

# **Annual Report on Undergraduate Admissions Requirements and Comprehensive Review April 2019**



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

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## EXECUTIVE SUMMARY

### PURPOSE OF THE REPORT

The Academic Senate's Board of Admissions and Relations with Schools (BOARS) advises the President and Senate agencies about the admission of undergraduate students and the criteria for undergraduate status as provided under Regents Standing Order 105.2(a),<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 2012–2018; 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 campus

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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#bl145>

<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>

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. This year, total applications increased a total of 6%.
- ❖ Again this year, applications from nonresidents increased 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. While in 2017, there was a 2.6% (0.8%) decline in out-of-state (international) applicants, 2018 saw an increase of 2.2% (5.0%).
- ❖ 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. 2018 applications increased by 7.3%.
- ❖ UC admitted 70,750 California freshman applicants for fall 2018. This represents an 13.2% increase since implementation of the new admissions policy in 2012, when 62,527 California freshmen were admitted.
- ❖ California residents comprise the vast majority of new admits and enrollees at the undergraduate level. Several significant highlights include the following:
  - Freshman admission rates dipped at campuses in 2018. 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 2018 (see Table 3 and Figure 3).
  - California residents represented 78.7% of all enrollees at UC for 2018 (see Table 6).
- ❖ More than half of the 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 2018, 16.5% 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 from the top 12.5%.
  - 13.3% of California public high school graduates who applied to UC were guaranteed admission and an additional 3.1% were admitted as Entitled to Review. The 2018 total represents an increase from 15.9% in 2017 (see Table 4).

- ❖ Nearly half the California freshman applicants met the Statewide Index (43.4%) in 2018. As a proportion of the 9x9 guaranteed pool, 87.6% 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 over 12% 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 39,437 in 2017 to 41,898 in 2018 (an increase of 2,461 or 6.2%) (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 2018 referral pool grew by 14% to approximately 12,500.
  - 168 students (1.3% of the total 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 3.08 in 2017, down from 3.09 in 2016 (the highest year to date under the new policy), and 92.94% of first-year California residents move on to their second year (see Table 11).

#### **TRANSFER ADMISSION & ACADEMIC PERFORMANCE**

- ❖ California resident transfer applicants increased by 8.7% from 2017 to 2018, a record-setting year for applications. Applications from domestic nonresidents and international transfers have varied since 2012, but the vast majority of transfer applicants (83.4%) are California residents (see Table 5).
- ❖ UC admitted 70.7% of California resident transfers for a record-size admitted class in 2018 of 24,384.
- ❖ Over 85% of transfers enrolled in 2018 were residents and nearly 14% were international students (see Table 8).
- ❖ White students represent the largest proportion of California Community College transfer enrollment (27.7%) followed by Chicano/Latinos (26.4%) and Asians (25.2%). 2018 is the first year Chicano/Latino transfers exceeded Asians. (See Table 9.2).
- ❖ Transfer students from 2011 through 2016 have demonstrated decreasing first-year probation rates (see Table 12).

## **DIVERSITY**

- ❖ For fall 2018, 46.5% of California freshman applicants were first-generation college students as were 43.1% of admits and 44.4% of enrollees (see Table 3 and Figure 7).
- ❖ Over 37% 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 81.7%, 84.0%, and 85.0%, respectively (see Table 10.2).
- ❖ Applicants, admits and enrollments of underrepresented groups (URG: African Americans, American Indians, and Chicanos/Latinos) are at historical highs of 44.0%, 38.4%, and 36.6%, respectively for fall 2018 (see Table 10.1).

## **NONRESIDENTS**

- ❖ The proportion of nonresident freshmen enrolled at UC (including out-of-state and international) increased slightly to 21.2% in 2018 from 21.0% in 2017 (see Table 6). The proportion of nonresident transfers (including out-of-state and international) remained constant at 14.4% in 2018 (see Table 8).

## **RECOMMENDATIONS**

1. BOARS recognizes that the increased enrollment of undergraduates benefits Californians of all races/ethnicities, including those underrepresented at UC. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and the committee welcomes University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. In 2016, BOARS acknowledged that the target of 5,000 additional enrollments lowered the size of the referral pool; however, with the target of an additional 2,500 enrollments in 2017, the referral pool returned to pre-2016 levels. BOARS remains committed to the Master Plan guarantee to students, of which the referral pool is a critical component, and believes that future enrollment increases will continue to grow the size of the referral pool. As such, BOARS is concerned 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. UC must address this issue expeditiously.
3. BOARS supports the idea that increased enrollment creates more opportunity for students, however, the committee will continue to monitor the broader effects increased enrollment has on the University. In particular, BOARS is concerned that increasing enrollment without sufficient additional funding for faculty, infrastructure, and student services will diminish the quality of a UC education. BOARS will closely monitor the success of all new UC students to ensure that increased enrollment does not lead to deficiencies in 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 9%. The two

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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>



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 2018. 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). This year saw a substantial increase of more than 10,000 applicants over 2017 (*c.f.*, Table 1). Recently, significant portion of the 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. A decline in non-resident applicants in 2017 may have been a one-time anomaly as 2018 non-resident applicants increased again, though at lesser rates than previously.

**Table 1: Freshman and Transfer Applications**

	2015	2016	2017	2018
<b>Freshman</b>				
California	103,259	105,465	111,857	120,030
% change		2.1%	6.1%	7.3%
Out-of-State	30,087	33,688	32,808	33,533
% change		12.0%	-2.6%	2.2%
International	24,960	27,409	27,193	28,566
% change		9.8%	-0.8%	5.0%
<b>Total Freshman</b>	<b>158,306</b>	<b>166,562</b>	<b>171,858</b>	<b>182,129</b>
% change		5.2%	3.2%	6.0%
<b>Transfer</b>				
California	29,539	32,971	31,710	34,470
% change		11.6%	-3.8%	8.7%
Out-of-State	1,151	1,489	1,300	1,179
% change		29.4%	-12.7%	-9.3%
International	5,210	5,546	5,463	5,700
% change		6.4%	-1.5%	4.3%
<b>Total Transfer</b>	<b>35,900</b>	<b>40,006</b>	<b>38,473</b>	<b>41,349</b>
% change		11.4%	-3.8%	7.5%
<b>Total</b>				
California	132,798	138,436	143,567	154,500
Out-of-State	31,238	35,177	34,108	34,712
International	30,170	32,955	32,656	34,266
<b>Total</b>	<b>194,206</b>	<b>206,568</b>	<b>210,331</b>	<b>223,478</b>

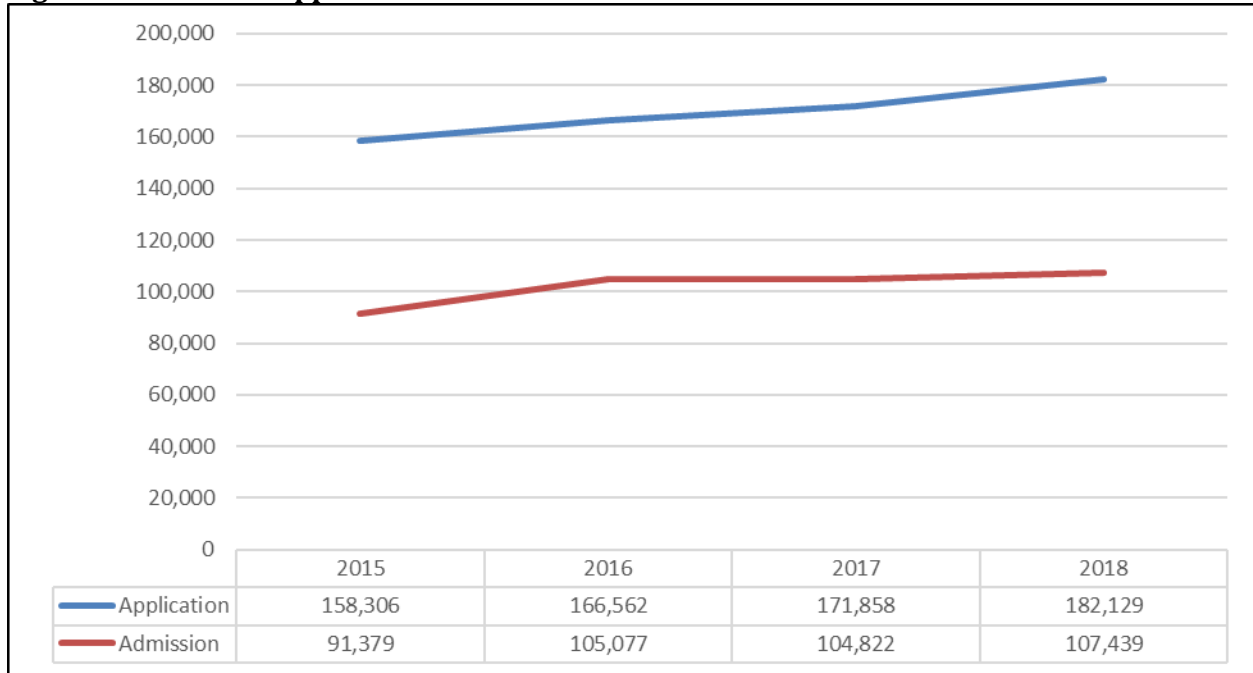
Note: Data from UC Data Warehouse.

**Transfer Applications.** As seen in Table 1, applications from transfer students increased by 7.5% in 2018, reversing a one-year decline after two straight years of growth.

## II.2 ADMISSION

**Freshman Admission.** UC admitted 107,439 applicants as freshmen for fall 2018. Figure 1 shows systemwide trends in the number of freshman applicants and admits since 2015.

**Figure 1: Freshman Application and Admission**



Note: Data from UC Data Warehouse.

