

Annual Report on Undergraduate Admissions Requirements and Comprehensive Review

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Board of Admissions and Relations with Schools

Systemwide Academic Senate

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Section 1: Introduction

Purpose of the Report

The *Annual Report on Undergraduate Admissions Requirements and Comprehensive Review* is the result of a mandate in Regents Policy 2102: Policy on Undergraduate Admissions.¹

When the Board of Regents amended Policy 2102 in 2022, it added reporting language that reads:

C. Reporting: The Academic Senate, through its Board of Admissions and Relations with Schools (BOARS), will review and report annually on the Comprehensive Review policies; and based on the results of these reports, the Academic Senate should periodically consider recommending adjustments to the eligibility policy.

The current report discusses application, admission, and enrollment outcomes under comprehensive review for the years 2021–25; the ongoing implementation of the freshman admissions policy (Regents Policy 2102); efforts by BOARS to enhance the transfer admission path; efforts to ensure that nonresidents admitted to a campus compare favorably to California residents; and challenges associated with the referral guarantee.

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 the University are evaluated for admission using multiple measures of achievement and promise while considering the context in which each student has demonstrated academic accomplishment.”² The policy is implemented using the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,³ known as the “Comprehensive Review Guidelines,” which list 13 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 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*.⁴ This resolution is now part of Regents Policy 2102, where the Regents express their intent that all applicants receive an individualized holistic review, while allowing campuses flexibility to follow alternative approaches that are equally effective in meeting campus and University goals.

The original resolution was in part a response to BOARS’ June 2010 report on Comprehensive Review in which BOARS recommended that UC campuses conduct an individualized review of all freshman applicants. BOARS stated that holistic review should take into account both academic and non-academic elements in the application and the electronic “read sheet” that pertain to the

¹ <http://regents.universityofcalifornia.edu/governance/policies/2102.html>

² <http://regents.universityofcalifornia.edu/governance/policies/2102.html>

³ https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf

⁴ <https://regents.universityofcalifornia.edu/minutes/2011/board1.pdf>

applicant's accomplishments in the context of opportunity to derive a single "read score" to determine admission. The contextual information includes profile information, LCFF+ (Local Control Funding Formula)⁵ status, the number of A-G and honors courses offered, socioeconomic indicators, and applicants' academic accomplishments relative to their peers.

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 index calculation has since changed to use A-G course totals instead of standardized test scores.) 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 guarantee pathways were intended to meet a combined 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 requirements.

When BOARS initially proposed the changes in eligibility policy, 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.

⁵ An LCFF+ school is one in which more than 75% of the school's total enrollment (unduplicated) is composed of pupils who are identified as either English learners, eligible for free or reduced-price meals, or foster youth.

Section 2. Application, Admission, and Enrollment Outcomes

Applications

Freshman Applications

The University of California experienced steady growth in applications during the last decade, peaking in 2022 at about 211,000 before dropping to about 205,400 in 2025. California applicants increased steadily between 2021 and 2024 (by almost 6,000 applications, or 4.7%) followed by a slight decline of 2.5% for 2025. Domestic nonresident applications decreased by almost 1,000 (2.2%) in 2025 while international applications increased by about 2,500 or 8.6%. (Table 1)

Transfer Applications

As seen in Table 8, applications from California transfer students increased by 2.4% in 2025.

Admission

Freshman Admission

UC admitted 148,676 applicants for 2025. Table 1 shows systemwide trends in the number of freshman applicants and admits since 2021.

The data in Table 3 show a 6.3 percentage point increase in the systemwide admit rate for 2025 from 2024. All campuses had increases in their admission rates between 2024 and 2025. Berkeley and UCLA remained highly selective, with 11.3% and 9.4% of applicants receiving an admission offer, respectively.

The Admitted California Freshman Pool

As shown in Table 1, UC admitted 100,570 of the 130,896 California resident freshman applicants for 2025. This includes 88,421 of 113,201 public high school applicants (Table 2.1), equal to 19.5% of the total California public-high-school graduating class (estimated to be 453,624 in Table 6). The average high-school GPA of all California freshman admits was 3.93, with an average of 50 semesters of A-G courses (30 is the minimum), and 16 semesters of honors courses (Table 2.1).

Table 2.2 shows that California admits from public high schools constituted 87.9% of the total California resident admit pool in 2025. Table 6 shows the best estimates that the University can provide of the percent of California public high school students admitted. All applicants who were guaranteed admission (statewide and/or ELC) and all admitted Entitled to Review (ETR) students are included in the table. Note that for 2021, the guaranteed pool was significantly smaller, consisting only of ELC students, due to the suspension of standardized test use for the statewide index. The statewide index was reinstated for 2022 with A-G course totals replacing standardized test scores.

When BOARS developed the eligibility reform policy in 2009, it assumed that the degree of overlap among 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. However, in 2012 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 – meaning that the percentage of admits was higher than BOARS' initial assumptions. In 2025, UC's guarantee structure continues to accommodate 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 2025 (55,519) constitute 12.2% of the total estimated graduating class (453,624), while the admitted ETR applicants (37,648) constitute 8.3% (Table 6). Overall, the combination of these groups represents 19.3% of California public high school graduates. 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.

Recalibration of the Statewide Eligibility Index

In June 2013, on the recommendation of BOARS, the Assembly of the Academic Senate approved a recalibration of the statewide admissions index for freshman applicants to more closely capture the percentage of California public high school graduates who were identified as being in the top 9% of their class as specified in Regent's Policy 2102. The index adjusted the minimum UC Score for each weighted GPA range of 3.0 and higher required to earn the statewide guarantee. The index took effect for students who applied for fall 2015 matriculation. The recalibration did not alter the "9x9" policy or the target of 9% of public high school graduates for the statewide guarantee.

As a result of this change, the number of applicants eligible via only the statewide index rose until 2020 (30,033 applicants). Following elimination of standardized test scores, the 2021 suspension of the statewide index resulted in applicants falling largely into the ELC-only and ETR categories: 36,468 and 83,569, respectively (see Table 4). Following the return of the revised statewide index for 2022, many more applicants were eligible via both ELC and the statewide index (40,608, or a 42.9% increase from the 2020 count of 28,421) and fewer exclusively by the statewide index or ELC. The numbers returned to pre-2020 levels in 2023, with 30,691 eligible via both ELC and the statewide index and 32,796 via the statewide index only. For 2025, a similar number of applicants were eligible via both ELC and the statewide index (30,475) and fewer via the statewide index only (31,190).

Academic Indicators of Freshman Admits

The average profile of admitted applicants presented in Table 2.1 shows the average high school GPA decreased slightly to 3.93 for 2025.

Transfer Admission

Overall, UC admitted 30,861 transfer students for 2025, a 5% increase from 2024 (Table 8). Admission rates increased to 70.7% for California residents for 2025 as well as for domestic nonresidents and international students (to 32.7% and 62.6%, respectively, Table 10).

