the average ACT score for admits and enrollees remained the same between 2016 and 2017, respectively.

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 88.3% of the total California resident admit pool in 2017, up from 86.5% in 2012. Table 4 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: California Freshman Applicants, Admits, and Enrollees**

	2012			2013			2014			2015			2016			2017		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
<b>Total</b>	93,460	62,527	33,065	99,447	62,682	33,135	100,077	62,500	33,824	103,259	61,181	32,630	105,465	70,852	38,361	111,857	69,154	36,306
<b>Race/Ethnicity</b>																		
African American	5,728	2,802	1,416	5,978	2,705	1,333	5,888	2,684	1,376	6,310	2,625	1,315	6,619	3,435	1,808	6,958	3,403	1,747
American Indian	692	436	207	709	388	176	759	449	215	697	399	187	656	421	200	662	400	189
Asian American	30,432	22,923	13,799	30,992	22,535	13,324	31,698	22,771	13,550	31,937	22,463	13,049	31,362	24,083	14,406	32,913	23,901	13,803
Chicano/Latino	28,110	16,944	8,755	31,908	17,450	9,322	32,677	18,043	9,940	35,207	17,927	9,754	37,759	22,839	12,318	41,661	22,800	11,737
Unknown	2,545	1,797	844	2,979	2,088	1,047	2,829	1,868	922	3,356	2,134	1,058	3,051	2,221	1,144	3,161	2,103	1,019
White	25,953	17,625	8,044	26,881	17,516	7,933	26,226	16,685	7,821	25,752	15,633	7,267	26,018	17,853	8,485	26,502	16,547	7,811
Total URM	34,530	20,182	10,378	38,595	20,543	10,831	39,324	21,176	11,531	42,214	20,951	11,256	45,034	26,695	14,326	49,281	26,603	13,673
<b>Sex</b>																		
Female	52,288	35,250	18,269	55,832	35,302	18,469	56,362	35,419	19,092	58,248	34,856	18,379	59,879	40,865	22,159	64,303	40,087	20,952
Male	41,128	27,261	14,796	43,437	27,319	14,645	43,546	27,011	14,713	44,796	26,249	14,236	45,274	29,821	16,157	46,958	28,760	15,260
Unknown	44	16	0	178	61	21	169	70	19	215	76	15	312	166	45	596	307	94
<b>School Type</b>																		
CA public high school	80,193	54,079	29,870	86,068	54,499	29,941	86,941	54,711	30,672	89,760	53,562	29,683	92,208	62,304	34,895	98,148	61,037	33,154
CA private high school	12,139	7,839	2,908	12,120	7,517	2,864	12,212	7,308	2,891	12,429	7,092	2,685	12,270	8,041	3,270	12,655	7,636	2,947
Other/unknown	1,128	609	287	1,259	666	330	924	481	261	1,070	527	262	987	507	196	1,054	481	205
Low API 1-4	17,531	11,266	6,483	17,809	9,997	5,905	17,620	10,104	6,091	17,945	9,754	5,796	18,478	11,494	6,744	20,006	11,299	6,184
<b>Academic Indicators</b>																		
Average High School GPA	3.68	3.85	3.88	3.69	3.89	3.92	3.71	3.90	3.94	3.71	3.93	3.97	3.72	3.89	3.94	3.73	3.93	3.97
Average SAT - Reading	556	580	575	556	586	582	557	587	585	554	590	589	550	577	579	584	609	615
Average SAT - Math	581	608	608	578	612	612	578	611	612	572	612	614	567	597	602	583	611	619
Average SAT - Writing	565	592	588	560	593	589	561	594	593	556	595	594	550	579	582	n/a	n/a	n/a
Average ACT	25	26	26	25	27	26	26	27	27	26	27	27	26	27	27	26	27	27
Average Number of A-G Courses	47	48	48	47	47	47	47	48	47	47	48	48	47	48	48	47	48	48
Average Number of Honors/AP Courses	12	14	14	12	14	14	12	15	15	13	15	16	13	15	15	13	15	16
<b>Family Characteristics</b>																		
Low Income	32,735	21,119	12,245	34,875	20,310	11,938	35,439	20,694	12,327	37,337	20,307	11,938	38,361	24,265	14,236	43,234	25,035	13,961
1st Generation College	41,612	26,269	15,037	45,416	26,206	15,341	45,805	26,507	15,766	47,180	25,663	14,990	48,450	30,266	17,496	52,221	29,616	16,379
<b>Eligibility Category</b>																		
Index and ELC	26,139	24,641	14,549	27,833	26,198	15,749	27,554	25,548	16,248	26,013	24,304	15,426	26,649	25,251	16,384	28,082	26,097	16,520
Index Only	24,962	19,280	9,334	25,947	19,142	9,046	28,358	20,532	9,714	22,820	16,615	7,418	23,299	18,403	8,980	25,230	18,769	8,897
ELC Only	5,548	4,298	2,289	5,463	3,803	2,095	5,244	3,767	2,067	7,996	5,802	3,316	7,948	6,525	3,885	7,862	5,853	3,143
Entitled to Review	27,287	12,978	6,265	29,403	11,981	5,459	28,905	11,174	5,029	35,936	13,128	5,803	37,087	18,946	8,319	39,437	17,018	7,092
Do Not Meet Above Criteria (A by E)	9,520	1,329	627	10,798	1,558	786	10,015	1,479	766	10,489	1,332	667	10,479	1,727	793	11,245	1,417	654
Unknown	4	1	1	3	0	0	1	0	0	5	0	0	3	0	0	1	0	0

Note: Data from UC Data Warehouse and final UC Application Processing (UCAP) files. For 2017, new SAT Evidence Based Reading and Writing (EBRW) scores are listed under SAT Reading and new SAT Math scores are listed under SAT Math; these are not directly comparable to prior years. API = CA Department of Education's Academic Performance Index for schools. APIs were last published in 2013 and 2013 data are used for subsequent years. Low income means reporting family income at or below the 30th percentile based on Current Population Survey (CPS) data for Californians aged 30-65.

**Table 4: UC Admission Outcomes as a Percent of California Public High School Graduates**

	2012	2013	2014	2015	2016	2017
CA Public HS Graduates*	418,598	422,177	421,636	426,950	429,323	430,586
All CA Pub HS Applicants	80,570	86,617	87,913	90,698	93,081	99,081
% of CA Pub HS Graduates	19.2%	20.5%	20.9%	21.2%	21.7%	23.0%
CA Pub HS Applicants Guaranteed Admission	48,632	51,315	52,700	49,060	50,157	53,208
% of CA Pub HS Graduates	11.6%	12.2%	12.5%	11.5%	11.7%	12.4%
Admitted "ETR" Students	11,434	10,592	9,986	11,736	17,051	15,306
% of CA Pub HS Graduates	2.7%	2.5%	2.4%	2.7%	4.0%	3.6%
Total Guaranteed PLUS ETR Admits	53,381	53,737	53,686	52,696	61,102	60,064
Applicants Guaranteed Admission plus ETR Admits as % of CA Pub HS Graduates	14.3%	14.7%	14.9%	14.2%	15.7%	15.9%
Total Admitted to Campus of Choice	52,732	53,021	52,861	51,747	60,531	59,523
% of CA Pub HS Graduates	12.6%	12.6%	12.5%	12.1%	14.1%	13.8%

\*Total public CA public high school graduate totals are from California Department of Education, projected high school graduates for 2017 are as estimated by UCOP.

Note: Data from UC Data Warehouse and final UCAP files.

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 admission guarantee to approximately 10% of California public high school graduates. BOARS recognized the miscalculation in 2012 after UC admitted 11.6% of public high school graduates who met one or both of the 9x9 guarantees, which grew to 14.3% after adding those admitted through ETR (*c.f.*, Table 4). In 2017, UC’s guarantee structure appears to still 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 2017 (53,208) constitute 12.4% of the total graduating class (430,586), while the admitted ETR applicants (15,306) constitute 3.6%. 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 total referral pool grew to 10,739 in 2017 after a 20 percent reduction in 2016 when enrollment growth funding was provided by the State and all campuses were able to enroll and thus admit more students.

## II.2.2 Recalibration of the Statewide Eligibility Index

In June 2013, on the recommendation of BOARS, the Assembly of the Academic Senate approved<sup>16</sup> 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 current 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 current index took effect for students who applied 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 28,358 in 2014 to 22,820 in 2015 (a decrease of 5,538 or 19.5%). It rose again by

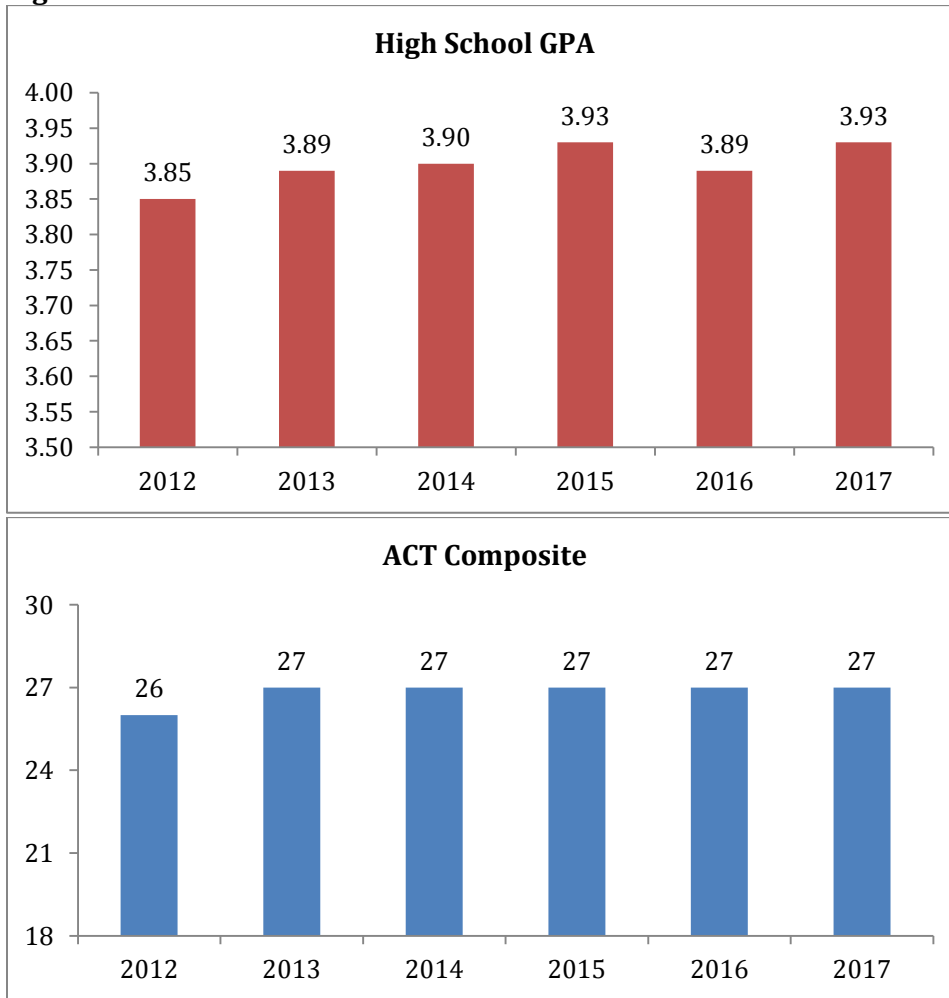
<sup>16</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/RLP\\_Sakaki\\_StatewideIndexamendment\\_FINAL.pdf](http://senate.universityofcalifornia.edu/_files/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf)