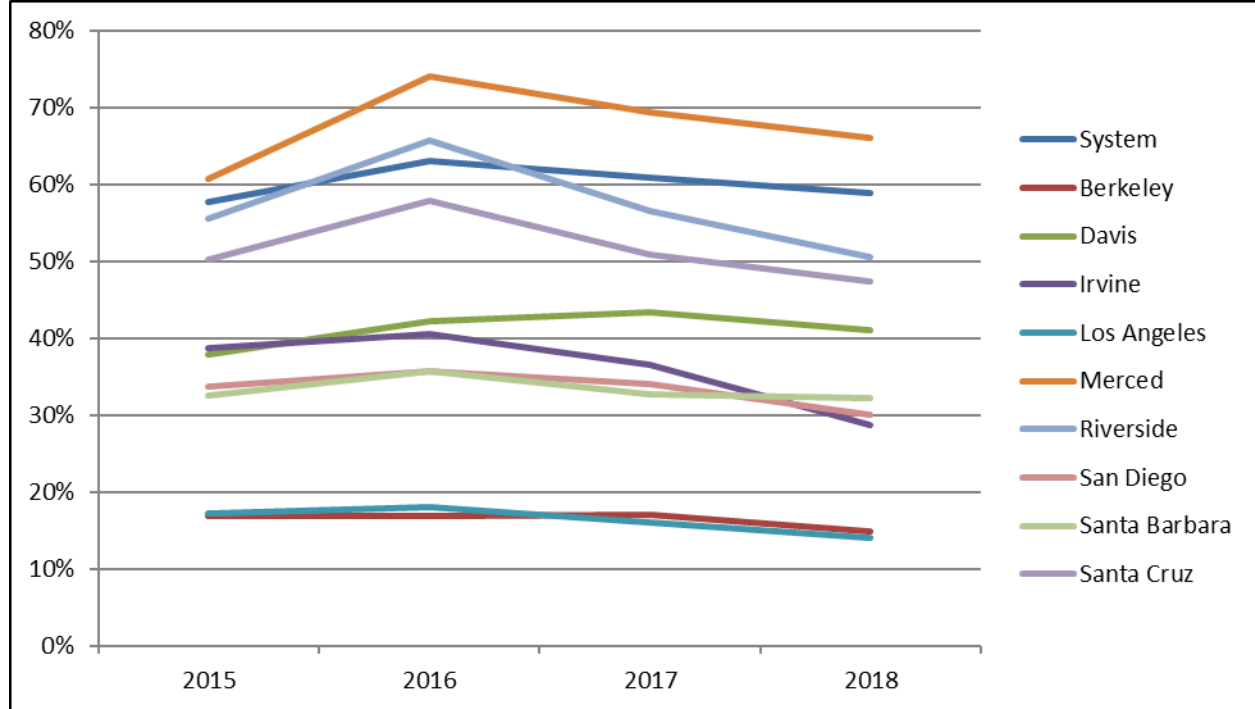
**Table 2: Freshman Admission Rates by Campus**

Campus	2015	2016	2017	2018
System	57.7%	63.1%	61.0%	59.0%
Berkeley	16.9%	16.9%	17.1%	14.8%
Davis	38.0%	42.3%	43.4%	41.1%
Irvine	38.7%	40.7%	36.5%	28.8%
Los Angeles	17.3%	18.0%	16.1%	14.0%
Merced	60.7%	74.2%	69.4%	66.2%
Riverside	55.6%	65.7%	56.5%	50.6%
San Diego	33.7%	35.7%	34.0%	30.1%
Santa Barbara	32.6%	35.8%	32.8%	32.2%
Santa Cruz	50.3%	57.9%	50.9%	47.3%

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 2018. Each of the campuses also had lower admission rates.

**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 70,750 of the 120,030 California resident freshman applicants for 2018. This includes 62,472 of 105,009 public high school applicants, equal to 14.3% of the total CA public-high-school graduating class (estimated to be 436,279 in Table 4). The average high-school GPA of all California Freshman admits was 3.96, with an average of 49 semesters of A-G courses (30 is the minimum) and 16 semesters of honors courses. The average SAT Reading and SAT Math scores increased for both admits and enrollees, as did the average ACT score for admits and enrollees.

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 2018, 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**

	2015			2016			2017			2018		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
<b>Total</b>	103,259	61,181	32,630	105,465	70,852	38,361	111,857	69,154	36,306	120,030	70,750	36,755
<b>Race/Ethnicity</b>												
African American	6,310	2,625	1,315	6,619	3,435	1,808	6,958	3,403	1,747	7,408	3,422	1,781
American Indian	697	399	187	656	421	200	662	400	189	655	376	196
Asian American	31,937	22,463	13,049	31,362	24,083	14,406	32,913	23,901	13,803	36,822	25,545	14,789
Chicano/Latino	35,207	17,927	9,754	37,759	22,839	12,318	41,661	22,800	11,737	44,697	23,352	11,460
Unknown	3,356	2,134	1,058	3,051	2,221	1,144	3,161	2,103	1,019	3,678	2,355	1,151
White	25,752	15,633	7,267	26,018	17,853	8,485	26,502	16,547	7,811	26,770	15,700	7,378
Total URG	42,214	20,951	11,256	45,034	26,695	14,326	49,281	26,603	13,673	52,760	27,150	13,437
<b>Sex</b>												
Female	58,248	34,856	18,379	59,879	40,865	22,159	64,303	40,087	20,952	68,818	40,944	21,044
Male	44,796	26,249	14,236	45,274	29,821	16,157	46,958	28,760	15,260	50,399	29,406	15,593
Unknown	215	76	15	312	166	45	596	307	94	813	400	118
<b>School Type</b>												
CA public high school	89,760	53,562	29,683	92,208	62,304	34,895	98,148	61,037	33,154	105,009	62,472	33,451
CA private high school	12,429	7,092	2,685	12,270	8,041	3,270	12,655	7,636	2,947	13,099	7,363	2,911
Other/unknown	1,070	527	262	987	507	196	1,054	481	205	1,922	915	393
<b>Academic Indicators</b>												
Average High School GPA	3.71	3.93	3.97	3.72	3.89	3.94	3.73	3.93	3.97	3.76	3.96	4.01
Average SAT - Reading	554	590	589	550	577	579	581	607	613	596	625	633
Average SAT - Math	572	612	614	567	597	602	581	609	616	602	636	646
Average SAT - Writing	556	595	594	550	579	582	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT	26	27	27	26	27	27	26	27	27	26	27	27
Average Number of A-G Courses	47	48	48	47	48	48	47	48	48	48	49	49
Average Number of Honors/AP Courses	13	15	16	13	15	15	13	15	16	13	16	17
<b>Family Characteristics</b>												
Low Income	37,337	20,307	11,938	38,361	24,265	14,236	43,234	25,035	13,961	45,760	25,466	13,754
1st Generation College	47,180	25,663	14,990	48,450	30,266	17,496	52,221	29,616	16,379	55,771	30,508	16,301
<b>Eligibility Category</b>												
Index and ELC	26,013	24,304	15,426	26,649	25,251	16,384	27,839	25,877	16,363	29,530	27,173	17,173
Index Only	22,820	16,615	7,418	23,299	18,403	8,980	25,230	18,769	8,897	28,948	20,457	9,776
ELC Only	7,996	5,802	3,316	7,948	6,525	3,885	8,105	6,073	3,300	8,254	6,287	3,061
Entitled to Review	35,936	13,128	5,803	37,087	18,946	8,319	39,437	17,018	7,092	41,898	15,256	5,983
Do Not Meet Above Criteria	10,489	1,332	667	10,479	1,727	793	11,245	1,417	654	11,400	1,577	762
Unknown	5	0	0	3	0	0	1	0	0	0	0	0

Note: Data from UC Data Warehouse and final UC Application Processing (UCAP) files. For 2017 and later, 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. 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**

	2015	2016	2017	2018
<b>CA Public HS Graduates*</b>	426,950	429,323	430,586	436,279
<b>All CA Pub HS Applicants</b>	90,698	93,081	99,081	105,904
<b>% of CA Pub HS Graduates</b>	21.2%	21.7%	23.0%	24.3%
<b>CA Pub HS Applicants Guaranteed Admission</b>	49,060	50,157	53,208	58,200
<b>% of CA Pub HS Graduates</b>	11.5%	11.7%	12.4%	13.3%
<b>Admitted "ETR" Students</b>	11,736	17,051	15,306	13,705
<b>% of CA Pub HS Graduates</b>	2.7%	4.0%	3.6%	3.1%
<b>Total Guaranteed PLUS ETR Admits</b>	52,696	61,102	60,064	61,588
<b>Applicants Guaranteed Admission plus ETR Admits as % of CA Pub HS Graduates</b>	14.2%	15.7%	15.9%	16.5%
<b>Total Admitted to Campus of Choice</b>	51,746	60,531	59,550	60,569
<b>% of CA Pub HS Graduates</b>	12.1%	14.1%	13.8%	13.9%

\*Total public CA public high school graduate totals are from California Department of Education, projected high school graduates for 2018 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 2018, 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 2018 (58,200) constitute 13.3% of the total graduating class (436,279), while the admitted ETR applicants (13,705) constitute 3.1%. Overall, the combination of these groups represents 16.5%.

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 12,500 in 2018, a 14% increase.

## **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 2.1% in 2016 to 23,299 and again by 8.3% in 2017 to 25,230. For 2018, it increased by 14.7%, to 28,948.