Enrollment Outcomes

Freshman

Systemwide, 52,609 freshmen enrolled for 2025, compared with 50,622 in 2024, 50,966 in 2023, 48,588 in 2022, and 51,727 freshmen in 2021 (Table 1). Enrollment of California resident freshmen increased slightly in 2025 after a slight decrease in 2024. This represents an increase of more than 2,300 new California freshman enrollees from 2021 to 2025, a 5.9% increase. Recent state support for enrollment growth allowed more admission offers to be made in general.

California residents continue to represent a significantly large proportion of enrollees (79.8%), compared to nonresidents and international students (Table 12). The yield (percentage of

applicants accepting an offer of admission) on domestic nonresidents and international applicants (18.2% and 26.8%, respectively) is much lower than that of resident students (41.8%, Table 3).

Table 4 shows numbers of California freshman applications, admits, and enrollees by eligibility status over the past five admission cycles along with admission and yield rates for each applicant category and the changes from 2021 onward. The data show that applicants who are ELC-only historically made up a relatively small percentage of the total number of applicants who were eligible (via the statewide index, ELC, or both). However, due to the suspension of the statewide index for 2021 admission, the number of ELC-only applicants dramatically increased from previous years. The total number of eligible applicants increased to a new high of 72,507 in 2022. In 2023 and 2024, it dropped to 67,532 and 64,123 respectively before slightly increasing to 64,868 in 2025.

Overall, for 2025, admits and enrollees who are ELC- and/or index-eligible and ETR represented the overwhelming majority of California admits and enrollees (Table 4). The admission rate for ETR applicants remains considerably lower than that of eligible applicants (as expected). It has ranged over the last five years between 49% and 70%, with the admission rate for 2025 at the highest end of the range (70%). Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest of all applicant groups (29% in 2025). 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 (AbyE). They make up only 1% of all new enrollees for 2025, well within UC policy limiting AbyE matriculants to no more than 6% of the total.

UC continues to honor its commitment to the California Master Plan for Higher Education by guaranteeing freshman admission to a UC campus (though not necessarily to the campus of choice) to students in the top 9% of their high school or top 9% of the state. Students who were eligible via ELC or the statewide index and who were not admitted to a campus to which they applied were offered the opportunity to opt-in for an admission offer from Merced. In 2025, 144 students from the total referral pool of 24,042 (0.6%) enrolled at Merced.

Transfer

Systemwide, 21,230 transfers enrolled for 2025, compared with 20,471 for 2024, 19,587 for 2023, 19,561 for 2022, and 21,509 for 2021 (Table 8). California resident transfer enrollees represented 89.9% of all 2025 transfer enrollees (Table 12).

UC as a Vehicle of Social Mobility: The Freshman Academic Profile in 2025

Table 5 details the distribution of applicants, admits, and enrollees among racial/ethnic and eligibility categories. This information is important because one of the goals of the 2012 9x9 eligibility policy 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 shown in Table 5, among the 130,896 California freshman applicants for 2025, 42.2% (55,287) were first-generation, as were 42.3% (42,563) of California admits, and 39.8% (16,694) of 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 51.8%, 54.2%, and 50.2% (6,128 enrollees), respectively; among the ELC-only group the percentages were 70.7%, 72.3%, and 71.8% (892 enrollees), respectively. Overall, this means that 42.1% (7,020 of 16,694) of the first-generation enrollees for 2025 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

Freshman 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-year grade point average, academic notice rate,⁶ and persistence rate⁷ were evaluated for all students who began in 2022 through 2024. The results are presented in Table 7.

Students have continued to succeed under the current admissions policy. In all, 93.7% of the most recent cohort of first-year UC students continued to their second year, with an average first-year grade point average of 3.30 and academic notice rate of 4.8%.

Academic Performance for California Transfers at UC

The success of transfer students at UC is also very important to BOARS. BOARS examined the performance of transfer students by examining their two-year graduation rate, and the results are presented in Table 11. Transfer students entering UC from 2021 through 2023 have demonstrated improved two-year graduation rates, rising to 66.9% for the 2023 entering cohort. The “Comprehensive Review Guidelines,” which list nine criteria for selecting transfer (advanced standing) applicants, appear to be achieving the goal of selecting applicants who are prepared to complete their undergraduate education at UC.

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 also recruit domestic and international nonresidents. Table 12 shows that nonresident freshman enrollment has fallen since 2021. In 2025, nonresidents comprised 20.2% of all freshman enrollees, 3.1 percentage points less than 2021.⁸

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 clarification⁹ 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

⁶ Academic notice 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.

⁷ Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.

⁸ The Budget Act of 2022 provided the University with funding to offset the enrollment reduction of over 900 nonresidents undergraduates at the Berkeley, Los Angeles and San Diego campuses.

⁹ http://senate.universityofcalifornia.edu/files/reports/DS_MGY_LPBOARSNRPrinciple6.pdf

December 2011, BOARS recommended procedures¹⁰ 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 2016, then President Janet Napolitano asked BOARS to review its Compare Favorably policy, a request prompted by the recommendation of the California State Auditor. In the subsequent BOARS report, it was concluded that the degree of compliance across the University was very high, especially when considering both the volume of applications that are received by the University, the extraordinary level of achievement presented by virtually all applicants, and the difficulty of meeting the Compare Favorably standard within the context of a competitive, internally-dynamic admissions process. BOARS concluded its report by stating the Compare Favorably policy had held up well, providing flexibility for campuses while ensuring that the University's responsibility to California students remained paramount. BOARS committed to continue monitoring campus compliance with the policy, reporting outcomes on an annual basis, and suggesting adjustments to the policy if data warranted, but that no immediate change in policy was needed.¹¹ The 2025 admissions outcomes for each campus and the extent to which campuses met BOARS policy is forthcoming.

¹⁰

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

¹¹ https://senate.universityofcalifornia.edu/_files/committees/boars/Compare-Favorably-Report-to-President-July-2017.pdf

Section 3: The Review Process: Implementing Comprehensive 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., highly variable grades), 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 out of eight personal insight questions that provide additional information for readers.

Description of Campus Selection Processes Using Comprehensive Review

BOARS asked campuses to describe their local review process. These statements are found in [Appendix 1](#). 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 (e.g., grades, A-G courses completed) in the context of the students' educational environment whenever such information is available. Additionally, some campuses may request an additional review for a select pool of applicants who fall in the margins for admission, but whose initial application yields an incomplete picture of their qualifications or presents extraordinary circumstances that invite further comment. Augmented review usually takes the form of requesting seventh semester high school grades, responding to a questionnaire, or submitting letters of recommendation. When applicable, campuses outline their use of augmented review. This process is guided by Regents Policy 2110, approved in July 2017.¹²

¹² <https://regents.universityofcalifornia.edu/governance/policies/2110.html>

Section 4: The Future of UC's Master Plan Commitment & Referral

Section 1B(3) of Regents Policy 2102 states: "First-year 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 the opportunity to enroll at a UC campus with available space." To this point, there has always been at least one campus with available space. For 2025, Merced made referral offers of admission.