2.1% in 2016 to 23,299 and again by 8.3% in 2017 to 25,230. This change also had an effect on the ELC and ETR pools. The number of applicants identified as ELC-only increased from 5,244 in 2014 to 7,996 in 2015 (a 52.5% increase); the number of ELC-only applicants then decreased to 7,948 in 2016 and 7,862 in 2017, respectively. The number of applicants designated as ETR increased from 28,905 in 2014 to 35,936 in 2015 (a 24.3% increase), and then from 37,087 in 2016 to 39,437 in 2017 (a 6.3% increase)—*c.f.*, Table 3.

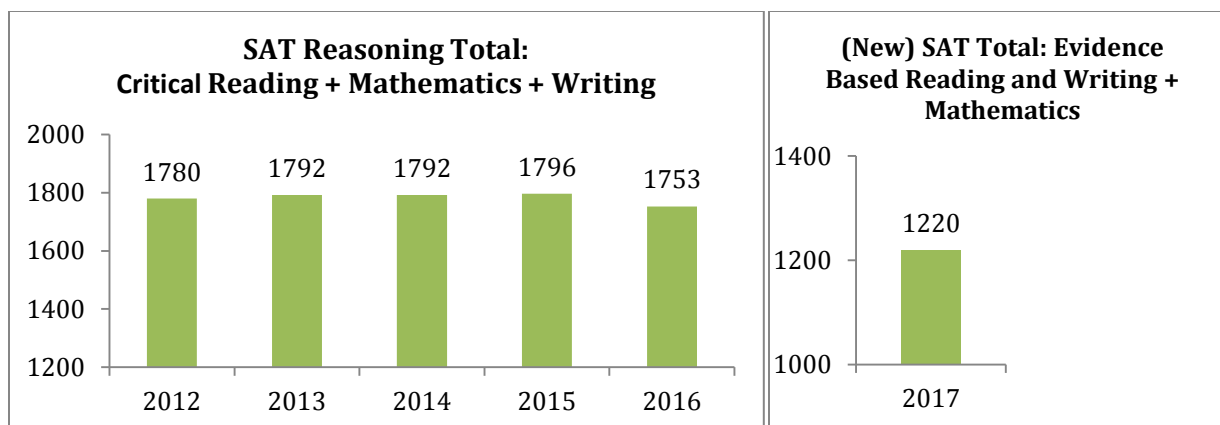
### II.2.3 Academic Indicators of Freshman Admits

The average profile of admitted applicants for fall 2012 through fall 2017 presented in Figure 3 show that academic indicators remain extremely strong in 2017 and comparable to prior years.

**Figure 3: California Freshman Admit Profile**







Note: Data from UC Data Warehouse and final UCAP files. High school GPA based on 10th and 11th grades, with a maximum of 8 honors bonus points. Data for the new SAT in 2017 has a scale of 1600 and is not comparable with data for SAT Reasoning in prior years, which has a scale of 2400.

## II.2.4 Transfer Admission

As shown in Table 5, overall, UC admitted 26,670 transfer students in 2017, a 2.5% increase over 2016. Among these were 679 more California transfers, a 3.1% increase. Admission rates increased to approximately 71.4% for California residents, and 67.5% for international students. The number of domestic out-of-state applicants admitted to UC remains small, 349 in 2017.

**Table 5: Transfer Applicants, Admits and Admit Rates by Residency**

	2012			2013			2014		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	30,005	19,389	64.6%	29,867	19,409	65.0%	29,298	19,213	65.6%
Domestic Nonresidents	965	215	22.3%	926	194	21.0%	1,020	283	27.7%
International Nonresidents	3,791	2,536	66.9%	4,258	2,762	64.9%	4,672	2,994	64.1%
<b>Total</b>	<b>34,761</b>	<b>22,140</b>	<b>63.7%</b>	<b>35,051</b>	<b>22,365</b>	<b>63.8%</b>	<b>34,990</b>	<b>22,490</b>	<b>64.3%</b>
	2015			2016			2017		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	29,539	19,046	64.5%	32,971	21,953	66.6%	31,710	22,632	71.4%
Domestic Nonresidents	1,151	271	23.5%	1,489	420	28.2%	1,300	349	26.8%
International Nonresidents	5,210	3,235	62.1%	5,546	3,644	65.7%	5,463	3,689	67.5%
<b>Total</b>	<b>35,900</b>	<b>22,552</b>	<b>62.8%</b>	<b>40,006</b>	<b>26,017</b>	<b>65.0%</b>	<b>38,473</b>	<b>26,670</b>	<b>69.3%</b>

Note: Data from UC Data Warehouse.

## II.3 Enrollment Outcomes

**Freshman.** Systemwide, 46,006 freshmen enrolled for fall 2017, compared with 47,479 in 2016, 41,556 in 2015, 41,568 in 2014, 39,984 in 2013 and 38,731 in 2012, as indicated in Table 6. This represents an increase of 7,275 new freshman enrollees during the five-year period 2012 to 2017, an 18.8% increase. While California resident enrollees increased during this period, from 33,065 in 2012 to 36,306 in 2017, the proportion of residents enrolled decreased from 84.5% in 2012 to 78.9% in 2017.

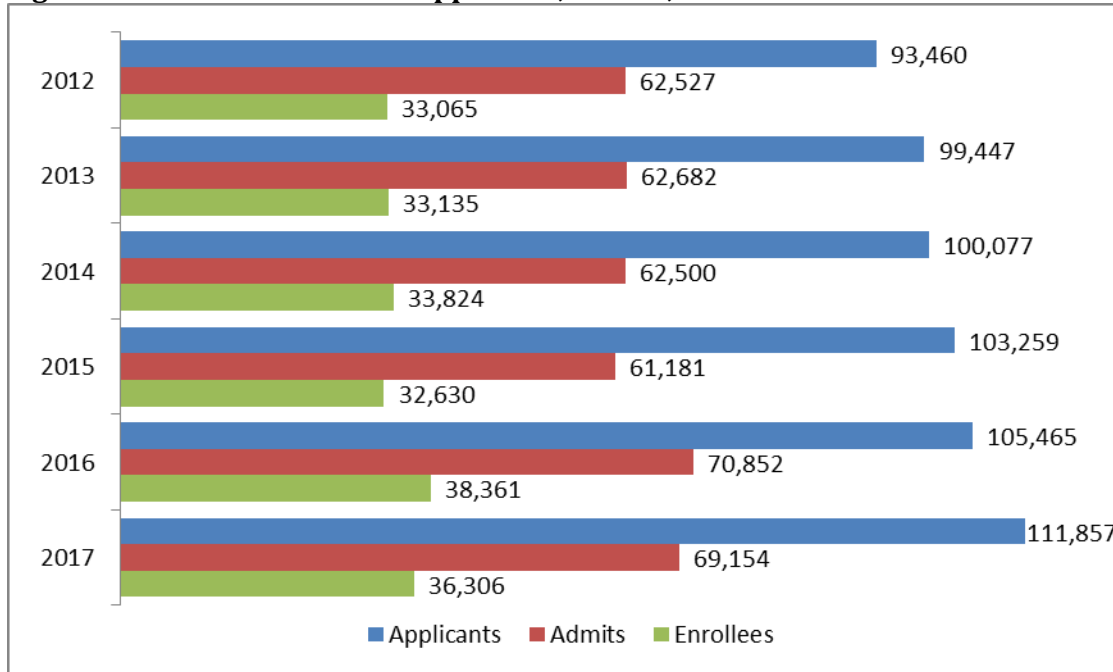
**Table 6: Freshman Enrollment by Residency**

	2012		2013		2014		2015		2016		2017	
California	33,065	84.5%	33,135	81.7%	33,824	79.8%	32,630	78.5%	38,361	80.8%	36,306	78.9%
Out-of-State	2,302	6.5%	2,789	7.5%	3,129	8.2%	3,467	8.3%	3,289	6.9%	3,746	8.1%
International	3,364	9.0%	4,060	10.8%	4,615	12.0%	5,459	13.1%	5,829	12.3%	5,954	12.9%
<b>Total</b>	<b>38,731</b>	<b>100.0%</b>	<b>39,984</b>	<b>100.0%</b>	<b>41,568</b>	<b>100.0%</b>	<b>41,556</b>	<b>100.0%</b>	<b>47,479</b>	<b>100.0%</b>	<b>46,006</b>	<b>100.0%</b>

Note: Data from UC Data Warehouse.