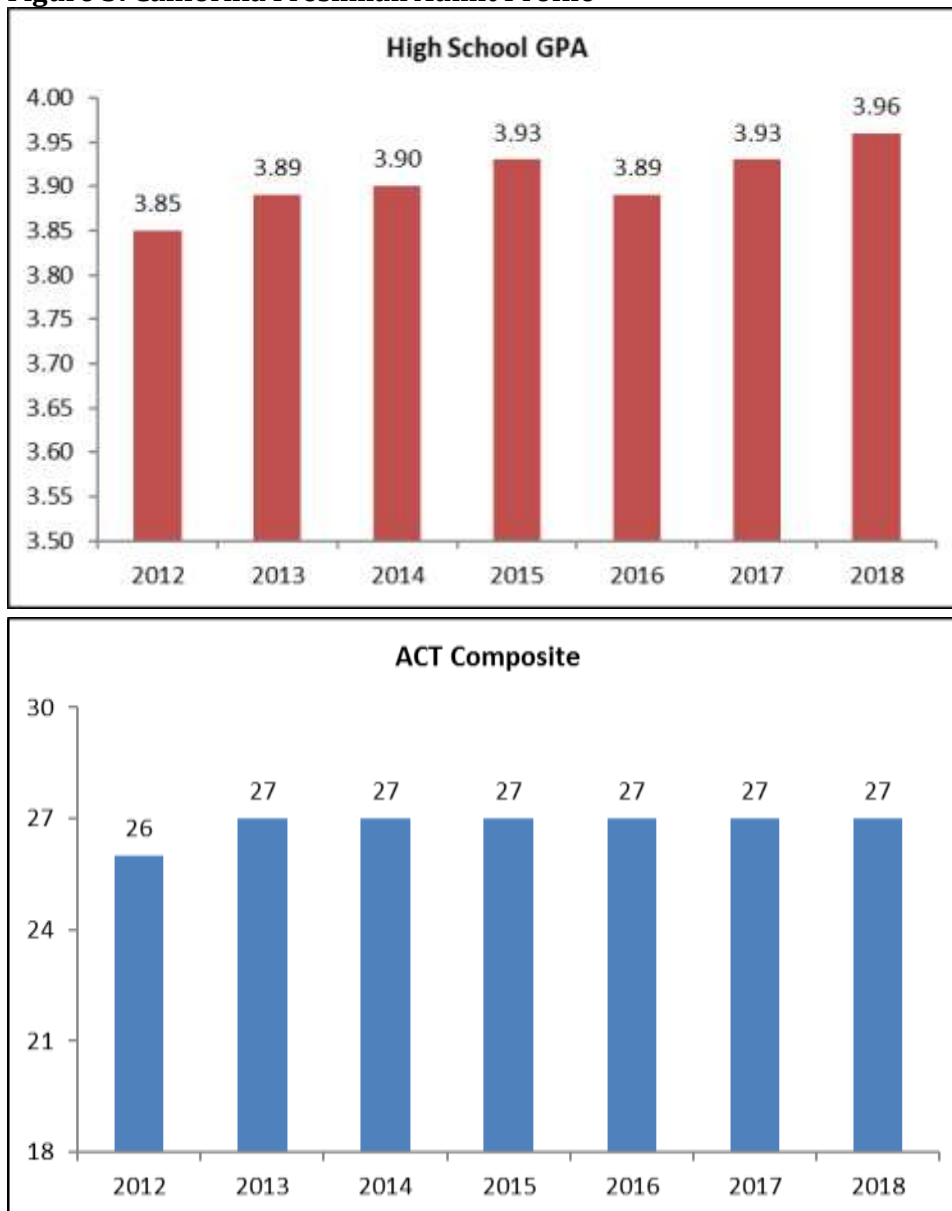
<sup>16</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/RLP\\_Sakaki\\_StatewideIndexamendment\\_FINAL.pdf](http://senate.universityofcalifornia.edu/_files/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf)

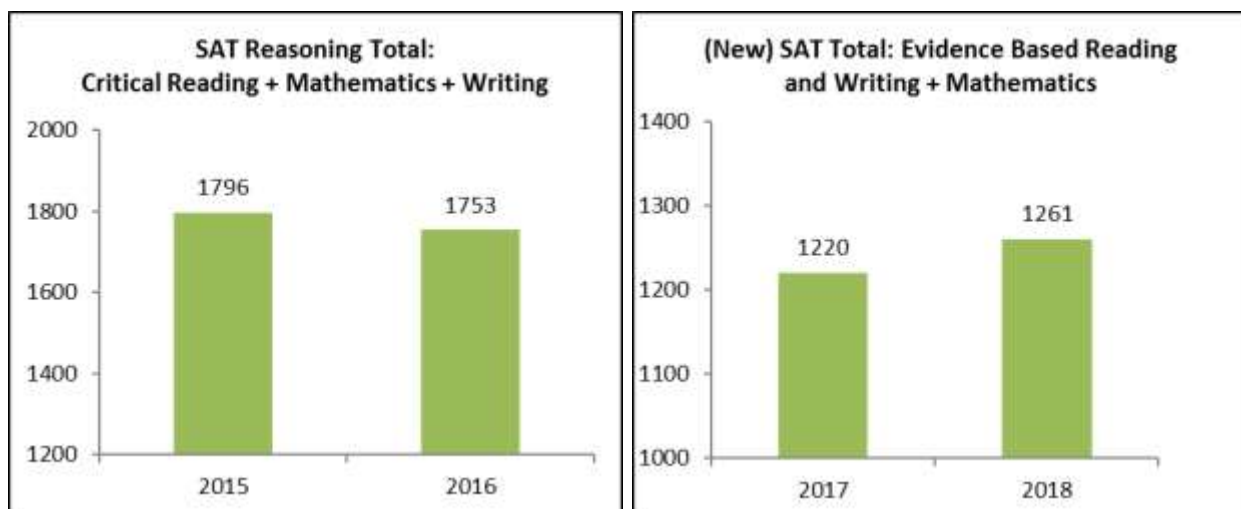
This change also had an effect on the ELC and ETR pools. The number of applicants identified as ELC-only increased from 5,244 in 2014 to 7,996 in 2015 (a 52.5% increase); the number of ELC-only applicants then decreased to 7,948 in 2016, but grew to 8,105 and then 8,254 in 2017 and 2018, respectively. 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 and now 41,898 in 2018 (a 6.2% increase)—*c.f.*, Table 3.

### II.2.3 Academic Indicators of Freshman Admits

The average profile of admitted applicants for fall 2012 through fall 2018 presented in Figure 3 show that academic indicators in 2018 are 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 28,533 transfer students in 2018, a 7.0% increase over 2017. Among these were 1,752 more California transfers, a 7.7% increase. Admission rates declined slightly to approximately 70.7% for California residents, and 67.3% for international students. The number of domestic out-of-state applicants admitted to UC remains small, 312 in 2018.

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

	2015			2016		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	29,539	19,046	64.5%	32,971	21,953	66.6%
Domestic Non-Residents	1,151	271	23.5%	1,489	420	28.2%
International Non-Residents	5,210	3,235	62.1%	5,546	3,644	65.7%
<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>

	2017			2018		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	31,710	22,632	71.4%	34,470	24,384	70.7%
Domestic Non-Residents	1,300	349	26.8%	1,179	312	26.5%
International Non-Residents	5,463	3,689	67.5%	5,700	3,837	67.3%
<b>Total</b>	<b>38,473</b>	<b>26,670</b>	<b>69.3%</b>	<b>41,349</b>	<b>28,533</b>	<b>69.0%</b>

Note: Data from UC Data Warehouse.

## II.3 Enrollment Outcomes

**Freshman.** Systemwide, 46,677 freshmen enrolled for fall 2018, compared with 46,006 in 2017, 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 7,946 new freshman enrollees during the six-year period



2012 to 2018, a 20.5% increase. While California resident enrollees increased during this period, from 33,065 in 2012 to 36,755 in 2017, the proportion of residents enrolled decreased from 84.5% in 2012 to 78.7% in 2018.

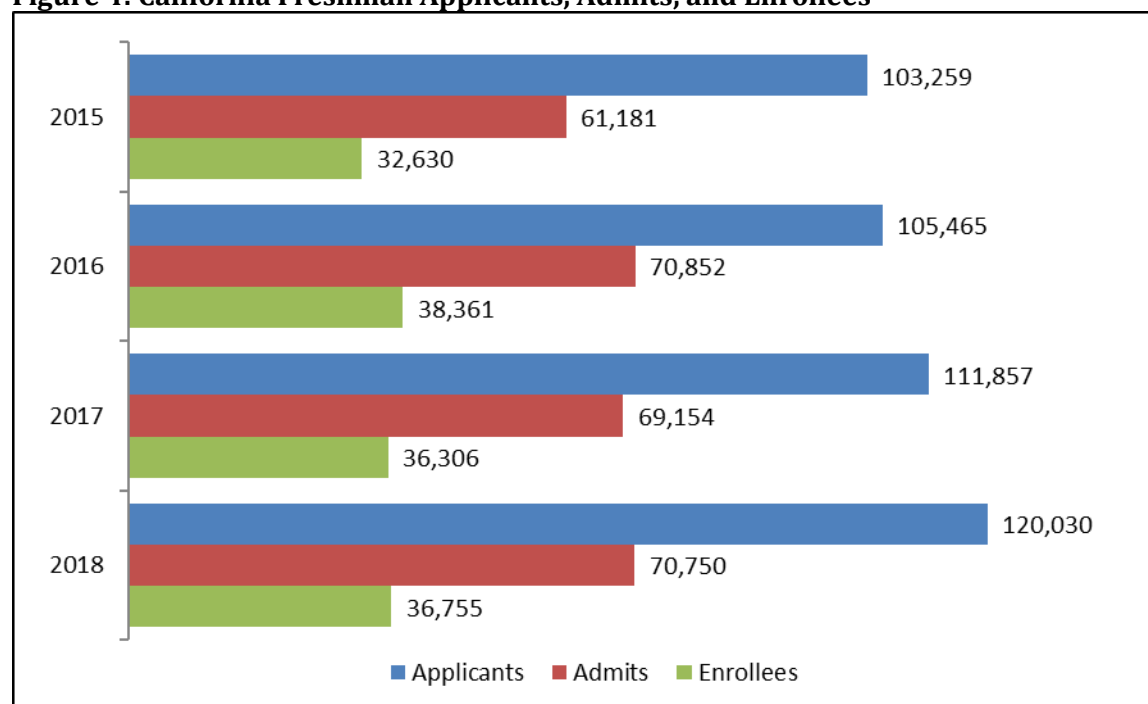
**Table 6: Freshman Enrollment by Residency**

	2015		2016		2017		2018	
California	32,630	78.5%	38,361	80.8%	36,306	78.9%	36,755	78.7%
Out-of-State	3,467	8.3%	3,289	6.9%	3,746	8.1%	3,657	7.8%
International	5,459	13.1%	5,829	12.3%	5,954	12.9%	6,265	13.4%
<b>Total</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>	<b>46,677</b>	<b>100.0%</b>

Note: Data from UC Data Warehouse.

Figure 4 shows the numbers of California freshman admits and enrollees has remained relatively flat from 2016 to 2018 despite the increase in applications. Recently, enrollment growth allowed more admission offers to be made.