California resident applicants who are 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 traditional referral pool. To meet enrollment goals, Merced also provided students who were Entitled to Review (ETR) with the opportunity to enroll for fall 2025. As a result, the total referral pool, from both public and private California high schools, numbered 24,042, which included all 9x9 eligible applicants as well as those meeting minimum admission requirements (ETR).¹³ These applicants were offered the chance to consider referral admission at UC Merced, and 1,159 (4.8%) opted in for consideration for admission. Just over 12% of these students (144) ultimately enrolled at Merced (0.6% of the overall referral pool).¹⁴

For fall 2025, an alternative approach was taken to reduce the number of students who might end up in the referral pool. The Early Referral Program offered California first-year applicants that met UC admissions requirements the opportunity to add an application to the Merced and/or Riverside campuses for no additional cost if they did not apply there originally. This occurred in December, prior to any other UC campuses releasing admission decisions. Students were then considered for admission during the regular review period. In total, 23,096 California residents added an application to Merced and/or Riverside. Almost all (98.7%) of these students were admitted and notified alongside other original applicants. Consequently, the regular referral pool (i.e., eligible applicants with no admission offers from a campus where they submitted an application) was reduced to 24,042 from 37,509 in 2024. Riverside did not take any students from the regular referral pool, as they had already surpassed enrollment targets with their regular admission offers.

In total, the Early Referral Program yielded almost five times as many students as the full (expanded) referral pool (703 versus 144) out of similarly sized pools (23,096 early referral and 24,042 regular referral).

¹³ University of California Office of the President, Office of Undergraduate Admissions (unpublished)

¹⁴ Of the students placed in the referral pool, 1,778 were later admitted from the waitlist or via appeal to at least one campus to which they had applied. The referral pool is created in early April after all campuses have released their initial admission decisions but before campuses begin admitting students from their waitlists. Source: University of California Office of the President, Graduate, Undergraduate and Equity Affairs (unpublished)

Section 5: Implementation of Transfer Policies & Initiatives

Over the 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 policy¹⁵ that took effect in fall 2014 for fall 2015 admissions. Per Academic Senate Regulation 476.C, UC transfer applicants from CCCs are entitled to a comprehensive admissions review (though not guaranteed admission) if they complete (1) a UC Transfer Curriculum in the relevant major, with a minimum GPA set by each campus, (2) an Associate Degree for Transfer (ADT) from a CCC in the relevant major, or (3) the current pathway specified in Senate Regulation 476.C.3.

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*,¹⁶ 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 UC's 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 Transfer Pathways¹⁷ 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 respective Pathway majors. 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. 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.

¹⁵ https://senate.universityofcalifornia.edu/_files/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf

¹⁶ <https://www.ucop.edu/transfer-action-team/transfer-action-team-report-2014.pdf>

¹⁷ <https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-pathways/>

UC Transfer Pathways and Comprehensive Review

In June 2016, BOARS approved revisions to the Comprehensive Review Guidelines¹⁸ 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 it will continue to monitor and report on ongoing efforts to improve student transfer.

UC Pathways+

Pathways+ is a transfer initiative based on the Transfer Pathways majors and was developed in 2019 in response to the 2018 CCC-UC transfer MOU.¹⁹ Students follow one of the Transfer Pathways, which includes major preparatory coursework accepted across all nine UC campuses, and complete a Transfer Admission Guarantee (TAG) in the Pathways major at one of the six campuses that offer the agreements. Having completed a Transfer Pathway and a campus-based TAG in the same major, Pathways+ students are best prepared for competitive admission across all nine of UC's undergraduate campuses while securing guaranteed admission to one of the TAG campuses. Students enjoy the same advantages of TAG, plus the added benefit of preparing for multiple campuses by completing the Pathway coursework, promoting timely degree completion after transfer.

¹⁸ https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf

¹⁹ <https://www.universityofcalifornia.edu/sites/default/files/UC-CCC-MOU.pdf>

Section 6: Conclusions and Recommendations

Conclusions

BOARS has reviewed application, admission, and enrollment outcomes under comprehensive review for the years 2020–2024 as well as the overall implementation of Regents Policy 2102: Policy on Undergraduate Admission. BOARS finds that these admission policies have helped increase opportunity, excellence, and fairness; eliminated unnecessary barriers to admission; allowed campuses to select from a larger and broader pool of students; and strengthened the University’s position as an engine of social mobility in the state. 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.

Many of BOARS’ comprehensive review goals as well as the 9x9 eligibility policy have been achieved. Under the current UC policy, campuses are selecting students who are well-prepared to succeed 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 9x9 policy have helped expand access to more first-generation college and low-income students, as well as those attending under-resourced high schools.

In July 2018, former UC President Janet Napolitano requested that the UC Academic Senate evaluate standardized tests in UC admissions. In early-2019, the UC Academic Senate convened an 18-member Standardized Testing Task Force (STTF) to review the role of standardized tests in first-year undergraduate admissions. The STTF objectively and analytically approached these issues to evaluate the best course of action, with the goal of developing recommendations for implementation in undergraduate admissions. In January 2020, the STTF transmitted a set of actionable recommendations to the Academic Council, one of which included the continued use of standardized tests in UC admissions. Despite the STTF’s recommendation, President Napolitano recommended to the Regents to phase out the use of existing tests (SAT and ACT) and explore development of a UC-specific exam. During their May 2020 meeting, the Regents unanimously approved President Napolitano’s recommendations, a policy change that was effective with the first-year cohort entering in Fall 2021. In their May 2020 action, the Regents stated that “the Regents approve a suspension of the current standardized test (SAT/ACT) requirement for undergraduate admissions until 2024 to allow the University to modify or create a new test that better aligns with the content UC expects applicants to have learned and with UC’s values.” Furthermore, the Regents stated that “if UC is unable to either modify or create a test that meets these criteria and can be available for applicants for fall 2025, UC will eliminate altogether the use of the SAT/ACT for freshman admissions.”

Following this decision in May 2020, UCOP formed a Feasibility Study Steering Committee and Work Group in Summer 2020 to evaluate the viability of creating a UC-specific test for use in admissions. In January 2021, the Feasibility Study Work Group determined that UC could not create a new test within the timeline provided by the Regents (i.e., implementation by Spring 2024 for Fall 2025 applicants). Within their report, the Feasibility Study Work Group also stated that it might be possible to leverage an existing test that meets many of UC’s requirements. Therefore, in April 2021, former UC President Michael Drake requested that the Academic Senate examine the Smarter Balanced assessment to determine if it can provide added value to the UC’s freshman

admissions process. However, in September 2021, the Academic Senate’s Smarter Balanced Study Group, after exploration and analysis, recommended that the Smarter Balanced assessment should not be used in the UC admissions process – a recommendation that was endorsed by President Drake.

In February 2021, with the absence of standardized test scores for freshman applicants, BOARS established a new Statewide Eligibility Index²⁰ based on high school GPA plus the number of A- G courses completed in grades 9–11 and expected in grade 12. BOARS carefully considered multiple data points, educational equity issues, and the potential impact on student success. This index was used for the first time for fall 2022 applicants.