Figure 4 shows the numbers of California freshman admits, and enrollees remained relatively flat from 2012 to 2015 despite the increase in applications. In 2016 and 2017, state-funded enrollment growth allowed more admission offers to be made.

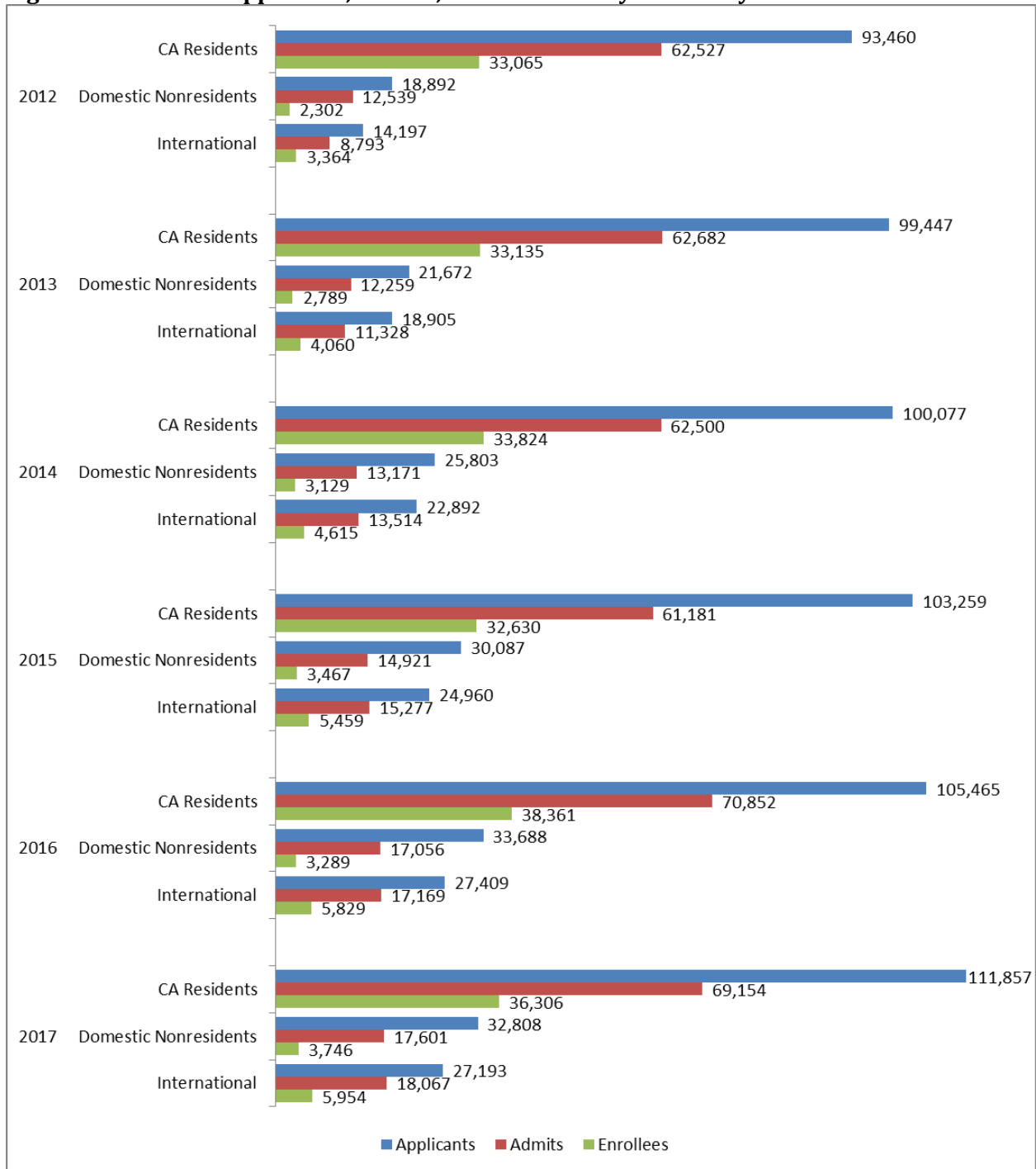
**Figure 4: California Freshman Applicants, Admits, and Enrollees**



Note: Data from UC Data Warehouse.

California residents continue to represent a significantly large proportion of applicants, admits, and enrollees compared to nonresidents and international students as shown below in Figure 5. The yield on domestic nonresidents and international applicants is comparatively lower than that of resident students.

**Figure 5: Freshman Applicants, Admits, and Enrollees by Residency**

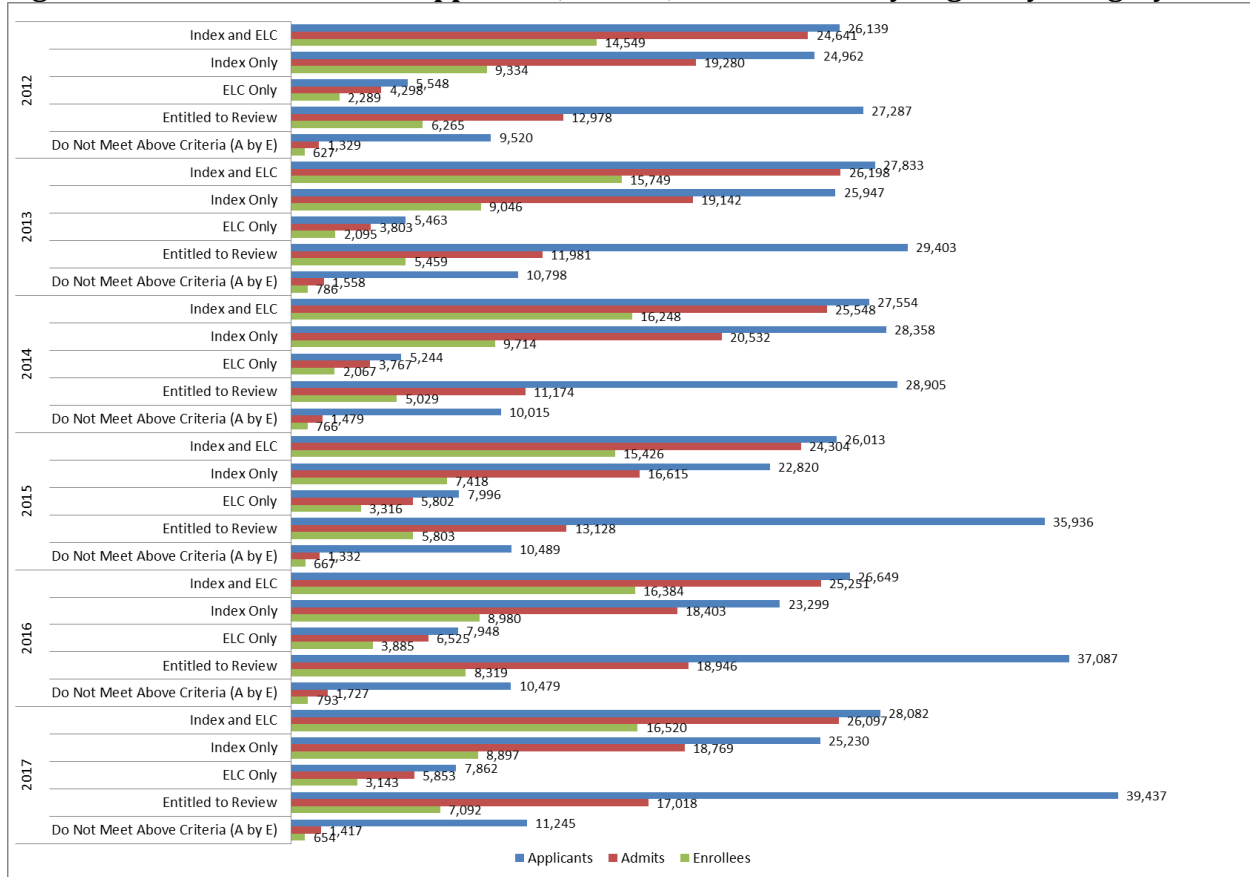


Note: Data from UC Data Warehouse.

Figure 6 shows numbers of California freshman applications, admits, and enrollees by eligibility status over the past six 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 Statewide Index, ELC, or both). The jump in ELC-only 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 during the six-year period, from 56,649 in 2012 to 61,174 in 2017. 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 54.7% in 2017. The number of ELC-only applicants has increased 41.7% since 2012 as indicated in Table 7.3, with most of the increase occurring in 2015 when the new Statewide Index went into effect.