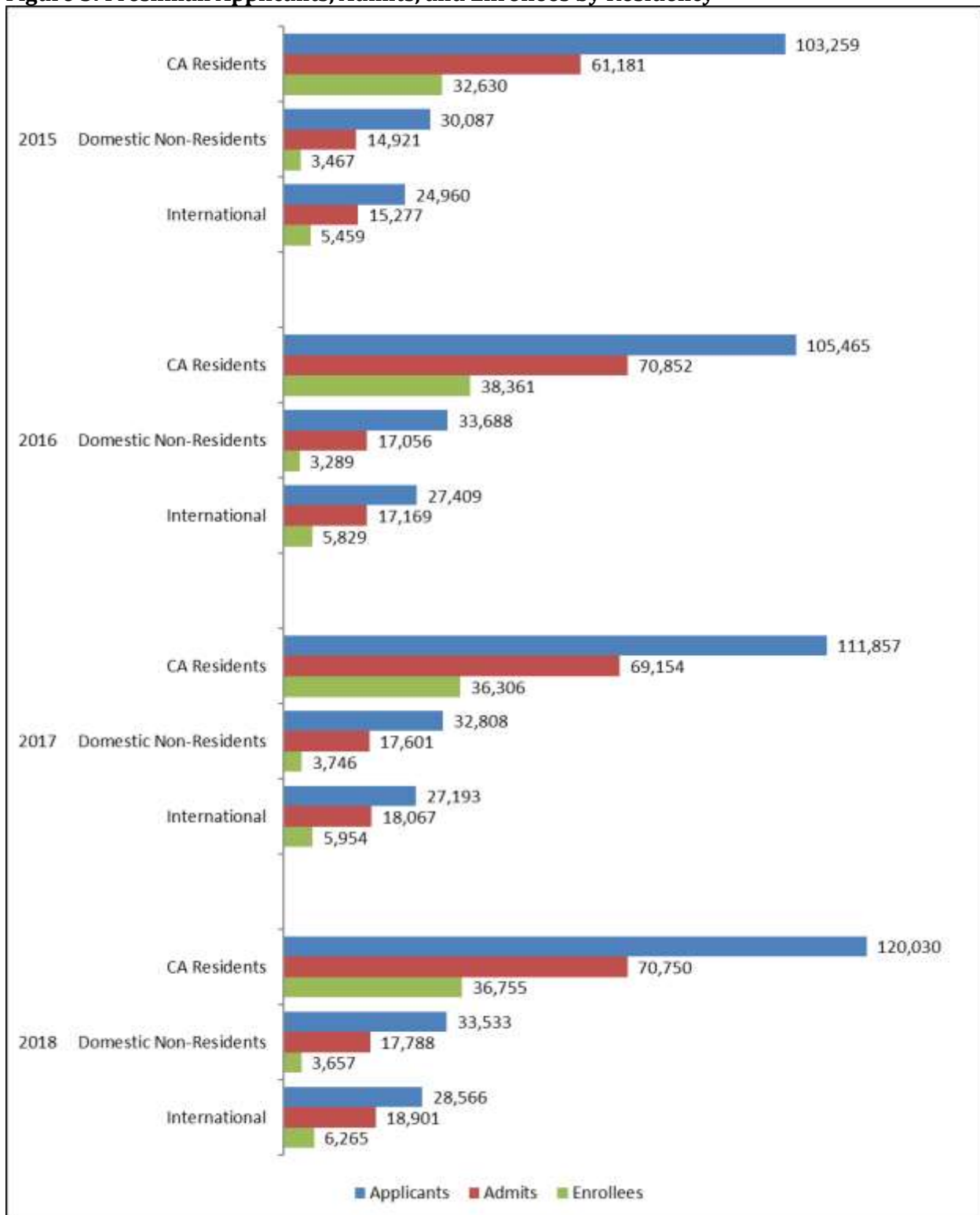
**Figure 4: California Freshman Applicants, Admits, and Enrollees**



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.

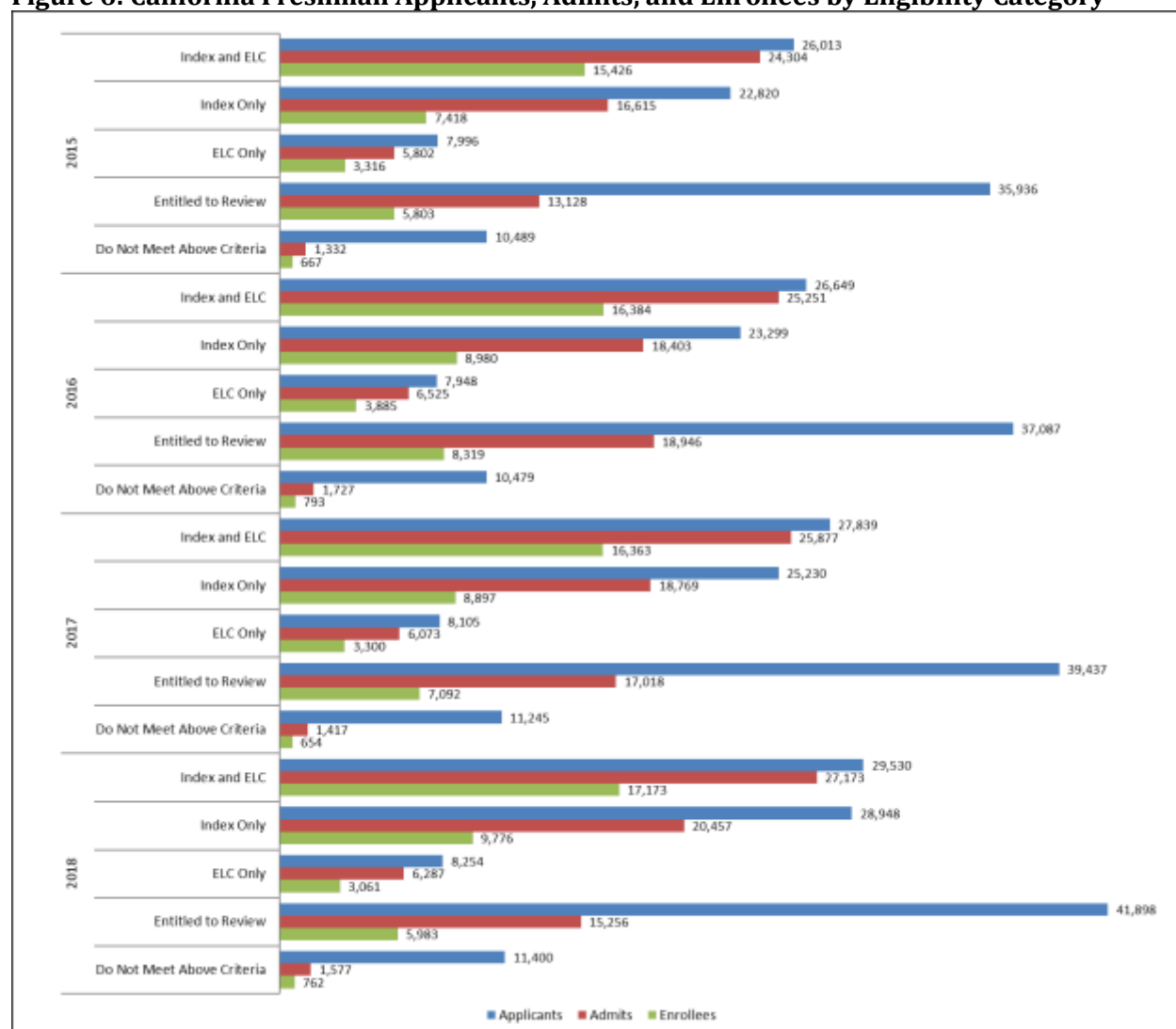
**Figure 5: Freshman Applicants, Admits, and Enrollees by Residency**



Note: Data from UC Data Warehouse and final UCAP files. For a small number of applicants (0-5 per year), eligibility status is unknown.

Figure 6 shows numbers of California freshman applications, admits, and enrollees by eligibility status over the past four admission cycles. 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 2015 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 total number of eligible applicants increased during the six-year period, from 56,649 in 2012 to 66,732 in 2018. 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 55.6% in 2018. Since 2015, the number of ELC-only applicants has increased modestly at a rate of only 3.2%.

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



Note: Data from UC Data Warehouse and final UCAP files. For a small number of applicants (0-5 per year), eligibility status is unknown.

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

<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</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 Index/ELC</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 Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	27,839	25,230	53,069	8,105	61,174	39,437	11,246	111,857
admits	25,877	18,769	44,646	6,073	50,719	17,018	1,417	69,154
enrollees	16,363	8,897	25,260	3,300	28,560	7,092	654	36,306
admission rate	93.0%	74.4%	84.1%	74.9%	82.9%	43.2%	12.6%	61.8%
yield rate	63.2%	47.4%	56.6%	54.3%	56.3%	41.7%	46.2%	52.5%

<b>2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	29,530	28,948	58,478	8,254	66,732	41,898	11,400	120,030
admits	27,173	20,457	47,630	6,287	53,917	15,256	1,577	70,750
enrollees	17,173	9,776	26,949	3,061	30,010	5,983	762	36,755
admission rate	92.0%	70.7%	81.4%	76.2%	80.8%	36.4%	13.8%	58.9%
yield rate	63.2%	47.8%	56.6%	48.7%	55.7%	39.2%	48.3%	52.0%

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

<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</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 Index/ELC</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 Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	45.5%	41.2%	86.8%	13.2%	100.0%	35.3%	10.1%	100.0%
admits	51.0%	37.0%	88.0%	12.0%	100.0%	24.6%	2.0%	100.0%
enrollees	57.3%	31.2%	88.4%	11.6%	100.0%	19.5%	1.8%	100.0%

<b>2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	44.3%	43.4%	87.6%	12.4%	100.0%	34.9%	9.5%	100.0%
admits	50.4%	37.9%	88.3%	11.7%	100.0%	21.6%	2.2%	100.0%
enrollees	57.2%	32.6%	89.8%	10.2%	100.0%	16.3%	2.1%	100.0%