Students from a broad range of economic and social backgrounds continue to access a UC education by starting at a California community college. The University and BOARS have increased their focus on policies that help streamline the transfer process and support academic preparation for CCC students who are interested in UC. In 2017, a Transfer Task Force was convened by then Provost Michael T. Brown and Academic Senate Chair Jim Chalfant with three subcommittees to develop specific transfer recommendations to increase the CCC transfer pool. That Task Force presented their recommendation to the President and Regents in 2019. Subsequently, President Napolitano formed a successor task force to monitor implementation of “Pathways+” – UC’s newest transfer initiative based on the Transfer Pathways majors. The Task Force presented the final report to the UC Regents in summer 2022.²¹ BOARS has worked closely with the Academic Council Special Committee on Transfer Issues (ACSCOTI), established by the Academic Council in March 2022 and sunset in 2025, whose charge was to provide expertise on student transfer to UC, primarily for California Community College (CCC) students seeking entry to and success in graduating from the University. These collaborative efforts helped boost the number of CCC students applying and successfully transferring to UC.

BOARS looks forward to working with campuses, UCOP, the Regents, and K-12 partners to ensure that UC admissions policies and practices continue to meet our collective goals and maintain UC’s status as a world-class public university system.

Recommendations

1. BOARS recognizes that increased enrollment of undergraduate students benefits Californians from all backgrounds and from all parts of the state. One of BOARS’ priorities is to transparently communicate and facilitate admissions expectations that lead to broad student preparation for, and access to, study at the University of California. In achieving this goal, BOARS seeks to deepen its existing practices of collaboration with its K-12 partners and stakeholders.
2. 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, graduate student support, housing, and student

²⁰ <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/statewide-guarantee/admissions-index-instructions.html>

²¹ <https://regents.universityofcalifornia.edu/regmeet/july22/a3.pdf>

services will diminish the quality of a UC education. BOARS recommends a strong commitment to academic support that addresses short- and long-term educational inequities.

3. In support of the Regents action in May 2020, BOARS will continue to monitor the impact of test-free admissions by examining the performance of students after matriculation as freshman at UC campuses, including first-year GPA, persistence rates, and academic notice rates. BOARS is prepared to make any necessary recommendations that are informed by the outcomes data.
4. BOARS supports policies that streamline the transfer process and provide strong academic preparation for prospective UC students, including the UC Transfer Pathways and the new transfer general education curriculum, Cal-GETC. BOARS will continue to partner with California Community College colleagues to develop and articulate general education and major preparation for transfer students while maintaining UC's goal of enrolling students who are well-prepared to succeed in their chosen major and to graduate in a timely manner.

Appendix 1: Description of Campus Selection Processes Using Comprehensive Review

Berkeley

In the fall 2025 admissions cycle, the application count to UC Berkeley increased from the previous year totaling 150,200 applications. First-year reader training began the first full week of November so readers could be adequately trained and calibrated, allowing them to start reviewing applications in late-November. The early start allows the Office of Undergraduate Admissions (OUA) to perform a Holistic Review for just under 127,000 first-year applications, complete at least two reads for each application, and still meet our decision release deadline at the end of March. Transfer reader training for the OUA and college readers is held at the end of January/beginning of February, with reading continuing through the beginning of April. Within this process, over 23,000 transfer applications are reviewed with specific evaluation guidelines to ensure eligibility and sufficient major preparation. UC Berkeley readers have done incredible work to read the applications in a timely manner, and release decisions to eager applicants.

Comprehensive Review

UC Berkeley reviews first-year applications using a Holistic Review process, whereas transfer applicants are read using Comprehensive Review. Though related, they are distinctly different.

First-Year Admissions

The Holistic Review process honors academic achievement and also recognizes a wide range of talent and creativity that constitute positive indicators of the student's ability to thrive at UC Berkeley and contribute to the University's mandate for excellence and access. All achievements, both academic and non-academic, are considered in the context of the opportunities an applicant has had, and the reader's assessment is based on how fully the applicant has taken advantage of those opportunities. For an applicant who has faced any hardships or unusual circumstances, readers consider the maturity, determination, and insight with which the applicant has responded to and/or overcome them. Readers also consider other contextual factors that bear directly upon the applicant's achievement, including linguistic background, parental education level, and other indicators of support available in the home. The review recognizes a wide range of talent and creativity that is not necessarily reflected in traditional measures of academic achievement but which, in the assessment of the reader, is a positive indicator of the student's ability to succeed at UC Berkeley and beyond. Applicants who receive a particular recommendation may exhibit quite different patterns of achievement across various dimensions if those differing patterns nonetheless equate to a similar overall level of achievement when compared to all other UC Berkeley applicants and viewed in the applicant's context. All review forms must include a listing of the specific qualitative factors, such as love of learning, leadership, persistence in the face of challenges, cross-cultural engagement, originality/creativity, and demonstrated concern for others, identified in the application by the evaluator, along with the reader recommendation.

The purpose of the first-year admissions process is to identify those applicants who, based on a review of all the information—both academic and non-academic—presented in their applications, most highly merit admission to UC Berkeley and will make the greatest contribution to UC Berkeley's intellectual and cultural community. The admissions evaluation will reflect the reader's

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/community circumstances, as well as the overall strength of the UC Berkeley applicant pool.

Transfer Admissions

UC Berkeley continues to manage the ratio of incoming first-year and transfer students in order to meet the 2:1 enrollment ratio that has been requested of the entire University. For the fall 2025 cycle, the ratio was 1.87:1. We place an emphasis on the transfer process and have a dedicated team of five FTE (full-time-equivalent) staff that make up the transfer management team. This group guides the rest of the office in supporting transfer applicants. While no one attribute or characteristic guarantees the admission of any applicant to UC Berkeley, transfer students can be most competitive by excelling in academic areas and showing sufficient preparation for the major to which they are applying. While academic indicators are weighted more heavily than other parts of the application, other non-academic factors are considered in the Comprehensive Review process.

Transfer applications were read at least once, with the exception of those undergoing a quality control check, which is an additional read to confirm applications are read accurately. Additionally, OUA performed a random sample review on 101 applications that had been sent for a second review to achieve a 77% confidence level for accuracy. This was using our total transfer applicant count of 23,377. Samples were selected ensuring that the application was reviewed by two different readers and randomized via SQL script.

Similar to first-year admissions, the purpose of the transfer admissions process is to identify those applicants who, based on a qualitative review of all the information—both academic and experiential—presented in their applications, most highly merit admission to UC Berkeley and will make the greatest contribution to UC Berkeley's intellectual and cultural community. Admissions also takes into consideration guidelines established by the respective college deans. All applications meeting the minimum criteria for review are read in their entirety without regard to UC eligibility. The admissions evaluation reflects the reader's 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, personal, and community college/college-going circumstances as well as the overall strength of the UC Berkeley applicant pool.

In both first-year and transfer selection processes, criteria such as campus enrollment targets, size of the applicant pool, depth of the applicant pool, and changes in universitywide policies are applied and adjusted in order to meet enrollment targets. Depending upon college, department, and/or major-specific targets and requirements, different selection criteria may need to be considered based upon changing factors impacting enrollments and space, such as graduation rates, time to degree, and course availability within the many majors, colleges, or departments. The adjustments needed to meet enrollment targets may result in some students being admitted with lower or less competitive scores over applicants with higher scores—especially as it relates to depth of pool within a college or specific major.