**Figure 6: California Freshman Applicants, Admits, and Enrollees by Eligibility Category**



**Table 7.1: California Freshman Applicants, Admits, and Enrollees by Eligibility Category**

<b>2012</b>	<b>Index &amp; ELC</b>	<b>Index ONLY</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	26,139	24,962	51,101	5,548	56,649	27,287	9,524	93,460
Admits	24,641	19,280	43,921	4,298	48,219	12,978	1,330	62,527
Enrollees	14,549	9,334	23,883	2,289	26,172	6,265	628	33,065
Admission Rate	94.3%	77.2%	85.9%	77.5%	85.1%	47.6%	14.0%	66.9%
Yield Rate	59.0%	48.4%	54.4%	53.3%	54.3%	48.3%	47.2%	52.9%
<b>2013</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	27,833	25,947	53,780	5,463	59,243	29,403	10,801	99,447
Admits	26,198	19,142	45,340	3,803	49,143	11,981	1,558	62,682
Enrollees	15,749	9,046	24,795	2,095	26,890	5,459	786	33,135
Admission Rate	94.1%	73.8%	84.3%	69.6%	83.0%	40.7%	14.4%	63.0%
Yield Rate	60.1%	47.3%	54.7%	55.1%	54.7%	45.6%	50.4%	52.9%
<b>2014</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	27,554	28,358	55,912	5,244	61,156	28,905	10,016	100,077
Admits	25,548	20,532	46,080	3,767	49,847	11,174	1,479	62,500
Enrollees	16,248	9,714	25,962	2,067	28,029	5,029	766	33,824
Admission Rate	92.7%	72.4%	82.4%	71.8%	81.5%	38.7%	14.8%	62.5%
Yield Rate	63.6%	47.3%	56.3%	54.9%	56.2%	45.0%	51.8%	54.1%
<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	26,013	22,820	48,833	7,996	56,829	35,936	10,494	103,259
Admits	24,304	16,615	40,919	5,802	46,721	13,128	1,332	61,181
Enrollees	15,426	7,418	22,844	3,316	26,160	5,803	667	32,630
Admission Rate	93.4%	72.8%	83.8%	72.6%	82.2%	36.5%	12.7%	59.3%
Yield Rate	63.5%	44.6%	55.8%	57.2%	56.0%	44.2%	50.1%	53.3%
<b>2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	26,649	23,299	49,948	7,948	57,896	37,087	10,482	105,465
Admits	25,251	18,403	43,654	6,525	50,179	18,946	1,727	70,852
Enrollees	16,384	8,980	25,364	3,885	29,249	8,319	793	38,361
Admission Rate	94.8%	79.0%	87.4%	82.1%	86.7%	51.1%	16.5%	67.2%
Yield Rate	64.9%	48.8%	58.1%	59.5%	58.3%	43.9%	45.9%	54.1%
<b>2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	28,082	25,230	53,312	7,862	61,174	39,437	11,246	111,857
Admits	26,097	18,769	44,866	5,853	50,719	17,018	1,417	69,154
Enrollees	16,520	8,897	25,417	3,143	28,560	7,092	654	36,306
Admission Rate	92.9%	74.4%	84.2%	74.4%	82.9%	43.2%	12.6%	61.8%
Yield Rate	63.3%	47.4%	56.7%	53.7%	56.3%	41.7%	46.2%	52.5%

**Table 7.2: California Freshman Applicants, Admits, and Enrollees by Eligibility Category, by Percentage**

<b>2012</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	46.1%	44.1%	90.2%	9.8%	100.0%	29.2%	10.2%	100.0%
Admits	51.1%	40.0%	91.1%	8.9%	100.0%	20.8%	2.1%	100.0%
Enrollees	55.6%	35.7%	91.3%	8.7%	100.0%	18.9%	1.9%	100.0%
<b>2013</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	47.0%	43.8%	90.8%	9.2%	100.0%	29.6%	10.9%	100.0%
Admits	53.3%	39.0%	92.3%	7.7%	100.0%	19.1%	2.5%	100.0%
Enrollees	58.6%	33.6%	92.2%	7.8%	100.0%	16.5%	2.4%	100.0%
<b>2014</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	45.1%	46.4%	91.4%	8.6%	100.0%	28.9%	10.0%	100.0%
Admits	51.3%	41.2%	92.4%	7.6%	100.0%	17.9%	2.4%	100.0%
Enrollees	58.0%	34.7%	92.6%	7.4%	100.0%	14.9%	2.3%	100.0%
<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	45.8%	40.2%	85.9%	14.1%	100.0%	34.8%	10.2%	100.0%
Admits	52.0%	35.6%	87.6%	12.4%	100.0%	21.5%	2.2%	100.0%
Enrollees	59.0%	28.4%	87.3%	12.7%	100.0%	17.8%	2.0%	100.0%
<b>2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	46.0%	40.2%	86.3%	13.7%	100.0%	35.2%	9.9%	100.0%
Admits	50.3%	36.7%	87.0%	13.0%	100.0%	26.7%	2.4%	100.0%
Enrollees	56.0%	30.7%	86.7%	13.3%	100.0%	21.7%	2.1%	100.0%
<b>2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	45.9%	41.2%	87.1%	12.9%	100.0%	35.3%	10.1%	100.0%
Admits	51.5%	37.0%	88.5%	11.5%	100.0%	24.6%	2.0%	100.0%
Enrollees	57.8%	31.2%	89.0%	11.0%	100.0%	19.5%	1.8%	100.0%

**Table 7.3: California Freshman Applicants, Admits, and Enrollees by Eligibility Category, Year to Year Change**

<b>2012 to 2013</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	1,694	985	2,679	-85	2,594	2,116	1,277	5,987
Admits	1,557	-138	1,419	-495	924	-997	228	155
Enrollees	1,200	-288	912	-194	718	-806	158	70
<b>Percent Change</b>								
Applicants	6.5%	3.9%	5.2%	-1.5%	4.6%	7.8%	13.4%	6.4%
Admits	6.3%	-0.7%	3.2%	-11.5%	1.9%	-7.7%	17.1%	0.2%
Enrollees	8.2%	-3.1%	3.8%	-8.5%	2.7%	-12.9%	25.2%	0.2%
<b>2013 to 2014</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	-279	2,411	2,132	-219	1,913	-498	-785	630
Admits	-650	1,390	740	-36	704	-807	-79	-182
Enrollees	499	668	1,167	-28	1,139	-430	-20	689
<b>Percent Change</b>								
Applicants	-1.0%	9.3%	4.0%	-4.0%	3.2%	-1.7%	-7.3%	0.6%
Admits	-2.5%	7.3%	1.6%	-0.9%	1.4%	-6.7%	-5.1%	-0.3%
Enrollees	3.2%	7.4%	4.7%	-1.3%	4.2%	-7.9%	-2.5%	2.1%
<b>2014 to 2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	-1,541	-5,538	-7,079	2,752	-4,327	7,031	478	3,182
Admits	-1,244	-3,917	-5,161	2,035	-3,126	1,954	-147	-1,319
Enrollees	-822	-2,296	-3,118	1,249	-1,869	774	-99	-1,194
<b>Percent Change</b>								
Applicants	-5.6%	-19.5%	-12.7%	52.5%	-7.1%	24.3%	4.8%	3.2%
Admits	-4.9%	-19.1%	-11.2%	54.0%	-6.3%	17.5%	-9.9%	-2.1%
Enrollees	-5.1%	-23.6%	-12.0%	60.4%	-6.7%	15.4%	-12.9%	-3.5%
<b>2015 to 2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	636	479	1,115	-48	1,067	1,151	-12	2,206
Admits	947	1,788	2,735	723	3,458	5,818	395	9,671
Enrollees	958	1,562	2,520	569	3,089	2,516	126	5,731
<b>Percent Change</b>								
Applicants	2.4%	2.1%	2.3%	-0.6%	1.9%	3.2%	-0.1%	2.1%
Admits	3.9%	10.8%	6.7%	12.5%	7.4%	44.3%	29.7%	15.8%
Enrollees	6.2%	21.1%	11.0%	17.2%	11.8%	43.4%	18.9%	17.6%
<b>2016 to 2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	1,433	1,931	3,364	-86	3,278	2,350	764	6,392
Admits	846	366	1,212	-672	540	-1,928	-310	-1,698
Enrollees	136	-83	53	-742	-689	-1,227	-139	-2,055
<b>Percent Change</b>								
Applicants	5.4%	8.3%	6.7%	-1.1%	5.7%	6.3%	7.3%	6.1%
Admits	3.4%	2.0%	2.8%	-10.3%	1.1%	-10.2%	-18.0%	-2.4%
Enrollees	0.8%	-0.9%	0.2%	-19.1%	-2.4%	-14.7%	-17.5%	-5.4%
<b>Five year changes:</b>								
<b>2012 to 2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Eligible</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
Applicants	1,943	268	2,211	2,314	4,525	12,150	1,722	18,397
Admits	1,456	-511	945	1,555	2,500	4,040	87	6,627
Enrollees	1,971	-437	1,534	854	2,388	827	26	3,241
<b>Percent Change</b>								
Applicants	7.4%	1.1%	4.3%	41.7%	8.0%	44.5%	18.1%	19.7%
Admits	5.9%	-2.7%	2.2%	36.2%	5.2%	31.1%	6.5%	10.6%
Enrollees	13.5%	-4.7%	6.4%	37.3%	9.1%	13.2%	4.1%	9.8%

Note: Data from UC Data Warehouse and final UCAP files. Index = Statewide index, TOT Index = Index & ELC + Index Only, ELC = Eligibility in the Local Context, ETR = Entitled to Review.

Statewide-eligible applicants continue to be admitted at higher rates than ELC-only applicants (84.2% versus 74.4% for 2017), and the yield rate for the ELC-only group is somewhat lower as well. Among California freshman admits, those who are ELC-only constitute an increasing proportion of the total number of eligible applicants, from 8.9% of the eligible pool in 2012 to 11.5% in 2017 (*c.f.*, Table 7.2). The trend is the same for the number of ELC-only enrollees.

Overall, admits and enrollees who are ELC-eligible and ETR constitute a growing proportion of all California admits and enrollees, as indicated in Table 7.2. The admission rate for ETR applicants remains considerably lower than those of eligible applicants (as expected). It has ranged over the years between 35% and 50% landing at 43.2% in 2017. Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest of all applicant groups (12.6% in 2017). The Other category constitutes the pool of applicants receiving Admission by Exception (A by E), which continues to make up less than 2% of all new enrollees in keeping with UC policy limiting A by E matriculants to no more than 6% of the total.

All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to opt-in for an admission offer from Merced, the only campus currently with available space for referral admissions. In 2017, **119** students from the total referral pool (**1.1%**) enrolled at Merced.

**Transfer.** Systemwide, 20,012 total transfer admits enrolled for fall 2017, compared with 19,482 in 2016, 16,889 in 2015, 17,021 in 2014, 16,765 in 2013, and 16,388 in 2012, as indicated in Table 8. California resident transfer enrollees increased by 17.9% since 2012 and represented 85.6% of all transfer enrollees.

**Table 8: Transfer Enrollment by Residency**

	2012		2013		2014		2015		2016		2017	
California	14,528	88.7%	14,617	87.2%	14,669	86.2%	14,353	85.0%	16,564	85.0%	17,124	85.6%
Out-of-State	69	0.4%	64	0.4%	130	0.8%	122	0.7%	155	0.8%	128	0.6%
International	1,791	10.9%	2,084	12.4%	2,222	13.1%	2,414	14.3%	2,763	14.2%	2,760	13.8%
<b>Total</b>	<b>16,388</b>	<b>100.0%</b>	<b>16,765</b>	<b>100.0%</b>	<b>17,021</b>	<b>100.0%</b>	<b>16,889</b>	<b>100.0%</b>	<b>19,482</b>	<b>100.0%</b>	<b>20,012</b>	<b>100.0%</b>

Note: Data from UC Data Warehouse.