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

<b>2015 to 2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</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 Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	1,190	1,931	3,121	157	3,278	2,350	764	6,392
admits	626	366	992	-452	540	-1,928	-310	-1,698
enrollees	-21	-83	-104	-585	-689	-1,227	-139	-2,055
<b>Percent Change</b>								
applicants	4.5%	8.3%	6.2%	2.0%	5.7%	6.3%	7.3%	6.1%
admits	2.5%	2.0%	2.3%	-6.9%	1.1%	-10.2%	-18.0%	-2.4%
enrollees	-0.1%	-0.9%	-0.4%	-15.1%	-2.4%	-14.7%	-17.5%	-5.4%
<b>2017 to 2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	1,691	3,718	5,409	149	5,558	2,461	154	8,173
admits	1,296	1,688	2,984	214	3,198	-1,762	160	1,596
enrollees	810	879	1,689	-239	1,450	-1,109	108	449
<b>Percent Change</b>								
applicants	6.1%	14.7%	10.2%	1.8%	9.1%	6.2%	1.4%	7.3%
admits	5.0%	9.0%	6.7%	3.5%	6.3%	-10.4%	11.3%	2.3%
enrollees	5.0%	9.9%	6.7%	-7.2%	5.1%	-15.6%	16.5%	1.2%
<b>Three year changes:</b>								
<b>2015 to 2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	3,517	6,128	9,645	258	9,903	5,962	906	16,771
admits	2,869	3,842	6,711	485	7,196	2,128	245	9,569
enrollees	1,747	2,358	4,105	-255	3,850	180	95	4,125
<b>Percent Change</b>								
applicants	13.5%	26.9%	19.8%	3.2%	17.4%	16.6%	8.6%	16.2%
admits	11.8%	23.1%	16.4%	8.4%	15.4%	16.2%	18.4%	15.6%
enrollees	11.3%	31.8%	18.0%	-7.7%	14.7%	3.1%	14.2%	12.6%

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

Statewide-eligible applicants continue to be admitted at higher rates than ELC-only applicants (81.4% versus 76.2% for 2018), 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 11.7% in 2018 (*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 36.4% in 2018. Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest of all applicant

groups (13.8% in 2018). The Other category constitutes the pool of applicants who do not appear to fall into one of the eligibility categories and may be receiving Admission by Exception (A by E), which make up only 2.1% of all new enrollees, well within 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 2018, 168 students from the total referral pool (1.3%) enrolled at Merced.

**Transfer.** Systemwide, 21,015 total transfer admits enrolled for fall 2018, compared with 20,012 in 2017, 19,482 in 2016, and 16,889 in 2015, as indicated in Table 8. California resident transfer enrollees represented 85.5% of all transfer enrollees.

**Table 8: Transfer Enrollment by Residency**

	2015		2016		2017		2018	
California	14,353	85.0%	16,564	85.0%	17,124	85.6%	17,969	85.5%
Out-of-State	122	0.7%	155	0.8%	128	0.6%	115	0.5%
International	2,414	14.3%	2,763	14.2%	2,760	13.8%	2,931	13.9%
<b>Total</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>	<b>21,015</b>	<b>100.0%</b>

Note: Data from UC Data Warehouse.

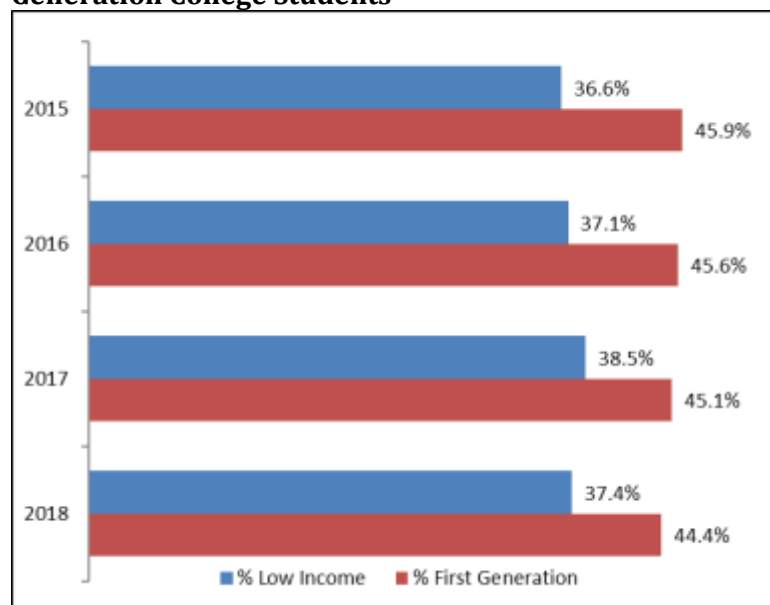
## II.4 Attracting and Admitting Diverse Students

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, residency, and the representation of racial/ethnic groups, particularly those who have been historically underrepresented at UC.

### **Freshman Applicants, Admits, Enrollees, and Diversity 2015–2018**

For the first time in recent years, the UC admit pool experienced a slight decline 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 2015–2018**

Tables 9.1 and 9.2 summarize the diversity of UC’s transfer applicants, admits, and enrollees over the past four 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 48.7% overall increase in enrollments (from 4,206 to 6,254) of students from underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) between 2015 and 2018. Chicano/Latino and African American enrollment have each increased by around 50% since 2015. The representation of African Americans remains steady at 4.6% of enrollees, while Chicanos/Latinos, in keeping with the application trends, increased from 22.3% to 26.4% of enrollees. Whites remain the largest racial group among CCC transfer enrollees, at 27.7% of all CCC transfers.

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

	2015			2016			2017			2018			# Enrollee increase from 2015
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	1,441	832	604	1,833	1,116	820	1,781	1,159	865	1,979	1,288	917	313
American Indian	225	149	111	254	183	128	222	151	120	230	163	119	8
Asian	7,492	5,348	4,184	8,068	5,923	4,756	8,001	6,223	4,919	8,353	6,403	4,976	792
Chicano/Latino	7,312	4,800	3,491	8,651	5,817	4,294	8,664	6,325	4,647	9,965	7,337	5,218	1,727
International	3,401	2,645	2,076	3,712	2,976	2,372	3,670	3,046	2,395	3,898	3,230	2,554	478
Unknown	843	581	421	915	655	505	896	663	493	916	667	486	65
White	8,916	6,177	4,770	9,650	6,945	5,257	9,025	6,826	5,264	9,592	7,231	5,468	698
Total	29,630	20,532	15,657	33,083	23,615	18,132	32,259	24,393	18,703	34,933	26,319	19,738	4,081

Note: Data from UC Data Warehouse.

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

	2015			2016			2017			2018			% Enrollee increase from 2015
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	4.9%	4.1%	3.9%	5.5%	4.7%	4.5%	5.5%	4.8%	4.6%	5.7%	4.9%	4.6%	51.8%
American Indian	0.8%	0.7%	0.7%	0.8%	0.8%	0.7%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	7.2%
Asian	25.3%	26.0%	26.7%	24.4%	25.1%	26.2%	24.8%	25.5%	26.3%	23.9%	24.3%	25.2%	18.9%
Chicano/Latino	24.7%	23.4%	22.3%	26.1%	24.6%	23.7%	26.9%	25.9%	24.8%	28.5%	27.9%	26.4%	49.5%
International	11.5%	12.9%	13.3%	11.2%	12.6%	13.1%	11.4%	12.5%	12.8%	11.2%	12.3%	12.9%	23.0%
Unknown	2.8%	2.8%	2.7%	2.8%	2.8%	2.8%	2.8%	2.7%	2.6%	2.6%	2.5%	2.5%	15.4%
White	30.1%	30.1%	30.5%	29.2%	29.4%	29.0%	28.0%	28.0%	28.1%	27.5%	27.5%	27.7%	14.6%
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%	26.1%

Note: Data from UC Data Warehouse.



### **UC as a Vehicle of Social Mobility: The Freshman Academic Profile in 2018**

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 120,030 California applicants for fall 2018, 46.5% (55,771) were first-generation, as were 43.1% of California admits and 44.4% of enrollees (16,301 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 60.7%, 64.6%, and 63.2% (3,781 enrollees), respectively; while among the ELC-only group the percentages were 81.7%, 84.0%, and 85.0% (2,601 enrollees), respectively. Overall, this means that 39% (6,382 of 16,301) of the first-generation enrollees for fall 2018 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

URGs represent 44.0% of California applicants, 38.4% of California admits, and 36.6% of enrollees (13,437 enrollees) for fall 2018. Among California applicants who were ETR the percentages of applicants, admits, and enrollees from URG groups were 58.2%, 58.7%, and 57.4% (3,433 enrollees), respectively; while among the ELC-only group the percentages were 76.2%, 77.8%, and 77.3% (2,365 enrollees). Overall, this means that 43.1% (5,798 of 13,437) of URG enrollees for fall 2018 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 2018**