Augmented Review

The Augmented Review (AR) process at UC Berkeley follows Regents Policy 2110 with no more than 15% of first-year applicants reviewed under the policy. Within this process, a select pool of applicants are invited to submit up to two letters of recommendation for inclusion in their application. Students invited to submit a letter of recommendation may come from the following populations: first-generation college students, students qualifying for an application fee waiver, and students participating in early academic outreach programs.

Submission is voluntary and not required for full consideration of admission; if a student chooses to not submit a letter of recommendation(s), it does not affect their opportunity for admission. In the fall 2025 cycle, UC Berkeley gave 18,230 applicants, or 14.4%, the opportunity to submit a letter of recommendation. Of those applicants, 7,671 submitted, and 1,740 (9.5% of those invited to submit) were admitted. The demographic breakdown of those admitted were:

Race/Ethnicity	Total
African American	108
Asian American	538
Chicanx/Latinx	870
Native American	6
Pacific Islander	< 5
Other/Unknown	36
White	164
Gender Identity	
Different Identity	< 5
Man	549
Nonbinary	19
Transgender Man/Trans Man	6
Transgender Woman/Trans Woman	< 5
Woman	1,131
Socio-Economic Status	
First-generation college-going	1,399
From an LCFF+ high school	786
Received an application waiver	1,372

Reader Training and Certification Process

Internal and external readers complete a lengthy and rigorous training process, which includes a combination of asynchronous pre-training videos, hybrid synchronous training (simultaneous in person and virtual) with large-group discussion and smaller break-out sessions, and post-training norming samples. In the fall 2025 cycle, readers were required to complete pre-training webinars and participated in over 15 hours of synchronous training. Training included an overview of the Holistic Review philosophy, scoring guidelines, walkthroughs of sample applications, and implicit bias training led by an equity consultant. Following the synchronous training, readers were provided with a set of sample applications (called “norming samples”), which they reviewed and scored to receive feedback and ensure they were normed on the reading process. Readers were released to read current cycle applications only once they passed the certification process.

Weekly training and norming continued throughout the reading cycle. Readers met for an all-reader webinar once per week and then met with smaller breakout groups for more individualized discussion and training. Internal readers read behind external readers and continued to provide feedback throughout the reading cycle.

External readers for the transfer admissions cycle received training specific to the transfer review process. In the fall 2025 cycle, transfer readers participated in over 25 hours of additional, hybrid synchronous training, in addition to the general training provided at the beginning of the first-year cycle. Transfer readers also completed a norming process and had to pass certification in order to read applications.

To ensure that the admission process affords all qualified applicants an equal opportunity for admission, OUA has implemented an additional quality control (QC) review. For first-year applications, after the completion of two separate reviews, certain applications undergo a third review initiated, for example, by a variance in more than one point for the reader recommendation. In the fall 2025 cycle, OUA performed a QC review on 4,246 applications, or 3.3% of the first-year pool.

Alternatively, when a transfer application has been read only once, QC processes are initiated by a mismatch between GPAs and the recommended reader score. Previous scores were not available for the second read to prevent influencing the final score. Quality control reviews are conducted by senior OUA staff members. In the fall 2025 cycle, OUA performed 3,813 transfer QC reads, or 16.33% of the transfer pool.

Admissions by Exception

In a small number of cases, strong applicants with demonstrated academic potential may not meet UC eligibility requirements. Students who are home-schooled, students attending high schools without traditional grades, or students who have extenuating personal circumstances are some examples of such cases. Applicants who do not meet UC eligibility requirements may qualify for Admission by Exception (AbyE). Offers of AbyE are locally recommended or rendered through post-Holistic Review supplementary review forms. This review form corresponds with a particular special admission pathway, or an admission officer's recommendation.

If the recommendation is to offer AbyE, a review form for the final admission decision must include a documented UCOP-determined reason code and rationale code. Any initial recommendation of AbyE must additionally be reviewed and approved for a final admission decision by a staff member who did not make the initial recommendation. In fall 2025, 13 out of 14,503—or 0.01%—first-year admits were coded AbyE and 12 matriculated. This low number is likely due to the discovery of new information as we finalize records and admissions staff applying the appropriate coding, including the reason and rationale during our processes. Twenty-one transfer applicants were considered for admission with the AbyE code, 21 out of 5,641—or 0.37%—were admitted and 21 matriculated to UC Berkeley.

For fall 2025, consistent administrators participating in the review and selection process approving AbyE admits were the Senior Associate Director of Undergraduate Admissions, and the Associate Vice Chancellor & Dean of Enrollment. Members of the Student-Athlete Admissions Committee (SAAC) review and approve any student athletes requiring consideration for AbyE. For fall 2025, this

included the Chair of the Admissions, Enrollment & Preparatory Education (AEPE) Academic Senate Committee; Vice Provost of Undergraduate Education; a professor in the Department of Nutritional Sciences & Toxicology and member of AEPE; a professor in the UC Berkeley School of Optometry, Associate Dean for Academic Affairs and member of the Faculty Athletics Council (FACL); a professor in the School of Social Welfare; a professor in Integrative Biology; a clinical professor in the UC Berkeley School of Law; the Executive Dean of the College of Letters & Sciences; and the Associate Vice Chancellor and Dean of Enrollment. Because of the timing of coding (most often performed during the finalization of self-reported records), AbyEs are completed in consultation with and approved by the Directors of Advising and/or Deans within the students' respective Colleges to sustain admissions.

Special Talent Admissions

All applicants are subject to the standard admissions review process. A few first-year and transfer applicants may surface during the admissions cycle as special talent-eligible. Special Talent admission is defined as a process that involves (a) faculty or the admissions committee of a specialty school, academic department, or program or (b) personnel in non-academic programs, such as ROTC or Club Sports; and where the application receives a supplemental review based upon skill or ability for a program from the stakeholder(s) identified above and resulting in a recommendation for admission to the program.

Supporting documentation is not displayed to the reader or considered during regular reading processes, or any other additional reviews, so as not to influence initial reader recommendations. When a student receives a Special Talent recommendation, the application is routed to the Special Talent review process. It is only through this process that the Special Talent recommendation form will be visible to the Special Talent Admissions Committee (STAC) members, made up of the OUA leadership team and the Associate Vice Chancellor and Dean of Enrollment. At the discretion of the STAC, applicants identified with special talents may be reviewed subsequent to the standard admissions review. A majority recommendation is made from this committee. Admission is not based on, or limited to, any type of quota, demographic standard, or other predetermined criteria.

Other Campus Topics

In 2025, UC Berkeley received multiple domestic rankings that the campus is proud of. The institution was once again named the No. 1 public university in the United States by the U.S. News & World Report, Forbes, and the Wall Street Journal. This success is mirrored internationally; as of October 2025, Times Higher Education ranks Berkeley as the 2026 top public university in North America and the ninth-best university globally.