## II.4 Attracting and Admitting Diverse Students

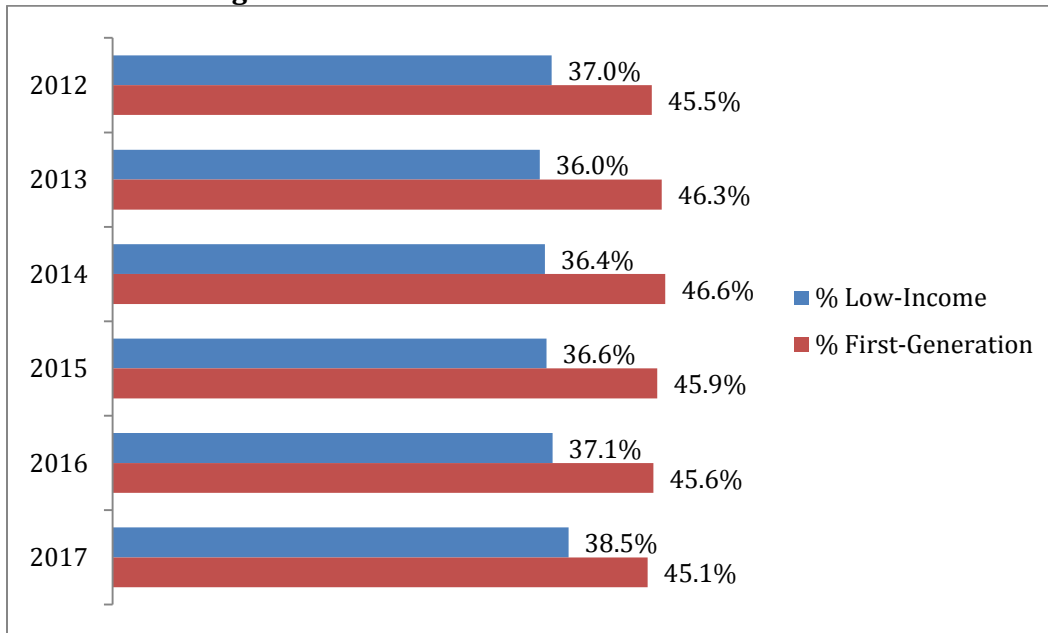
To help assess the extent to which UC is fulfilling its mission to provide access and opportunity to diverse populations, BOARS evaluated systemwide and campus-specific outcomes using a range of demographic indicators, including first-generation college attending, family-income level, high school Academic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

### **Freshman Applicants, Admits, Enrollees, and Diversity 2012–2017**

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 enrollees. Figure 7 summarizes the proportions of first-generation and low-income enrollees for the past four admission cycles.



**Figure 7: Percentage of California Freshman Enrollees Identified as Low-Income and First-Generation College Students**



Note: Data from UC Data Warehouse.

**Transfer Applicants, Admits, Enrollees, and Diversity 2012–2017**

Tables 9.1 and 9.2 summarize the diversity of UC’s transfer applicants, admits, and enrollees over the past six admission cycles. Numerical counts are given in Table 9.1 and percentages of the total counts for each category are given in Table 9.2. The data show that at the transfer level there was a 55.9% overall increase in enrollments (from 3,613 to 5,632) of students from underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) between 2012 and 2017. African Americans had the highest increase in enrollees—75.1% from 2012—followed by Chicano/Latino growth of 56.2%. The representation of African Americans increased from 2012 to 2017 from 3.2% to 4.6% of enrollees, while Chicanos/Latinos, in keeping with the application trends, increased from 19.5% to 24.8% of enrollees. Whites remain the largest racial group among CCC transfer enrollees, at 28.1% of all CCC transfers.

**Table 9.1: California Community College Transfer Applicants, Admits, and Enrollees by Race/Ethnicity**

	2012			2013			2014			2015			2016			2017			# Enrollee increase from 2012
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	1,306	694	494	1,428	793	574	1,427	792	592	1,441	832	604	1,833	1,116	820	1,781	1,159	865	371
American Indian	312	201	144	287	170	128	276	190	150	225	149	111	254	183	128	222	151	120	-24
Asian	8,038	5,747	4,471	7,570	5,378	4,184	7,548	5,387	4,265	7,492	5,348	4,184	8,068	5,923	4,756	8,001	6,223	4,919	448
Chicano/Latino	6,299	4,078	2,975	6,889	4,583	3,350	7,045	4,713	3,498	7,312	4,800	3,491	8,651	5,817	4,294	8,664	6,325	4,647	1,672
International	2,518	2,124	1,578	2,825	2,290	1,808	3,105	2,473	1,915	3,401	2,645	2,076	3,712	2,976	2,372	3,670	3,046	2,395	817
Unknown	942	672	520	806	559	435	793	555	427	843	581	421	915	655	505	896	663	493	-27
White	9,721	6,705	5,054	9,403	6,536	5,032	8,975	6,236	4,807	8,916	6,177	4,770	9,650	6,945	5,257	9,025	6,826	5,264	210
Total	29,136	20,221	15,236	29,208	20,309	15,511	29,169	20,346	15,654	29,630	20,532	15,657	33,083	23,615	18,132	32,259	24,393	18,703	3,467

Note: Data from UC Data Warehouse.

**Table 9.2: California Community College Transfer Applicants, Admits, and Enrollees by Race/Ethnicity, Percent of Total**

	2012			2013			2014			2015			2016			2017			% Enrollee increase from 2012
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	4.5%	3.4%	3.2%	4.9%	3.9%	3.7%	4.9%	3.9%	3.8%	4.9%	4.1%	3.9%	5.5%	4.7%	4.5%	5.5%	4.8%	4.6%	75.1%
American Indian	1.1%	1.0%	0.9%	1.0%	0.8%	0.8%	0.9%	0.9%	1.0%	0.8%	0.7%	0.7%	0.8%	0.8%	0.7%	0.7%	0.6%	0.6%	-16.7%
Asian	27.6%	28.4%	29.3%	25.9%	26.5%	27.0%	25.9%	26.5%	27.2%	25.3%	26.0%	26.7%	24.4%	25.1%	26.2%	24.8%	25.5%	26.3%	10.0%
Chicano/Latino	21.6%	20.2%	19.5%	23.6%	22.6%	21.6%	24.2%	23.2%	22.3%	24.7%	23.4%	22.3%	26.1%	24.6%	23.7%	26.9%	25.9%	24.8%	56.2%
International	8.6%	10.5%	10.4%	9.7%	11.3%	11.7%	10.6%	12.2%	12.2%	11.5%	12.9%	13.3%	11.2%	12.6%	13.1%	11.4%	12.5%	12.8%	51.8%
Unknown	3.2%	3.3%	3.4%	2.8%	2.8%	2.8%	2.7%	2.7%	2.7%	2.8%	2.8%	2.7%	2.8%	2.8%	2.8%	2.8%	2.7%	2.6%	-5.2%
White	33.4%	33.2%	33.2%	32.2%	32.2%	32.4%	30.8%	30.6%	30.7%	30.1%	30.1%	30.5%	29.2%	29.4%	29.0%	28.0%	28.0%	28.1%	4.2%
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%	100.0%	100.0%	100.0%	22.8%

Note: Data from UC Data Warehouse.

### **UC as a Vehicle of Social Mobility: The Freshman Academic Profile in 2017**

Tables 10.1 and 10.2 detail the distribution of applicants, admits, and enrollees 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 10.1 and 10.2, among the 111,857 California applicants for fall 2017, 46.7% (52,221) were first-generation, as were 42.8% of California admits and 45.1% of enrollees (16,379 enrollees). 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 enrollees who were first-generation were 60.0%, 61.4%, and 61.4% (4,351 enrollees), respectively; while among the ELC-only group the percentages were 80.3%, 81.9%, and 82.8% (2,603 enrollees), respectively. Overall, this means that 42.5% (6,954 of 16,379) of the first-generation enrollees for fall 2017 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 enrollees from schools with Academic Performance Index (API) scores in the bottom two quintiles (“Low API”). As indicated in Tables 10.1 and 10.2, 17.9% of the 111,857 California applicants are from low API schools, as are 16.3% of California admits and 17.0% of enrollees (6,184 enrollees). Among California applicants who were ETR the percentages of applicants, admits, and enrollees from low API high schools were 19.7%, 18.6%, and 17.6% (1,247 enrollees), respectively; while among the ELC-only group the percentages are 53.8%, 53.8%, and 52.4% (1,648 enrollees). Overall, this means that 46.8% (2,892 of 6,184) of enrollees for fall 2017 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 represent 44.1% of California applicants, 38.5% of California admits, and 37.7% of enrollees (13,673 enrollees) for fall 2017. Among California applicants who were ETR the percentages of applicants, admits, and enrollees from URM groups were 57.1%, 56.4%, and 56.0% (3,973 enrollees), respectively; while among the ELC-only group the percentages were 74.5%, 75.6%, and 76.1% (2,392 enrollees). Overall, this means that 46.6% (6,365 of 13,673) of URM enrollees for fall 2017 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 policy.