	Index Eligible Only					ELC Eligible Only					Index & ELC Eligible				
	Apps	Admits	Admit Rate	Enrollees	Yield Rate	Apps	Admits	Admit Rate	Enrollees	Yield Rate	Apps	Admits	Admit Rate	Enrollees	Yield Rate
<b>Universitywide</b>	28,948	20,457	70.7%	9,776	47.8%	8,254	6,287	76.2%	3,061	48.7%	29,530	27,173	92.0%	17,173	63.2%
Race/Ethnicity															
African American	999	763	76.4%	354	46.4%	461	343	74.4%	191	55.7%	1,036	964	93.1%	599	62.1%
American Indian	168	119	70.8%	66	55.5%	26	20	76.9%	11	55.0%	163	141	86.5%	69	48.9%
Asian	12,106	9,532	78.7%	5,051	53.0%	1,243	929	74.7%	492	53.0%	11,062	10,363	93.7%	7,237	69.8%
Chicano/Latino	4,442	3,039	68.4%	1,466	48.2%	5,805	4,526	78.0%	2,163	47.8%	8,339	7,745	92.9%	4,838	62.5%
Unknown	1,261	931	73.8%	395	42.4%	138	101	73.2%	45	44.6%	1,022	951	93.1%	566	59.5%
White	9,972	6,073	60.9%	2,444	40.2%	581	368	63.3%	159	43.2%	7,908	7,009	88.6%	3,864	55.1%
Total URG	5,609	3,921	69.9%	1,886	48.1%	6,292	4,889	77.7%	2,365	48.4%	9,538	8,850	92.8%	5,506	62.2%
1st Gen College	5,704	4,389	76.9%	2,583	58.9%	6,746	5,280	78.3%	2,601	49.3%	11,073	10,443	94.3%	7,071	67.7%
School Type															
CA Public H.S.	22,811	16,542	72.5%	8,434	51.0%	8,166	6,216	76.1%	3,029	48.7%	27,223	25,125	92.3%	16,178	64.4%
CA Private H.S.	6,125	3,904	63.7%	1,335	34.2%	83	69	83.1%	31	44.9%	2,285	2,028	88.8%	981	48.4%
Other/Unknown	12	11	91.7%	7	63.6%	5	2	40.0%	1	50.0%	22	20	90.9%	14	70.0%
	Entitled to Review					Do Not Meet Other Criteria					Total				
	Apps	Admits	Admit Rate	Enrollees	Yield Rate	Apps	Admits	Admit Rate	Enrollees	Yield Rate	Apps	Admits	Admit Rate	Enrollees	Yield Rate
<b>Universitywide</b>	41,898	15,256	36.4%	5,983	39.2%	11,400	1,577	13.8%	762	48.3%	120,030	70,750	58.9%	36,755	52.0%
Race/Ethnicity															
African American	3,408	1,200	35.2%	554	46.2%	1,504	152	10.1%	83	54.6%	7,408	3,422	46.2%	1,781	52.0%
American Indian	234	87	37.2%	45	51.7%	64	9	14.1%	5	55.6%	655	376	57.4%	196	52.1%
Asian	9,873	4,084	41.4%	1,686	41.3%	2,538	637	25.1%	323	50.7%	36,822	25,545	69.4%	14,789	57.9%
Chicano/Latino	20,741	7,667	37.0%	2,834	37.0%	5,370	375	7.0%	159	42.4%	44,697	23,352	52.2%	11,460	49.1%
Unknown	941	306	32.5%	119	38.9%	316	66	20.9%	26	39.4%	3,678	2,355	64.0%	1,151	48.9%
White	6,701	1,912	28.5%	745	39.0%	1,608	338	21.0%	166	49.1%	26,770	15,700	58.6%	7,378	47.0%
Total URG	24,383	8,954	36.7%	3,433	38.3%	6,938	536	7.7%	247	46.1%	52,760	27,150	51.5%	13,437	49.5%
1st Gen College	25,416	9,861	38.8%	3,781	38.3%	6,832	535	7.8%	265	49.5%	55,771	30,508	54.7%	16,301	53.4%
School Type															
CA Public H.S.	37,411	13,705	36.6%	5,351	39.0%	9,398	884	9.4%	459	51.9%	105,009	62,472	59.5%	33,451	53.5%
CA Private H.S.	3,761	1,205	32.0%	485	40.2%	845	157	18.6%	79	50.3%	13,099	7,363	56.2%	2,911	39.5%
Other/Unknown	726	346	47.7%	147	42.5%	1,157	536	46.3%	224	41.8%	1,922	915	47.6%	393	43.0%

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

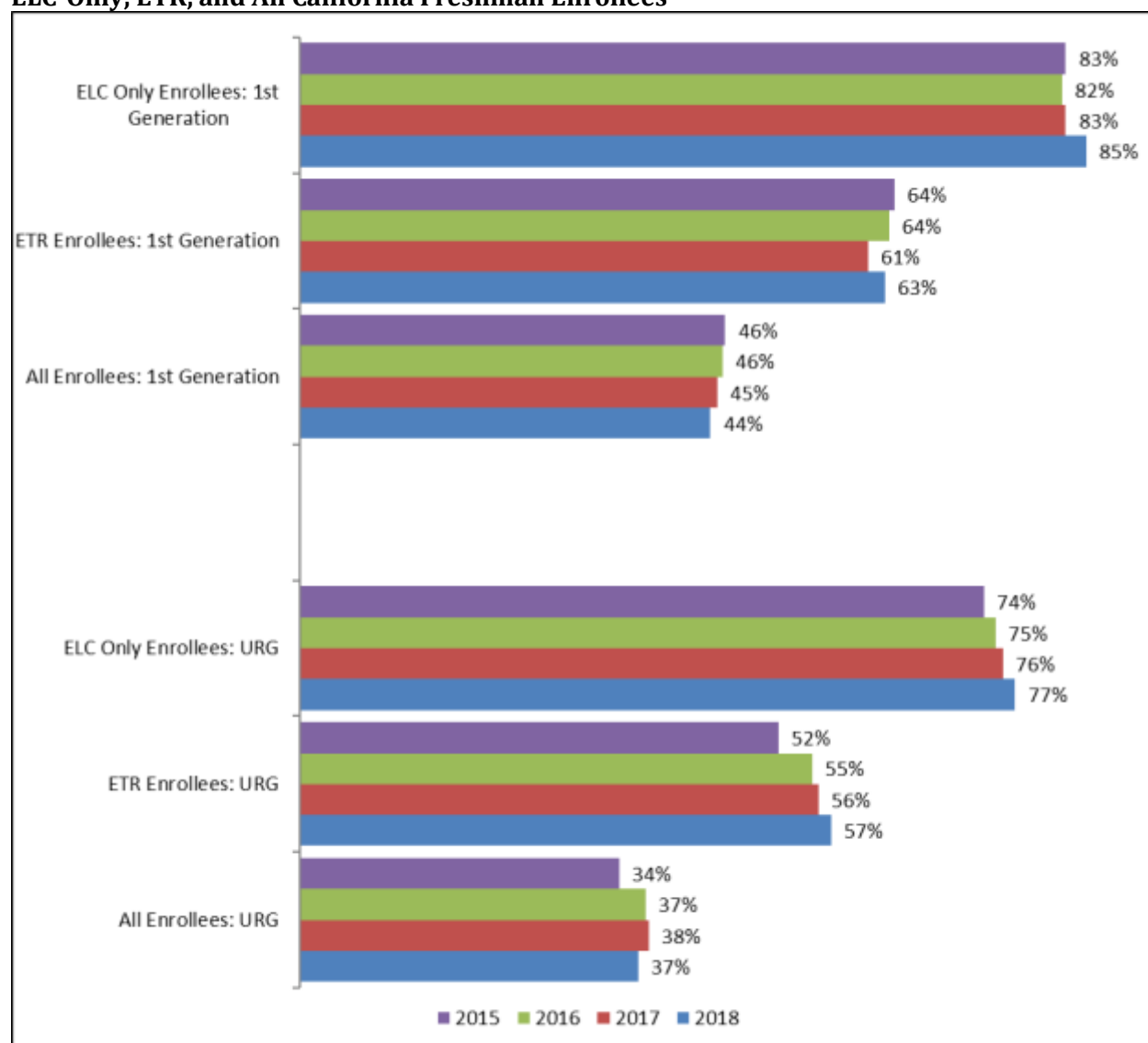
**Table 10.2: Profile of California Freshman Applicants, Admits, and Enrollees by Eligibility Category, Percent of Total, Fall 2018**

	Index Eligible Only			ELC Eligible Only			Index & ELC Eligible		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Universitywide</b>	28,948	20,457	9,776	8,254	6,287	3,061	29,530	27,173	17,173
Race/Ethnicity									
African American	3.5%	3.7%	3.6%	5.6%	5.5%	6.2%	3.5%	3.5%	3.5%
American Indian	0.6%	0.6%	0.7%	0.3%	0.3%	0.4%	0.6%	0.5%	0.4%
Asian	41.8%	46.6%	51.7%	15.1%	14.8%	16.1%	37.5%	38.1%	42.1%
Chicano/Latino	15.3%	14.9%	15.0%	70.3%	72.0%	70.7%	28.2%	28.5%	28.2%
Unknown	4.4%	4.6%	4.0%	1.7%	1.6%	1.5%	3.5%	3.5%	3.3%
White	34.4%	29.7%	25.0%	7.0%	5.9%	5.2%	26.8%	25.8%	22.5%
Total URG	19.4%	19.2%	19.3%	76.2%	77.8%	77.3%	32.3%	32.6%	32.1%
1st Gen College	19.7%	21.5%	26.4%	81.7%	84.0%	85.0%	37.5%	38.4%	41.2%
School Type									
CA Public H.S.	78.8%	80.9%	86.3%	98.9%	98.9%	99.0%	92.2%	92.5%	94.2%
	Entitled to Review			Do Not Meet Other Criteria			Total		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Universitywide</b>	41,898	15,256	5,983	11,400	1,577	762	120,030	70,750	36,755
Race/Ethnicity									
African American	8.1%	7.9%	9.3%	13.2%	9.6%	10.9%	6.2%	4.8%	4.8%
American Indian	0.6%	0.6%	0.8%	0.6%	0.6%	0.7%	0.5%	0.5%	0.5%
Asian	23.6%	26.8%	28.2%	22.3%	40.4%	42.4%	30.7%	36.1%	40.2%
Chicano/Latino	49.5%	50.3%	47.4%	47.1%	23.8%	20.9%	37.2%	33.0%	31.2%
Unknown	2.2%	2.0%	2.0%	2.8%	4.2%	3.4%	3.1%	3.3%	3.1%
White	16.0%	12.5%	12.5%	14.1%	21.4%	21.8%	22.3%	22.2%	20.1%
Total URG	58.2%	58.7%	57.4%	60.9%	34.0%	32.4%	44.0%	38.4%	36.6%
1st Gen College	60.7%	64.6%	63.2%	59.9%	33.9%	34.8%	46.5%	43.1%	44.4%
School Type									
CA Public H.S.	89.3%	89.8%	89.4%	82.4%	56.1%	60.2%	87.5%	88.3%	91.0%

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

Figure 8 summarizes the data discussed above regarding first-generation, ELC-only enrollees, including comparisons of profiles over the past four admissions cycles (2015–2018). 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 than those who were eligible via the Statewide Index.