UC Berkeley's consistently large volume of applications places incredible demands on the admission professionals and continues to keep admission rates low. For fall 2025, our admission rates were at 11% for first-year admits, and 22% for transfer admits. The OUA continues to seek increased efficiencies while still giving each applicant the full consideration they deserve; this remains a challenge, as the increased workload has not been met with additional staffing or resources. The ongoing need to sufficiently understand the school and neighborhood environment an applicant comes from, along with the use of specialized staff to review international applications, can be challenging, especially when curricula do not readily align with UC's minimum requirements for admission given differing educational systems from around the world.

UC Berkeley finalized the incoming class well into the summer, utilizing both the first-year and transfer waitlists, as well as institutional records and registration data to estimate overall retention. Annually, the office reviews the process post-cycle in order to leverage retrospective information to make improvements for the following cycle.

Davis

UC Davis employs a single score Holistic Review (HR) methodology as our Comprehensive Review (CR) process for first-year admissions (see HR policy and guidelines approved by our faculty committee on admissions and enrollment for details). HR ensures that academic reviews are based upon a wide range of criteria including classroom performance, motivation to seek challenges, and the rigor of the curriculum within the context of high school opportunities. In holistic review, no single criterion is given undue emphasis, nor a narrow set of criteria used to assess applicants. UC Davis seeks students whose qualifications include outstanding personal and academic accomplishments, distinctive talents, and the potential to make significant contributions to the campus, the state of California, the nation, and the world.

Undergraduate Admissions (UA) maintains extensive training and certification processes to ensure that HR readers appropriately apply the HR methodology and thoroughly review all aspects of each application. In cases where the reader's HR score differs 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, otherwise known as a third read. For the fall 2025 cycle, UA continued using the same scoring model from fall 2024 with six categories to designate the applicant's strength in the applicant pool as follows: the top 5% of the pool is scored "Highest;" the next 20% is scored "High;" the next 25% is scored "Strong;" the next 25% is scored "Moderate;" the next 20% is scored "Low;" and the bottom 5% is scored "Lowest."

UC Davis continues to be a selective campus with approximately 41% of all first-year applicants admitted to the campus for the fall 2025 term. Through strategic recruitment and yield efforts, we are pleased to have enrolled a first-year class with high academic achievement that encompasses the broad diversity of students within California and beyond. We continue to see significant percentages of low-income, underrepresented minority, and first-generation college students, along with broad representation among the various geographical regions throughout the state, nation, and world in our enrolled student population.

Augmented Review

The Augmented Review (AR) process is designed to provide an additional review for applicants whose applications are particularly challenging or lack essential information that would confirm for the reader that the applicant may receive a higher holistic review (HR) score. AR was created to allow UC Davis to consider a small number of students who for some significant reason—for example, special talents or achievements made despite severe hardship—are particularly deserving of the opportunity to pursue a UC education.

AR candidates are identified by HR readers during the regular reading process. HR readers assign these applicants a holistic score, note a recommendation for AR, and select one of the following questionnaires to be sent to the applicant:

- Extraordinary Achievements
- Personal Challenge
- Compound Disadvantage/Academic Enrichment

Applicants selected for AR are sent an email to complete an online questionnaire that gives them the opportunity to expand upon information provided in the original application, such as special talents/skills, personal circumstances (which may include, but is not limited to, medical conditions, immigrant experience, disabilities, family experiences, and opportunities that were or were not available at school or home) and any extraordinary circumstances that the applicant believes may bear upon his/her high school performance. Applicants are also given the opportunity to identify an individual who may provide a recommendation, as well as the ability to submit seventh-semester grades and revise their planned eighth-semester coursework.

The AR criteria below are designed to capture the most likely circumstances in which HR readers would wish to gather additional information. In assessing applicants, readers must seek to follow the “spirit” of the process and should request AR consideration even in circumstances not encompassed in the criteria below. Although many AR cases will be applicants who have experienced hardship or had limited academic opportunities, the campus’ Committee on Admissions and Enrollment (CAE) recognizes that some applicants may not have experienced hardships, yet may have encountered extraordinary circumstances that make them appropriate candidates for AR. Finally, because UC Davis receives so many applications from low-income and first-generation students, the fact that an applicant comes from a low-income family and/or has parents who did not graduate from college is insufficient to warrant an applicant receiving AR consideration. AR consideration may be offered for HR scores between High and Low.

Readers use the following criteria to recommend AR:

- Evidence of significant improvement in the academic record, but not at a level sufficient for regular admission, accompanied by reasons for the initial substandard performance that are in keeping with the intent of the policy;
- Evidence of extraordinary talent in one area, but lacking the overall balance that would be found in most applicants who are likely to be admitted through the regular review process;
- Evidence of significant academic achievement, or the potential for academic achievement at the University, in spite of extraordinary or compound disadvantage, disability, or other unusual circumstances;
- Evidence of academic achievement at a level that may indicate the potential for success at UC Davis, but with insufficient information with which to fully gauge this potential. These applicants should have demonstrated the ability to overcome substantial hardship, and may have participated in an outreach program. When in doubt, participation in UC-approved outreach programs are sufficient grounds upon which to recommend AR;
- Evidence of impassioned, enduring 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 Davis; and
- Evidence of relative lack of access to counseling or support to take A-G, honors, Advanced Placement, International Baccalaureate, or college-level classes.

Applicant and Admit Data—Fall 2025

- Number of AR requests: 326 (.32% of pool)

- Number and percent who replied: 113 (34.66%)
- Admit count and rate for AR requests: 80 (24.5%)

Demographic Breakdown of Those Selected for Fall 2025 UC Davis Augmented Review (AR)

Category	Selected for AR	Admitted
African American	25 (7.6%)	4 (5%)
American Indian	2 (.6%)	0 (0%)
Hispanic	126 (38.6%)	21 (26.2%)
Pacific Islander	14 (4.2%)	2 (2.5%)
Asian	70 (21.4%)	21 (26.2%)
White	58 (17.7%)	19 (23.7%)
Other/Not Reported	42 (12.8%)	13 (16.2%)
Resident Subtotal	279 (85.5%)	57 (71.2%)
Nonresident Subtotal	47 (14.4%)	23 (28.7%)
First Generation	145 (44.4%)	33 (41.2%)
Low Income	151 (46.3%)	35 (43.7%)

The average weighted capped GPA of applicants who received an AR request was 3.66 while the average for the remainder of the pool was 3.89. The weighted capped GPA for admitted students where an AR was requested was 3.98 while the average for the remainder of the pool was 4.11.

AR requests have generally declined over the years since the inception of the review. The improvement of the Personal Insight Questions as well as the UC website and webinars with directions and guidance, campus workshops, advising, and outreach have contributed to better assisting the applicants in this portion of the application, therefore, reducing the number of AR requests for the UC Davis campus. Additionally, UC Davis developed a new HR scoring model in fall 2024, creating fewer, larger buckets for readers to use to score applicants while also requiring greater alignment between the human and computer generated read scores. We believe that the adjustment in this scoring and the resulting increase in third reads has allowed readers to get a clearer understanding of our applicants with the information they initially provided. This change has us revisiting the need to request more of our applicants via the AR process. We have seen a significant decline in requests for fall 2025 and a very small number of students who benefited from the additional information provided in the requests. We will look at data from fall 2025 and beyond to see if our new scoring and related recruitment and application trends will eliminate the need for the AR process.