**Table 10.1: Profile of California Freshman Applicants, Admits, and Enrollees by Eligibility Category, Fall 2017**

	Index Eligible Only					ELC Eligible Only					Index & ELC Eligible				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
<b>Systemwide</b>	25,230	18,769	74.4%	8,897	47.4%	7,862	5,853	74.4%	3,143	53.7%	28,082	26,097	92.9%	16,520	63.3%
Race/Ethnicity															
African American	901	688	76.4%	310	45.1%	484	348	71.9%	208	59.8%	995	916	92.1%	541	59.1%
American Indian	149	116	77.9%	55	47.4%	31	22	71.0%	9	40.9%	157	146	93.0%	74	50.7%
Asian	10,203	8,337	81.7%	4,396	52.7%	1,277	947	74.2%	516	54.5%	10,027	9,529	95.0%	6,631	69.6%
Chicano/Latino	3,809	2,733	71.8%	1,282	46.9%	5,345	4,052	75.8%	2,175	53.7%	7,936	7,485	94.3%	4,815	64.3%
Unknown	1,018	792	77.8%	344	43.4%	124	88	71.0%	47	53.4%	880	819	93.1%	470	57.4%
White	9,150	6,103	66.7%	2,510	41.1%	601	396	65.9%	188	47.5%	8,087	7,202	89.1%	3,989	55.4%
Total URM	4,859	3,537	72.8%	1,647	46.6%	5,860	4,422	75.5%	2,392	54.1%	9,088	8,547	94.0%	5,430	63.5%
1st Gen College	4,891	3,937	80.5%	2,293	58.2%	6,315	4,791	75.9%	2,603	54.3%	10,414	9,923	95.3%	6,889	69.4%
School Type															
CA Public H.S.	19,722	15,007	76.1%	7,606	50.7%	7,755	5,777	74.5%	3,106	53.8%	25,731	23,974	93.2%	15,509	64.7%
CA Private H.S.	5,494	3,753	68.3%	1,286	34.3%	102	72	70.6%	36	50.0%	2,339	2,113	90.3%	1,006	47.6%
Other/Unknown	14	9	64.3%	5	55.6%	5	4	80.0%	1	25.0%	12	10	83.3%	5	50.0%
Low API	604	508	84.1%	235	46.3%	4,228	3,146	74.4%	1,648	52.4%	4,472	4,299	96.1%	2,976	69.2%
	<b>Entitled to Review</b>					<b>Do Not Meet Other Criteria</b>					<b>Total</b>				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
<b>Systemwide</b>	39,437	17,018	43.2%	7,092	41.7%	11,246	1,417	12.6%	654	46.2%	111,857	69,154	61.8%	36,306	52.5%
Race/Ethnicity															
African American	3,165	1,336	42.2%	623	46.6%	1,413	115	8.1%	65	56.5%	6,958	3,403	48.9%	1,747	51.3%
American Indian	259	108	41.7%	48	44.4%	66	8	12.1%	3	37.5%	662	400	60.4%	189	47.3%
Asian	9,090	4,578	50.4%	2,028	44.3%	2,316	510	22.0%	232	45.5%	32,913	23,901	72.6%	13,803	57.8%
Chicano/Latino	19,094	8,149	42.7%	3,302	40.5%	5,477	381	7.0%	163	42.8%	41,661	22,800	54.7%	11,737	51.5%
Unknown	828	350	42.3%	138	39.4%	311	54	17.4%	20	37.0%	3,161	2,103	66.5%	1,019	48.5%
White	7,001	2,497	35.7%	953	38.2%	1,663	349	21.0%	171	49.0%	26,502	16,547	62.4%	7,811	47.2%
Total URM	22,518	9,593	42.6%	3,973	41.4%	6,956	504	7.2%	231	45.8%	49,281	26,603	54.0%	13,673	51.4%
1st Gen College	23,660	10,444	44.1%	4,351	41.7%	6,941	521	7.5%	243	46.6%	52,221	29,616	56.7%	16,379	55.3%
School Type															
CA Public H.S.	35,198	15,306	43.5%	6,475	42.3%	9,742	973	10.0%	458	47.1%	98,148	61,037	62.2%	33,154	54.3%
CA Private H.S.	3,852	1,526	39.6%	540	35.4%	868	172	19.8%	79	45.9%	12,655	7,636	60.3%	2,947	38.6%
Other/Unknown	387	186	48.1%	77	41.4%	636	272	42.8%	117	43.0%	1,054	481	45.6%	205	42.6%
Low API	7,787	3,171	40.7%	1,247	39.3%	2,915	175	6.0%	78	44.6%	20,006	11,299	56.5%	6,184	54.7%

Note: Data from UC Data Warehouse and final UCAP files.

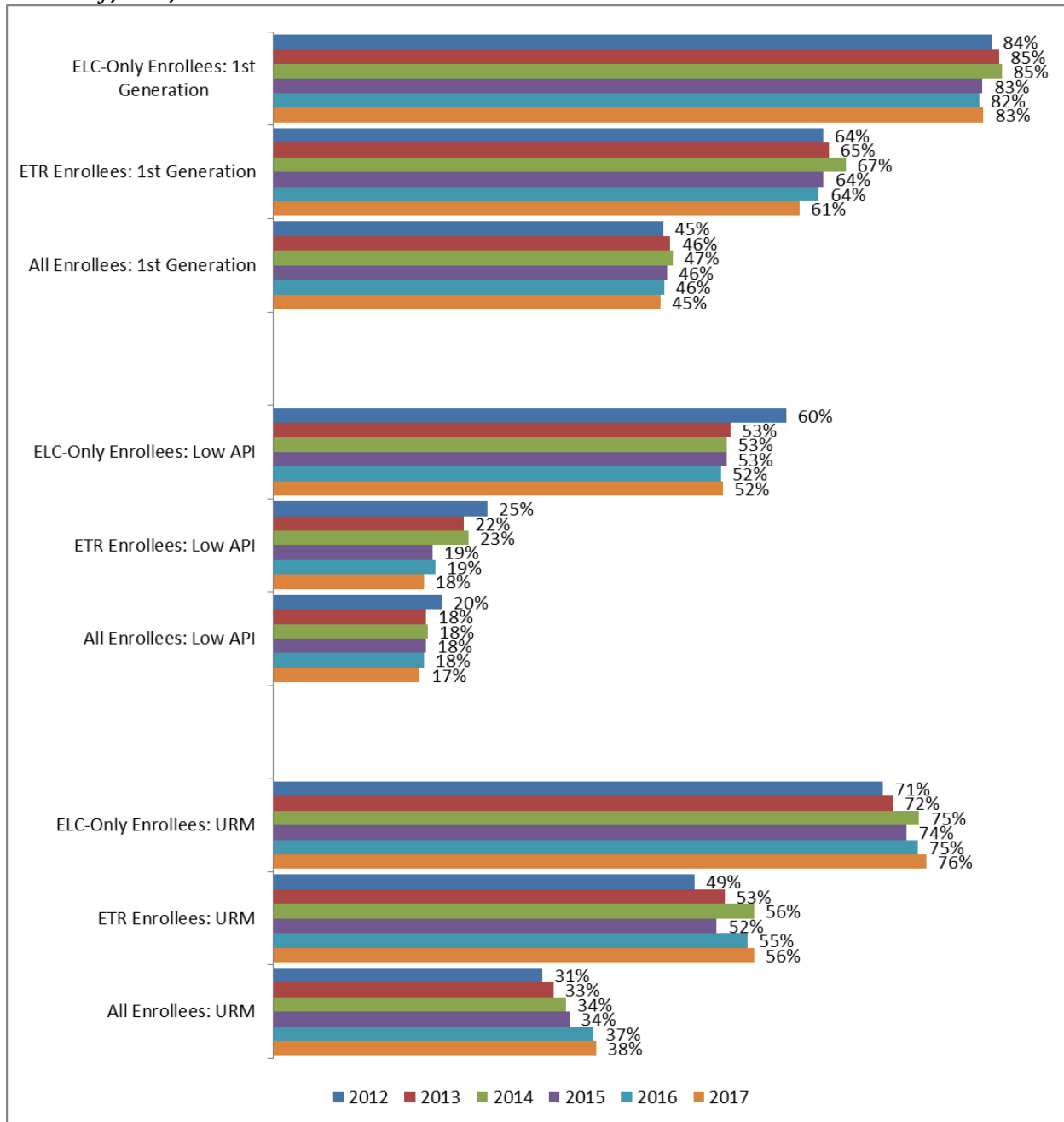
**Table 10.2: Profile of California Freshman Applicants, Admits, and Enrollees by Eligibility Category, Percent of Total, Fall 2017**

	Index Eligible Only			ELC Eligible Only			Index & ELC Eligible		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Systemwide</b>	25,230	18,769	8,897	7,862	5,853	3,143	28,082	26,097	16,520
Race/Ethnicity									
African American	3.6%	3.7%	3.5%	6.2%	5.9%	6.6%	3.5%	3.5%	3.3%
American Indian	0.6%	0.6%	0.6%	0.4%	0.4%	0.3%	0.6%	0.6%	0.4%
Asian	40.4%	44.4%	49.4%	16.2%	16.2%	16.4%	35.7%	36.5%	40.1%
Chicano/Latino	15.1%	14.6%	14.4%	68.0%	69.2%	69.2%	28.3%	28.7%	29.1%
Unknown	4.0%	4.2%	3.9%	1.6%	1.5%	1.5%	3.1%	3.1%	2.8%
White	36.3%	32.5%	28.2%	7.6%	6.8%	6.0%	28.8%	27.6%	24.1%
Total URM	19.3%	18.8%	18.5%	74.5%	75.6%	76.1%	32.4%	32.8%	32.9%
1st Gen College	19.4%	21.0%	25.8%	80.3%	81.9%	82.8%	37.1%	38.0%	41.7%
School Type									
CA Public H.S.	78.2%	80.0%	85.5%	98.6%	98.7%	98.8%	91.6%	91.9%	93.9%
Low API	2.4%	2.7%	2.6%	53.8%	53.8%	52.4%	15.9%	16.5%	18.0%
	Entitled to Review			Do Not Meet Other Criteria			Total		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Systemwide</b>	39,437	17,018	7,092	11,246	1,417	654	111,857	69,154	36,306
Race/Ethnicity									
African American	8.0%	7.9%	8.8%	12.6%	8.1%	9.9%	6.2%	4.9%	4.8%
American Indian	0.7%	0.6%	0.7%	0.6%	0.6%	0.5%	0.6%	0.6%	0.5%
Asian	23.0%	26.9%	28.6%	20.6%	36.0%	35.5%	29.4%	34.6%	38.0%
Chicano/Latino	48.4%	47.9%	46.6%	48.7%	26.9%	24.9%	37.2%	33.0%	32.3%
Unknown	2.1%	2.1%	1.9%	2.8%	3.8%	3.1%	2.8%	3.0%	2.8%
White	17.8%	14.7%	13.4%	14.8%	24.6%	26.1%	23.7%	23.9%	21.5%
Total URM	57.1%	56.4%	56.0%	61.9%	35.6%	35.3%	44.1%	38.5%	37.7%
1st Gen College	60.0%	61.4%	61.4%	61.7%	36.8%	37.2%	46.7%	42.8%	45.1%
School Type									
CA Public H.S.	89.3%	89.9%	91.3%	86.6%	68.7%	70.0%	87.7%	88.3%	91.3%
Low API	19.7%	18.6%	17.6%	25.9%	12.4%	11.9%	17.9%	16.3%	17.0%

Note: Data from final UC Data Warehouse and final UCAP files.