**Figure 8: First-Generation and URG 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 2012 through fall 2017. The results are presented in Table 11. A

<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.

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
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%	3.08	4.50%	92.94%
2017	36,306	3.08	8.92%	98.17%			

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, 92.94% of first-year UC students continue on to their second year.

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

The success of transfer students at UC is 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 2016 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	14,615	6.1%	54.1%
2012	14,045	5.6%	54.1%
2013	14,033	5.5%	53.8%
2014	14,093	5.4%	53.9%
2015	13,755	5.2%	56.0%
2016	15,966	4.3%	

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

## 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

the number of domestic (international) nonresident applicants between 2015 and 2018 has largely remained constant. Domestic nonresident enrollees decreased in 2018, down 89 from 2017, while international nonresident enrollees increased by 311 over 2017. In 2018, nonresidents comprised 21.3% 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 2018, BOARS analyzed 2017 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 freshman applicants' qualities and that nonresident applicants are assessed on the full complement of 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 assessment and that BOARS analyses include an assessment of student outcomes after they matriculate to UC.

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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/boarscomparefavorably2017.pdf](https://senate.universityofcalifornia.edu/_files/committees/boars/boarscomparefavorably2017.pdf)

### **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. Additionally, some campuses employ an augmented review process to help evaluate applicants who may be “on the bubble.” Augmented review usually takes the form of requesting 7<sup>th</sup> semester high school grades, response to a questionnaire, or letters of recommendation. When applicable, campuses outline their use of augmented review. This process is guided by Regents Policy 2110, approved in July 2017.<sup>22</sup>

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<sup>22</sup> <https://regents.universityofcalifornia.edu/governance/policies/2110.html>



## ***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.

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. Reader training continues to begin the first week of November so that readers may begin reviewing applications as early as mid-November. The early start allowed our office to complete a holistic review for thousands of applicants, complete two reads for each application, and still meet our decision release deadline of the end of March.

The Augmented Review (AR) process at Berkeley follows Regents Policy 2110 with no more than 15% of freshman applicants reviewed under the policy. Applicants selected for AR review are given the opportunity to submit two letters of recommendation to be considered holistically in the second read along with the rest of the application.

Berkeley continues to see an increase in selectivity. The most selective college remained the College of Engineering. The system expansion plans provided some ability to accommodate more new students, but capacity issues on campus have complicated the admissions process as we continue to 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 or studying in France with the Science Po 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 continues to challenge the diversity of thought and diversity of background that is the benefit of holistic review.

For the fourth year, Berkeley has admitted a small number of decisions in February. For fall 2018, 1183 applicants were admitted - these admits include applicants interviewed and/or offered the Regents' and Chancellor's Scholarship, admits to College of Engineering's Management Entrepreneurship & Technology (MET) program, Science Po and a small number of tagged athletes. This notification is outside of the normal admissions timeline and has grown over the years. This can create a significant workload challenge for the office. Given that there are now 3 years of data, it would be useful to analyze the yield data of this population and gain a better understanding of the impact (if any) of this early notification and whether it is a productive use of resources.

Berkeley also continued to manage the ratio of incoming freshmen and transfer students to be able to meet the 2:1 new enrollment ratio that has been requested of the system. All of this refining work must take place in early summer, utilizing both the freshman and transfer waitlists – as well as institutional records and registration data to estimate overall retention.

### *Davis*

UC Davis is in its seventh 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 ardent 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 considered are in the context of 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 in light of opportunities.

Undergraduate Admissions (UA) maintains extensive training and certification processes to ensure that HR readers appropriately apply the CR guidelines, and thoroughly reviews all aspects of each application. In cases where the reader's HR score differs by more than one integer value from a numerical predicted value score generated from quantitative data in the application, an HR Team Leader or UA Manager will also assess the application and determine the final HR score. For the 2018-19 admissions cycle, we continued to use eight HR score levels (.5–7) with the .5 level at the "highest" end to assist in distinguishing between the strongest applicants in the most selective majors.

UC Davis continues to be a selective university with approximately four out of every ten freshman applicants admitted to our institution. 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 significant percentages of first generation, low-income, and underrepresented minority students, as well as almost 100% geographical representation throughout the state.

### *Irvine*

For the 2018-19 application cycle, UCI received overall increase in undergraduate application (11.3%). As in the previous year, the increase in overall application volume was also accompanied by a slight increase in overall quality of the applicant pool as measured by GPA (+0.8%) and SAT total score (+0.4%).

UCI employed the same comprehensive review processes as in the previous application cycle, including reader training, norming sessions, and routine monitoring of the comprehensive review scores throughout read process. No anomalous issues were noted by the comprehensive review manager nor reported by the readers during the read process. A post hoc audit of the read scores showed an expected distribution consistent with previous distribution patterns. As is our standard

practice, UCI Admissions continually review operations to refine and attempt to improve the implementation of comprehensive review to ensure the process is equitable and able to take into account the full context of an applicant's opportunity to learn so as to not limit access to underserved students from educationally disadvantaged communities. In fact, the slight increase in the number of admits for underrepresented students in 2018-219 indicates the campus is not only maintaining, but also continually making progress toward improving the integrity of comprehensive review.

With regards to the Supplemental Review process, as was stated in last year's comprehensive review report:

"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."

In closing, similar to last year, UCI finds the implementation of comprehensive review to be a successful practice, and one that is appropriately aligned with the campus mission. With the continued growth of applicants to UCI, the campus strives to continually resource the Admissions staff and provide readers with effective training.

## *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 by the faculty 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, per faculty recommendation. Details of the application review and selection process are presented to the local faculty committee CUARS (Committee on Undergraduate Admissions and Relations with Schools) on an annual basis.

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 faculty-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. These checks include minimizing reader overlap, monitoring disparate holistic review percentages (percent of reads that result in a third review due to significant difference in scoring), and utilization of staff-normed training cases to ensure readers are scoring applications consistent with policy and practices. Extensive reader training, full review of each application, and these quality-control checks ensure that the process is highly reliable and reflective of approved policy and practices.

Consistent with faculty policy, which stipulates that applicants are evaluated using multiple measures of achievement and promise, UCLA utilizes a Supplemental/Augmented Review process. This process allows UCLA to collect additional information from the student and conduct an additional application review for candidates that present particular circumstances or talents. These circumstances/elements may include special talents in particular areas, having achieved despite severe hardship, or significant lack of access to educational resources or support, as a few examples. Consistent with the Guiding Principles the faculty has articulated for undergraduate admission, applicants considered through the Supplemental Review process must demonstrate personal qualities and levels of academic preparation that indicate a strong likelihood that they will be successful and persist to graduation given the academic and personal support services available on campus. Virtually all of the applicants included in the Supplemental Review process will be UC-eligible and, in fact, most will far exceed minimum admissions requirements. While faculty policy allows for up to 15% of applicants to be identified for supplemental/augmented review, UCLA typically identifies between 5-6% of its applicant pool for this review.

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 U.S. 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, such as percentile ranks of students' GPA or index scores in the context of other applicants from the same school. However, this detailed high school info is still lacking when compared to similar data for California 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 2018, UCLA admitted 14% of 113,000+ freshman applications. Enrollment of California residents in the freshman class held steady with fall 2017, in spite of slightly lower targets, due to an unprecedented increase in yield among admitted students. This increased yield in California residents was especially pronounced within the Samueli School of Engineering. Yield among our out-of-state and international admits increased dramatically as well, leading to a larger freshman

class than anticipated. These increases are likely connected to UCLA's reputation and increasing recognition of the quality and value of an undergraduate education at this institution.

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. We are also increasingly concerned with the declining admit rates for all candidates, but especially for our California residents. As volume, quality and yield continue to increase, admit rates will continue to decline. Undergraduate Admission will continue to work closely with CUARS 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 23,989 in fall 2018. This excludes referral pool applicants. The average first-time freshman GPA in fall 2018 was 3.67, the 25<sup>th</sup> percentile was 3.35 while the 75<sup>th</sup> percentile was 3.83.

That same enrolled first year class is diverse: 58.0% are Hispanic, 19.0% Asian, 7.7% White, and 4.1% 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 continued 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 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 2018 process was successful. All applicants (100%) received a point-driven comprehensive review. Forty-six (46.75%) 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, 16.86% were determined to have not met admission requirements; therefore, they did not advance to receive a human read score. In all, 63.62% of applicants received an academic evaluation by a staff member. The top 35.97% 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 2018 applicant selection data are based on internal Admissions reports.*

## ***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. 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 and UCR's priority was to improve graduation rates. UCR became progressively more selective from 2007 (87% admission rate) to 2015 (56% admission rate). The expanded UC enrollment target for 2016 set back the trend of increasing selectivity at UCR. As a result, the UCR admission rate rose to 66% in 2016, reverting almost to its 2011 level. However, in 2017 and 2018, the UCR admission rate fell to 57% and 51%, respectively. At the same time, UCR aggressively recruited transfer students in 2017 and 2018 and, as a result, has made significant gains toward achieving a 2:1 ratio of enrolling freshman to transfer students by 2021.

During the 2017-2018 and 2018-2019 academic years, the Undergraduate Admissions Committee developed a hybrid admissions process that will add an evaluation by trained human readers and significantly increase the proportion of applicants that receive comprehensive (holistic) review. The following psycho-social or "non-cognitive" characteristics will be considered in the human read: persistence, self-motivation, creativity, consciousness, resilience (ability to bounce back and

grow), transformed circumstances, methodical habits, “grit”, and navigational skills. The human read could consider academic achievements that have little or no role in the current AIS formula (SAT Subject tests, IB-AP-Hons courses, ELC rank), as a matter of preparation for the intended course of study at UCR. This admissions process is currently being evaluated within a pilot holistic review study at UCR, with a goal of presenting the results of this study and final holistic review framework to the Divisional Academic Senate in Spring or Fall 2019. As the goal is to transition to holistic scoring after freshman admission rates fall below 50%, we expect that holistic review will be implemented for the entering class of 2021.