Admission by Exception

As part of the Holistic Review process, first-year applications are reviewed without consideration of admissions eligibility. Rather, a holistic assessment is conducted based on achievement and readiness to succeed. This also aligns with our transfer processes that allow students to complete coursework to meet eligibility over summer as appropriate, and review based off of official final records rather than self-reported.

Admission by Exception (AbyE) Decisions

- Number of applicants who were admitted by exception, by level:
 - First-years: 10
 - Transfers: 42

- Number of students admitted by exception who enrolled, by level:
 - First-years: 10 (0.021% of the enrolled population)
 - Transfers: 42 (0.43% of the enrolled population)

Students are recommended for AbyE during the finalization process. In a small number of cases, strong applicants with demonstrated academic potential may not meet UC eligibility requirements. Students who are home-schooled, students attending high schools without traditional grades, or students who have extenuating personal circumstances are some examples of such cases. The primary basis for recommendation of AbyE is disadvantaged status (e.g., eligible for the Educational Opportunity Program, first-generation college going, and/or low-income status). Other applicants, including those with demonstrated special talents (e.g., athletes, musicians, and ROTC), may also be admitted by exception in consideration to their promise of contributing to the intellectual vitality of a campus.

All AbyE cases are reviewed by the Executive Review Committee, which consists of the Executive Director of Undergraduate Admissions, the Director of Evaluation, the Director of Recruitment, and the Director of Admission Operations.

Reader Training and Certification Process

All HR readers are required to attend a two-day Holistic Review training at the beginning of the review season. HR certification is required prior to having a workload assigned. In order to be certified, continuing readers must complete two separate groups of 15 cases each with a passing percentage of 80% or above (30 cases total) while all new readers complete an additional group of 15 cases with a passing percentage of 80% or above (45 cases total).

Each HR reader is assigned a team lead who is in constant communication, tracking reading percentages and identifying any reader discrepancies throughout the reading cycle. HR readers must have a 75% accuracy or above through the entire read cycle. Any reader with an accuracy rate below 75% is met individually and assigned additional norming applications before being allowed to continue to read. For fall 2024 and earlier, we had a tighter confidence interval of 10% between each score and a score was considered “accurate” if the reader score and predicted value were within one integer (i.e., a score of 5 would be considered accurate even if the predicted value was a 4 or a 6). With the new scoring model implemented in fall 2024, the scoring bands are larger intervals of 20–25% and therefore we required the reader and predicted value score to be the same. A difference of even one integer would trigger a third read under our new scoring model. Overall, this results in significantly more third reads, which we were prepared for and allowed up to ensure accuracy while implementing a new scoring model. This modified accuracy score proved successful in 2024 so we continued this accuracy for fall 2025. UC Davis also administers a set of reliability applications during the middle of the reading cycle. These reliability applications are assigned to all readers (unknown to them) as an additional way to ensure reading standards are being met and scores are consistent. Lastly, throughout the reading cycle all readers are required to attend weekly norming sessions to sustain reading levels and expectations.

For fall 2025, the percentage of applications that required a third read was 15.26%, a dramatic decline from 38% last year. We modified the predicted value so that not as many applications triggered a third read, hence our third read rate decreased by more than half. Of those 37,437 that

required a 3rd read, 52.86% or 19,789 scores were adjusted from what the first reader scored the applicant. For the overall pool, 20% of applicants had a score changed through this process.

Special Talent Admissions

Special talent admission is tracked by the Undergraduate Admissions office and processed by the Executive Review Committee. Approval for special talent consideration is granted by a faculty or committee member of specialty schools or academic programs. It may also be granted by personnel in non-academic programs such as, though not limited to, Intercollegiate Athletics. These applications receive a supplemental review based on a skill or ability for specialized programs (e.g., music, ROTC, athletics) that result in a recommendation for admission to the program. UC Davis considers students with special talents in the area of Intercollegiate Athletics (ICA), Music, and ROTC. In this process, designated campus personnel offer recommendations based on specific criteria that are considered as part of the admissions decision-making process.

Other Campus Topics

Undergraduate Admissions continues to be burdened with ever increasing demands and the possibility of diminishing resources as the state budget situation worsens. Applications continue to increase while the number of staff has remained steady and is in danger of being cut. The review of applications is taking more time as readers read even more deeply to determine differences within a highly qualified applicant pool. At the same time, Admissions teams are called to participate in an increasing number of recruitment/outreach efforts during the holistic and transfer review processes—many of these initiatives launched by the UC Office of the President. This confluence of priorities continues to place pressure on the department to find ways to conduct reviews thoroughly, equitably, and even more efficiently.

While we remain committed to the students of California and have enrolled more California residents than most other UC campuses for the fall 2025 term, we are concerned with the increasing selectivity of the campus and in particular the difficulty accessing high-demand majors such as computer science, engineering, psychology, and design.

Transfer Admissions

UC Davis's transfer admission decisions are made using predefined criteria and parameters. Highly-trained experts within Undergraduate Admissions evaluate applications for minimum requirements, GPA, units, and preparedness for the major to which the student has applied.

While transfer students can gain admission to most UC Davis majors by meeting the minimum 90 UC-transferable quarter units, seven-course pattern, and a minimum 3.0 GPA, the campus also has 36 selective majors spread across all four colleges. Each application to one of these selective majors is evaluated for additional major preparation and GPA requirements.

UC Davis is also one of the six campuses that offered the Transfer Admissions Guarantee (TAG) and was proud to offer a guarantee in virtually all undergraduate majors for the fall 2025 term, with the exception of Computer Science and Data Science. In order to receive a TAG, students must meet additional GPA and major preparation requirements.

For the fall 2025 admissions cycle, UC Davis continued to implement a random sample review of 100 applicants as an additional quality control to the selection process. During the QC process, we found no significant errors that would have changed a student's admission decision. Although our transfer review process is based on predefined criteria or parameters (e.g., GPA, units, and major preparation), over 80% of our applications are reviewed twice through either the TAG, Selective Major Review, Collaborative Exchange of Transfer Academic Data, or quality control processes.

UC Davis continues to manage the balance of incoming first-year and transfer students in order to meet the 2:1 California resident enrollment ratio. The campus was just slightly over the 2:1 ratio for the fall 2025 term, and while we hope to return to 2:1 very soon, we must note the increasing gap between the ever-growing number of first-year applicants and the relatively steady number of transfer applicants. It is becoming increasingly difficult to maintain 2:1 while justifying the denial of so many well-qualified first-year applicants, especially those in our most applied to majors.

Irvine

For the 2025 application year, UC Irvine received an overall increase in undergraduate applications (1.2%). As in the previous year, the increase in overall application volume was also accompanied by an increase in overall quality of the applicant pool as measured by GPA and other BOARS-approved metrics.

UC Irvine employed a similar comprehensive review process as in the previous application cycle, including Comprehensive Review assessments, reader training, norming sessions, and routine monitoring of the comprehensive review assessments throughout the read process. The four Comprehensive Review assessment values used were: Highly Recommend for Admission, Recommend for Admission, Meets Minimal Campus Standards, and Do Not Recommend for Admission. No anomalous issues were noted by the comprehensive review manager or reported by the readers during the read process. A post hoc audit of the assessments showed an expected distribution consistent with previous years' distribution patterns.