Figure 8 summarizes the data discussed above regarding first-generation, ELC-only, and low API enrollees, including comparisons of profiles over the past six admissions cycles (2012–2017). 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 enrollees 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 enrollees from low API high schools among the ELC-only and ETR groups from 2012 to 2017 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 enrollees 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.

**Figure 8: First-Generation, Low API, and URM Percent for ELC-Only, ETR, and All California Freshman Enrollees**



Note: Data from UC Data Warehouse and final UCAP files.

## II.5 First-Term/First-Year 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,<sup>17</sup> and persistence rate<sup>18</sup> were evaluated for all students who began in fall 2010 through fall 2015. The results are presented in Table 11. A statistical significance test examining the differences in average GPAs from one year to the next was also performed.

**Table 11: First Term and First Year Academic Performance for California Freshmen**

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	31,897	2.99	8.84%	98.56%	3.00	5.41%	93.06%
2011	32,114	3.00	9.00%	98.44%	3.00	5.44%	92.79%
2012	33,065	3.00	8.72%	98.41%	3.00	5.51%	92.85%
2013	33,135	3.02	8.61%	98.51%	3.01	5.28%	92.84%
2014	33,824	3.06	7.61%	98.54%	3.05	4.90%	93.14%
2015	32,630	3.09	7.21%	98.54%	3.09	4.10%	93.65%
2016	38,361	3.09	7.73%	98.26%			

Source: UC Data Warehouse Undergraduate Admissions and Enrollment data. Probation rate = share with GPA < 2.00.

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 prior to implementation of the 2012 admissions policy, and their first-term probation rate has continued to decrease. In all, 93.65% of first-year UC students continue on to their second year.

## II.6 First Year Academic Performance for California Transfers Universitywide

The success of transfers students at UC are also very important to BOARS. BOARS examined the performance of transfer students by examining their first-year probation rate, and the results are presented in Table 12. Transfer students from 2011 through 2015 have demonstrated decreasing first-year probation rates. The policy of “Comprehensive Review Guidelines” lists nine criteria for selecting transfer (advanced standing) applicants is achieving the goal of selecting applicants who are prepared to complete their undergraduate education at UC.

**Table 12: First Year Academic Performance for California Transfers**

Year	Enrolled Students	First Year Probation Rate	Two Year Graduation Rate
2011	14,485	6.8%	54.3%
2012	13,907	6.2%	54.2%
2013	13,912	6.2%	53.9%
2014	13,975	6.1%	54.2%
2015	13,641	5.9%	

Source: UC Corporate Student System Undergraduate Longitudinal data. Probation rate = share with GPA < 2.00.

<sup>17</sup> 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.

<sup>18</sup> Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.



## II.7 Nonresident Admission

The 9x9 eligibility 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 5 indicates that these efforts led to a 73.7% (91.5%) increase in the number of domestic (international) nonresident applicants between 2012 and 2017. Domestic (international) nonresident enrollees increased by 62.7% (77.0%) during this period. In 2017, nonresidents comprised 21.1% of all freshman enrollees, up from 14.6% 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 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 clarification<sup>19</sup> 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 procedures<sup>20</sup> 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 2017, BOARS analyzed 2016 admissions outcomes for each campus and the extent to which campuses met BOARS' policy. BOARS issued a report<sup>21</sup> 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 review 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

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<sup>19</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/DS\\_MGY\\_LPBOARSNRPrinciple6.pdf](http://senate.universityofcalifornia.edu/_files/reports/DS_MGY_LPBOARSNRPrinciple6.pdf)

<sup>20</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/RMA\\_MGYreBOARSresolutiononevalofresidents\\_non-residents\\_FINAL.pdf](http://senate.universityofcalifornia.edu/_files/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf)

<sup>21</sup> [https://senate.universityofcalifornia.edu/\\_files/committees/boars/BOARS-2016-Compare-Favorably-Report.pdf](https://senate.universityofcalifornia.edu/_files/committees/boars/BOARS-2016-Compare-Favorably-Report.pdf)

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 questions to the best of their ability. All UC applicants submit responses to four personal insight questions that provide additional information for readers.

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.

## **Annual Review of Holistic Admissions – Fall 2017**

### ***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 initial 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. In preparation for the second year of using this policy, the admissions team spent time reviewing the first year and improving processes in year two, based on what we learned in the first year.

To account for the additional reading and the expanded "Augmented Review," UC Berkeley changed the reading calendar in 2015-16 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, implemented in 2015-16, began to display its benefits in year two as we learned how to better use our new tools and reports.

The effect of a much larger pool has been an increase in selectivity. The most selective college remained the College of Engineering, continuing a trend that will likely continue into the coming year. The system expansion plans provided some ability to accommodate more new students, but capacity issues on campus have complicated the admissions process as we try to find alternative ways to accommodate students, including expanded Fall Program for Freshmen programs and offering freshmen an opportunity to study in London through the Global Edge program. These extra programs and increased selectivity have changed the modeling for targets and have made UC Berkeley much more dependent upon a waitlist. This level of selectivity also

challenges the diversity of thought and diversity of background that is the benefit of holistic review.

The 2016-17 cycle was the first year when the campus tried to manage the non-resident population strategically to maintain a 24.4% ratio (across the full undergraduate cohort, not only new admits) that was articulated in the Regent's policy. Berkeley also worked to manage the ratio of incoming freshmen and transfer students to be able to meet the 2:1 ratio that was requested of the system. All of this refining work must take place in the summer, utilizing both the freshman and transfer waitlists – as well as institutional records and registration data to estimate overall retention.

With guidance from a campus-wide task force, a new athletic admission policy was adopted in the 2014–15 academic year. The athletic admission policy has now been fully implemented and the results have been well received. Both overall and by sport, the ability to serve student-athletes is being better analyzed and utilized. The policy has helped to foster stronger partnerships between athletics and admissions, informing Berkeley's athletic recruitment practices.

### *Davis*

UC Davis is in its sixth year of using the single score holistic review (HR) methodology as our Comprehensive Review (CR) process for freshman admissions. The campus is satisfied with and remains enthusiastic about the merits of HR, which enables 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 both the opportunities available to the applicant, and any challenges and disadvantages the applicant may have faced. This approach allows a nuanced understanding of an applicant's academic and personal achievements.

Undergraduate Admissions (UA) maintains extensive training and certification processes to ensure that HR readers appropriately apply the CR guidelines and thoroughly review all aspects of each application. In cases where the reader's HR score differs by more than one integer value from a numerical predicted score generated from quantitative data in the application, a HR Team Leader or UA Manager will also assess the application and determine the final HR score. For the 2017-18 read cycle, there were 8 HR score levels (.5 – 7) with the .5 level at the "highest" end to assist in distinguishing between applicants to the most selective majors.

As the freshman applicant pool has continued to increase, UC Davis has become more selective each year. Through strategic recruitment and yield efforts, we are pleased to have enrolled a freshman class with high academic achievement that encompasses the broad diversity of students within California and beyond. This includes increased percentages of first generation, low income, and underrepresented minority students, as well as increased geographical representation throughout the state.

### *Irvine*

UCI has implemented single-score Holistic Review since 2012. In general, UCI has 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.

With the introduction of the Personal Insight Questions (PIQs), UCI ended the practice of "Supplemental Review," which permitted readers to nominate a small number of applicants (less than 5%) for whom the reader believed more information might better help determine a final rating. The design of the PIQs were effective in supplying the information that would have typically been sought by way of the Supplemental Review process, without requiring the student to submit an additional element to their application. It also eliminated a cumbersome and time-constrained process of review and selection of the nominations, and then the Supplemental Review reads of those selections. Moreover, it allowed for greater fairness, since not all applicants would be afforded the opportunity to submit additional information.

The total number of applications to UCI has increased by nearly 34,000 over the past five years (82,450 in 2013-14 vs. 116,413 in 2017-18). As a result, Irvine has rapidly become among the most selective campuses in the system. Applicant GPAs have increased by +.10 (3.67 in 2013-14 vs. 3.77 in 2017-18) and SAT scores have increased by +25 (1703 in 2013-14 vs. 1728 in 2017-18). While first generation college applicants and low-income applicants have trended slightly down, enrollment outcomes have sustained these enrollments at approximately 50% and 38%, respectively. Students who were in the top 9% in both ELC and statewide categories have fared exceptionally well as a cohort. Indeed, since 2015, UCI has been consistently cited by the New York Times for being among the top institutions in the country for supporting upward mobility <https://www.nytimes.com/2017/01/18/opinion/sunday/americas-great-working-class-colleges.html>.

UCI finds comprehensive and holistic review to be a successful practice, and one that is appropriately aligned with the campus mission. With the tremendous and rapid growth in applicants, the campus strives to appropriately resource the Admissions staff and to provide readers with effective training. Continued investment in these areas is essential to sustaining the outcomes the campus has enjoyed to date.