## ***San Diego***

Fall 2018 represents the eighth year of Holistic Review Single-Score implementation. With nearly an 11% increase in freshman applications since 2017 (97,902 vs. 88,428), a very skilled cadre of approximately 120 external readers were hired to assist professional staff in the review of applications. Both external readers and approximately 25 internal readers, comprised of Admissions Officers and members of the leadership team, participated in training and completed the application review certification process prior to the close of the application filing period in November.

All readers (internal and external) were assigned to resource team leaders who monitored the reading process, communicated with readers if there were difficulties, and served as a valuable resource throughout the freshman application review process. Each application was read and scored by at least two independent readers. Applicant scores with more than a one-point differential were reviewed a third time and resolved by a more senior member of the Admissions team. The third read rate was approximately 5%.

The campus experienced a 10% increase in the number of international applications in fall 2018, when compared to fall 2017. In response to the growth in this pool and due to the specialized nature of schooling and the unique educational environments of the applicants, the entire team of Admissions Officers underwent additional extensive training in order to assist the internal international team with the read and review of this expanding population of applicants. In addition to increasing the number of internal staff members reading international applications, the specialized scoring tool used to review international files was redesigned for greater efficiency.

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. Factors such as Eligibility in the Local Context (ELC), first- generation college attendance, Arts and Humanities applicants, and Educational Opportunity Program (EOP) status were used/considered as campus priorities. Based on 2018 admissions data – 77% of admitted freshman residents were ELC, 36% were students with parents who had less than a 4- year degree, and 43% had a household income of less than \$80,000.

UC San Diego's augmented review process is called supplemental review (SR). Readers could refer applicants to the SR process using the criteria outlined below. Approximately 2% of applicants were referred to SR, which provided the opportunity for them to submit a short narrative response to a single question about extraordinary circumstances and collect seventh-semester high school grades. Of those invited to participate, 54% responded and provided the optional information for review. After all responses were collected, the applications were reviewed an additional time and scored by a more senior member of the admissions team. The following criteria was approved by COA for referral of applicants to supplemental review:

- Evidence of academic achievement at a level equivalent to those of UC-eligible applicants, but who have narrowly missed meeting one or more of UC's admission requirements accompanied by reasons or examples as to why requirements were not met.
- Evidence of academic achievement at a level that may indicate the potential or success at UC San Diego, but with insufficient information in the application with which to fully gauge this. Applicants referred based on insufficient information should have participated in outreach programs and/or demonstrated the ability to overcome substantial hardship.
- Evidence of significant academic achievement or the potential for academic achievement at the University in spite of extraordinary or compound disadvantage or other disability or unusual circumstances. Applicants must provide information detailing disadvantages, disability or unusual circumstances and how it impacted them.
- Evidence of relative lack of access to, counseling about, or support to take A-G, honors, AP classes or required college entrance examinations which may include applicants from a nontraditional high school, this may include: home schooled, non-accredited schools, and alternative schools.
- Evidence of impassioned and continuing commitment and extraordinary achievement in a particular area (e.g., intellectual or creative activity, athletics, leadership, or community service) or evidence of character traits that imply a strong likelihood of making a significant contribution to campus life at UC San Diego.

The campus admitted approximately 30% of the applicant pool for fall 2018 as compared to 34% for fall 2017. 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 2018, URG enrollment slightly decreased as a percentage of the class from the previous year (31% to 30%), But the overall number of incoming URG students increased (+127) due to a larger 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.

For fall 2018 UCSB admitted 66% applicants designated as ELC (as compared to 65% in 2017) and 41% of the incoming class is first generation college (compared to 38% in the previous year). For admitted ELC applicants, UCSB's yield rate increased slightly from 16% in 2017 to 17% in 2018. Students from LCFF+ high schools<sup>23</sup> increased as a percentage of the class from 13% in 2017 to 15% in 2018. Yield among students from LCFF+ high schools also increased from 20% in 2017 to 22% in 2018.

79% of the enrolled class for fall 2018 are California residents (down from 83% in the previous year). UCSB remains committed to California students and a slow growth model in regard to non-resident enrollees. We expect to increase the percentage of non-residents on the campus each year until 18% of the class is reached.

## ***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 various international educational systems. Starting with fall 2017, 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

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<sup>23</sup> LCFF+ refers to California public high schools in which more than 75 percent of the school's total enrollment (unduplicated) is composed of pupils who are identified as either English learners, eligible for a free or reduced-price meal, or foster youth. These schools are eligible for supplemental funding under the state's Local Control Funding Formula (LCFF).

diversity goals based on their prior activities as well as those who have overcome significant personal challenges while still achieving an excellent academic record.

After the first round of HR scores is assigned, they are compared with the Student Success Indicator (SSI) scores, a predicted first year UC Santa Cruz GPA, which are computed according to a local formula comprised of 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. In addition, there is a second random read by senior readers for every 100 applications.

The HR score is the primary, yet not the sole criterion used to determine which applicants are offered admission. Other factors are considered in selection to reach UCSC's goals for inclusion and diversity for the incoming class as a whole, and to cope with impactation in the Computer Science major.

#### **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 2018, the total referral pool, from both public and private California high schools, numbered approximately 12,500.<sup>24</sup> These eligible applicants were offered the chance to consider referral admission at UC Merced, and in the end 168 (1.3% 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*

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<sup>24</sup> University of California Office of the President, Office of Institutional Research and Academic Planning (unpublished)

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

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

## SECTION V: IMPLEMENTATION OF TRANSFER POLICIES & INITIATIVES

Over the past 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>25</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.

### *UC Transfer Pathways*

The 2013–14 President's Transfer Action Team, in its report, [\*Preparing California for Its Future: Enhancing Community College Student Transfer to UC\*](#), identified a key priority to streamline the transfer process for prospective UC students. To that end, the UC Transfer Pathways initiative set out to identify a common set of lower-division preparatory courses as appropriate preparation for each of UC's 21 most popular majors. California community college (CCC) students who complete Pathway course requirements and general education courses with a satisfactory GPA would be well prepared for junior-level transfer to UC in that major.

The [21 Pathways](#) were developed in 2015 under joint leadership of the UC Academic Senate and the Provost, and in collaboration with UC Office of the President's (UCOP) Undergraduate Admissions Office and the California Community Colleges. UC faculty in Phase 1 of the initiative defined the sets of courses for CCC students that would prepare them for transfer admission to any UC campus for these 21 majors. In Phase 2, UCOP Admissions coordinated the efforts between UC campuses and CCCs to align 115,000 CCC courses with Pathway course expectations—a critical step toward achieving full Pathways for transfer applicants from the CCC system. The lists of Pathways with UC-CCC course articulation appear on the *UC Transfer Pathways Guide*: <https://pathwaysguide.universityofcalifornia.edu>.

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<sup>25</sup> [https://senate.universityofcalifornia.edu/\\_files/reports/RMA\\_LP\\_SakakireSR476Camendments\\_FINAL.pdf](https://senate.universityofcalifornia.edu/_files/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf)

Community college students who wish to prepare for admission to multiple UC campuses in the same major—a recommended strategy in the competitive admissions environment—face a set of expected courses for their intended major that may differ across UC campuses. Streamlining major preparation for similar majors across the UC system provides CCC students with a clear roadmap that will help them prepare for admission to multiple UC campuses, as well as position them for timely completion of a UC bachelor’s degree in their chosen major.

### ***UC Transfer Pathways and Comprehensive Review***

In June 2016, BOARS approved revisions to the Comprehensive Review Guidelines<sup>26</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.

Because California’s four-year institutions and community colleges are critical avenues of opportunity for all students to meet their educational goals, it is imperative that UC collaborate with the CCC and CSU systems to address how the transfer process can be further enhanced, especially through continuous and thorough self-study. As the University turns its focus to more detailed planning and implementation of UC transfer initiatives, such as the pending UC transfer guarantee for all eligible CCC transfer admission applicants, the President’s Transfer Task Force, jointly led by the UC Academic Senate and UCOP, will continue to monitor and report on ongoing efforts to improve student transfer.

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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 2012-2018, 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 2018 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' comprehensive review goals as well as the new 9x9 policy have been achieved. Under the new UC policy, campuses are selecting students who are better prepared, more likely to come from underrepresented groups (URG), tend to 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, URG students and students from under-resourced high schools. In 2018, UC offered freshman admission to more California resident Chicano/Latino students than in previous years, which continues to reflect the state's changing demographics. Although African American admits and enrollees increased this year, there is still a need for fresh, new targeted efforts to increase yield rates and outreach to specific communities.

In 2018-19, Academic Senate Chair Robert May formed a Standardized Testing Task Force. The task force was charged with examining the role of standardized testing in the UC admissions. The task force will approach the issues analytically and without prejudice in evaluating the best course of action, with the goal of developing recommendations for implementation in undergraduate admissions.

The transfer path to UC from the California Community Colleges (CCC) continues to be popular and robust. The University and BOARS have increased their focus on policies that help clarify the transfer path and enhance academic preparation for CCC students who are interested in UC. These efforts have helped boost the number of CCC students applying and successfully transferring to UC. In 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 the CCC transfer pool. The Task Force will present their recommendation to the President and Regents in 2019. 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, interest in UC has grown considerably and represent an increasing percentage of application and admission growth. BOARS remains 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 overshot its original 10% target for admission guarantees. For fall 2018, UC offered admission to 13.3% 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 recognizes that the increased enrollment of undergraduates benefits Californians of all races/ethnicities, including those underrepresented at UC. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and the committee welcomes University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. In 2016, BOARS acknowledged that the target of 5,000 additional enrollments lowered the size of the referral pool; however, with the target of an additional 2,500 enrollments in 2017, the referral pool returned to pre-2016 levels. BOARS remains committed to the Master Plan guarantee to students, of which the referral pool is a critical component, and believes that future enrollment increases will continue to grow the size of the referral pool. As such, BOARS is concerned 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. UC must address this issue expeditiously.
3. BOARS supports the idea that increased enrollment creates more opportunity for students, however, the committee will continue to monitor the broader effects increased enrollment has on the University. In particular, BOARS is concerned that increasing enrollment without sufficient additional funding for faculty, infrastructure, and student services will diminish the quality of a UC education. BOARS will closely monitor the success of all new UC students to ensure that increased enrollment does not lead to deficiencies in student outcomes.