## *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 and senior staff 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 2017, UCLA admitted 17% of 102,000+ freshman applications. Enrollment of CA residents in the freshman class decreased slightly from fall 2016. While UCLA continues to participate in the UC's commitment to increase enrollment of CA residents by 10,000 students through fall 2018, our largest increase came in fall 2016 but dropped slightly for fall 2017. The CA resident enrollment target for fall 2017, while lower than fall 2016, was still higher than the historical "average" for UCLA. Enrollment targets for non-resident freshmen have held steady for the past five years.

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***

The UC Merced admission process is designed to review and select well prepared students who demonstrate qualities that will promote their success. Our faculty, in collaboration with the administration, built our process on University of California established policies, best practices, and the principles of comprehensive review to create our 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 21,967 in fall 2017. This excludes referral pool applicants. The average first-time freshman GPA in fall 2017 was 3.55, a measurable result of the process yielding well-qualified students.

That same class is diverse: 54.1% students are Hispanic, 25.07% Asian, 10.7% white, and 7.0% 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 receiving 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. 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.

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.

Overall, the fall 2017 process was successful. All applicants (100%) received a point-driven comprehensive review. Forty one (41.1%) 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, 17.4% were determined to have not met admission requirements; therefore, they did not advance to receive a human read score. In all, 58.6% of applicants received an academic evaluation by a staff member. The top 41.4% 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 2017 applicant selection data are based on internal Admissions reports.

Freshmen Scoring Index Parameters

<b>Part A: Academic Index and Rigor Score</b>	
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
	<b>Max Sum of SAT/ACT Scores - Each Component &gt;400/16</b>
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
<b>Part A: Total Available Points for Applicant's Academic Index and Rigor Score</b>	
<b>Part B: Academic Context E-Score</b>	
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"
<b>Part B: Total Available Points for Applicant's Academic Index Score</b>	
<b>Part C: Human Read Score (Human Read Score Rubric to be updated for Fall 2014) MIN 0 MAX 5</b>	
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)
<b>Part C: Total Available Points for Human Read Score</b>	

*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 admits freshmen according to a fixed-weight calculation, rather than a single-score holistic review. As described below, this process has evolved to maintain our distinctively diverse and inclusive undergraduate population as the campus becomes increasingly selective and new system-wide priorities emerge. The Undergraduate Admissions Committee is currently designing a hybrid admissions process that will add an evaluation by trained human readers and significantly increase the comprehensiveness of the review. The goal is a transition to holistic scoring after freshman admission rates fall below 50%.

Our Academic Index Score (AIS) transparently sums a subset of the fourteen BOARS criteria that can be extracted automatically from applications. Weights are chosen to be best predictive of success at UCR. 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.

The AIS formula was established in 2005 when UCR began to be more than minimally selective. It was modified for the 2012 application cycle when the system-wide eligibility construct changed. UCR's priority then was to improve graduation rates. UCR became progressively more selective from 2007 (87% admission rate) to 2015 (56% admission rate). Mean high school grades and standardized test-scores of the admitted population increased. Chicano/Latino admits and SIRs increased relative to all applicants, but African American and American Indian proportions did not keep pace. Our holistic review sub-committee began to analyze "non-cognitive" attributes and "psycho-social" factors that might be added in a comprehensive review of applications. Their analyses identified paid work and internship experience as an attractive criterion. Applicants who had worked earned higher UCR GPAs and dropped out at lower rates than would be predicted from their AIS scores. First-generation and low-income applicants were equally likely to have worked.

The expanded UC enrolment target for 2016 set back the trend of increasing selectivity at UCR. The UCR admission rate rose to 66% in 2016, reverting almost to its 2011 level and then, in the past year, fell to 57%. New concerns that the reformulated AIS disadvantaged ELC-only applicants were being addressed in 2016-17, when the admissions landscape shifted again. The urgent campus priority is now to achieve a 2:1 ratio of freshman to transfer students.

One of the measures taken to reduce the freshman to transfer ratio will temporarily freeze freshman admissions at the 2016-17 level. Combined with record increases in freshman applications (>12% for 2017-18), this freeze will cause our freshman admission rate to fall faster than previously anticipated. Planning for holistic review now proceeds more urgently, even though the outcomes of the AIS process are not themselves compromised. First, as preparation for designing a scoring rubric for application readers, Admission Director, Emily Engelschall, attended reader training sessions at UCSB and UCD, and shared her insights with the UCR Undergraduate Admissions Committee. With this background in successful hybrid and holistic processes at our sister campuses, the Committee is negotiating a series of steps leading to a hybrid process: formulate principles; modify the AIS formula for a machine-read component; develop a scoring rubric for the human-read component; and model optimal ways to combine the two components. The final consideration will be presentation to the Divisional Academic Senate. One guiding principle for the modelling exercises is that outcomes should retain the essentially successful features of the current freshman outcomes, with marginal improvement for ELC-only applicants and a few categories of URMs. An intended advantage of the transition to holistic review is to allow more nimble adjustments as the character of the applicant pool continues to change with recognition of campus achievements.

Of the many measures taken to increase applications from transfer students and improve their yield rate, most expand outreach. Two new measures already impact admissions practice.

Transfer students are now admitted in winter and fall quarters. Major-preparation requirements for transfer students are being adjusted to allow completion of missing courses in Summer Session and Fall Quarter courses at UCR.

## *San Diego*

Fall 2017 represents the seventh year of Holistic Review Single-Score implementation. With nearly a 5% increase in freshmen applications since 2016 (88,428 vs. 84,209), 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 were assigned to resource team leaders who monitored the reading process, communicated with readers if there were problems, and served as a valuable resource throughout the process. Files were read by two independent readers. A team of senior Admissions staff resolved third read scores. The third read rate was approximately 3%. The campus admitted approximately 34% of the applicant pool.

There were multiple internal processes designed to ensure quality control and to identify populations for “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 EOP status. These factors were used as tie-breakers. Based on 2017 admissions data – 77.7% of admitted freshman residents were ELC, 41.4% had a household income of less than \$80,000, and 30.8% are students with parents who had less than a 4-year degree.

The growing international applicant pool required specialized training for key Admissions Office staff. These applications were not assigned to external readers due to the specialized nature of schooling and the unique educational environments; therefore, the international admissions team was expanded to ensure that these files were read in a timely manner. When comparing fall 2017 vs. 2016, there was a 3% increase in international applications. In addition to increasing the number of internal staff reading international applications, the specialized scoring tool was redesigned.

Admissions continues to improve internal processes, recruit and train external readers, and reassign personnel to handle the increased growth in applications. Campus leadership has provided additional financial resources; however, there are concerns that continued application growth will hamper our ability to deliver timely decisions.

### ***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 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. In 2017, URM enrollment slightly increased as a percentage of the class (30% to 31%) and the overall number of incoming URM students declined (-75) due to a small incoming freshman class.

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. This is one path to admission in the college. There are multiple reviews and paths for admission.

83% of the enrolled class for fall 2017 are California residents. UCSB remains committed to California students and a slow growth model in regard to non-resident enrollees. For fall 2017, UCSB admitted 65% applicants designated as ELC (as compared to 68% in 2016) and 38% of the incoming class is first generation college. LCFF+ students increased as a percentage of the class from 12% to 13%. For admitted ELC applicants, UCSB’s yield rate increased slightly from 15% in 2016 to 16% in 2017.

## ***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 deny.

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. Starting with fall 2017 selection, the Committee on Admissions and Financial Aid (CAFA) 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 2 or 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 2017, the total referral pool, from both public and private California high schools, numbered over 10,700.<sup>22</sup> These eligible applicants were offered the chance to consider referral admission at UC Merced, and in the end 124 submitted an SIR; 119 (1.1% of the total pool) enrolled.

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.

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<sup>22</sup> [http://www.ucop.edu/institutional-research-academic-planning/\\_files/factsheets/2017/frosh\\_trsirrs\\_table1.1.pdf](http://www.ucop.edu/institutional-research-academic-planning/_files/factsheets/2017/frosh_trsirrs_table1.1.pdf)

## **SECTION V: IMPLEMENTATION OF TRANSFER POLICIES & INITIATIVES**

Over the past three 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 policy<sup>23</sup> 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 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 Academic 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 recommendations<sup>24</sup> 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

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<sup>23</sup> [http://www.universityofcalifornia.edu/senate/reports/RMA\\_LP\\_SakakireSR476Camendments\\_FINAL.pdf](http://www.universityofcalifornia.edu/senate/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf)

<sup>24</sup> <http://ucop.edu/transfer-action-team/>



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 Academic 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 Guidelines<sup>25</sup> 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 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. The pilot is ongoing and will be evaluated in the near future.

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[http://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/GUIDELINES\\_FOR\\_IMPLEMENTATION\\_OF\\_UNIVERSITY\\_POLICY\\_on\\_UG\\_ADM\\_Revised\\_June2016.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf)

## **SECTION VI: CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

BOARS has reviewed application, admission, and enrollment outcomes under comprehensive review for the years 2012-2017, 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 2017 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 2016 and 2017, UC offered freshman admission to more California resident Chicano/Latino students than in previous years in part due to increased enrollments of 5,000 in 2016 and 2,500 in 2017, which continues to reflect the state's demographics. Although African American admits and enrollees 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. In the winter of 2017, a Transfer Task Force was convened by Provost Michael T. Brown and former Academic Senate Chair Jim Chalfant with three subcommittees to develop specific transfer recommendations to increase CCC transfer pool. The Task Force will present their recommendation to the President and Regents this spring. Additionally, President Napolitano called upon the Academic Senate to develop a transfer "guarantee" policy for fall of 2019 implementation.

Although nonresidents are far less likely to accept an admission offer, they have grown considerably and 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 undergraduate 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 2017, UC offered admission to 12.4% of all California public high school graduates who met one or both of the 9x9 guarantees, resulting in a referral pool of over 10,000 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 target of 5,000 additional enrollments in 2016 had the effect of lowering the size of the referral pool that year; however, the target of an additional 2,500 enrollments in 2017 the referral pool grow back to pre-2016 levels. 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 grow the size of the referral pool. BOARS is very concerned going forward that the University will soon have no campus with available space, which brings into question its historical ability to offer admission to all eligible applicants. The University of California must address this issue expeditiously.
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 is diminishing 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.