As is our standard practice, Undergraduate Admissions continually reviews operations to refine and attempt to improve the implementation of comprehensive review to ensure the process is equitable and able to consider the full context of an applicant's opportunity to learn so as not to limit access to underserved students from educationally disadvantaged communities.

Augmented Review

UC Irvine does not use an augmented review process as part of the regular admission process.

Admission by Exception

UC Irvine admitted 20 Admit by Exception (AbyE) cases in fall 2025 and enrolled 18 of those cases, strictly adhering to the guidance from the systemwide audit. Applicants recommended for admission regardless of the rationale must go through the AbyE Committee. The committee consists of two experienced admission staff members, and a faculty member. All three committee members must recommend the admission based on the ability of that applicant to succeed at UC Irvine. Final approval for all exception cases was approved by the Interim Executive Director of Undergraduate Admission. The 20 admits consisted of seven first-year applicants and 13 transfer applicants. Six first-year applicants and 12 transfer applicants eventually enrolled.

Reader Training and Quality Assurance

For fall 2025, UC Irvine completed the comprehensive review of 123,458 first-year applications. We hired 163 external readers to assist professional staff in the review of first-year applications. Both external readers as well as approximately 50 internal readers comprised of admissions officers and members of the Undergraduate Admissions 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 a resource team leader who monitored the reading process, communicated with readers if there were difficulties, and served as a valuable resource throughout the first-year application review process. The comprehensive review manager completed regular random sampling of readers' progress and trends in scoring. Readers who trended too high or low in their scoring received feedback and specific examples.

Training consisted of the following:

- One three-hour overview session covering the specifics of the holistic review process employed by UC Irvine
- One three-hour norming session discussing norming files and territory specific training that differed with each Reader Team Leader
- Three hours of mandatory UC Learning Center training including implicit bias

Norming Files

Readers were required to review 15 norming files and needed to be normed on 80% of the files. Any score that was greater than one value higher or lower than the score agreed upon by senior admissions staff is not considered normed (example: agreed upon score was Highly Recommend and reader scored Do Not Recommend). If a reader was not normed, they were given an additional set of four files as a final chance where they had to be normed on all four. If they were still not normed then they were dismissed. No readers were dismissed due to failure to norm.

Territory Specific Training

Resource team leaders (experienced admissions staff) held virtual office hours for readers to meet their team leader, learn about any specific information on their read territory, and review any norming files. They were also provided with territory specific recordings that detail an overview of their territory assignments. This information provided critical context related to schools. Attendance at training was mandatory, and those who did not attend were dismissed from the reading process.

Quality Control

Undergraduate Admissions management can monitor the generation of additional reads in real time reporting, and if the reader's initial reader's assessment was accurate to the final recommendation. By policy, this report is reviewed weekly during the three-month comprehensive review process, and readers are provided with feedback if they generate more additional reads than expected. A failure to improve the generation rate of additional reads may result in training through new norming sample files, or a relieving of the reader's Comprehensive Review workload. No readers had to be relieved of their workload in 2025.

Each application is thoroughly reviewed by a trained admission reader in the context of the applicant's personal and educational experience. Academic factors in the student's local context in comparison to the reader's recommendation are used to determine a review by a senior experienced reader in the third read bin. 29,068 applications were read by a senior reader for quality control purposes.

Special Talent Admissions

1. Confirmation of Special Talent
 - a. External department (namely Arts, Athletics, and Esports) confirms special talent through audition, recruitment tools, and/or firsthand witness of talent.

- i. All arts applicants must go through this process, while only athletes and Esports recruits falling outside of general selection criteria/timelines need go through it.
 - b. Department provides recommendation to Undergraduate Admissions.
- 2. Verification of Talent
 - a. Additional faculty/staff within the external department review each recommended applicant to further verify special talent.
 - b. Recommending faculty/staff disclose all conflicts of interest and confirm potential success of student.
- 3. Eligibility of Applicant Confirmed
 - a. Undergraduate Admissions performs evaluation on said applicants to confirm minimum eligibility is met.
 - i. If minimum eligibility is not met, applicant then moves through the Admit by Exception process.
- 4. Admissions Committee for Special Talent (Athletics/Esports/Arts Only)
 - a. Following confirmation of eligibility, committee must reach a consensus decision to recommend admission of applicant.
 - b. Committee recommendation, along with department recommendation, is passed along to the Executive Director of Undergraduate Admissions.
- 5. Final Decision
 - a. Executive Director of Undergraduate Admissions approves the final decision based on information presented by external departments (and committee, if applicable).
 - i. No single person within the recommending department or program has authority to make final admission decisions.
- 6. Special Talent Identification and Tracking
 - a. Applicants are recorded in Slate with special program codes of Fine Arts, Recruited Athlete, or Esports Recruit (respectively) after identification through audition process or department recruitment.
 - b. Additional tags are assigned through the process based on result of audition/recruitment confirmation.

Transfer Admissions

For the 2025 admission cycle, UC Irvine reviewed every transfer application through comprehensive review or a technical transfer evaluation to determine completed admission requirements and course transferability. Transfer comprehensive review recommendations use the same norming metrics and quality assurance process as the first-year applicants.

UC Irvine 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 UC Irvine, the campus strives to continually resource the admissions staff and provide readers with effective training.

UCLA

Comprehensive Review

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 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 first-year 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 used in the selection process. Additional information regarding our reader training processes is provided later in this document.

For fall 2025, UCLA admitted 9% of 145,085 first-year applicants. We utilized the waitlist once again to finalize our first-year class and yield among admitted students in California went down in 2025.

The volume and quality of applicants at UCLA have continued to place pressure on our holistic review process, including our commitment to review every application twice. We continue to be concerned with an admit rate in the single digits, especially for our California residents. Undergraduate Admission will continue to work closely with CUARS to address these challenges within the principles of holistic review.

Holistic review is labor-intensive, time-consuming, and costly (due to the number of individuals required to review the volume of applications). UCLA is fortunate to have extensive school profile and curriculum information available for California high schools (available curriculum such as Advanced Placement/International Baccalaureate/Honors courses, California Department of Education data, etc.), and to supplement the information we have for high schools and student neighborhoods/communities, UCLA has utilized data from the College Board Landscape tool which provides additional high school and neighborhood Census information for U.S. applicants. This additional context regarding the neighborhood where the student lives and attends school can further highlight environmental conditions a student may face in either or both communities.

Supplemental/Augmented Review Process

Consistent with faculty policy, which stipulates that applicants are evaluated using multiple measures of achievement and promise, UCLA utilizes a Supplemental/Augmented Review process (SR). 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 have articulated that 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 a much lower percentage of its applicant pool for this review. For fall 2025, there were 4,377 applicants confirmed for SR. Of those, 2,746 responded to the SR questionnaire. 1,135 applicants were admitted from the SR Pool.

While the majority of the students (63%) identified for Supplemental Review responded to the email and questionnaire sent by Undergraduate Admission (UA), a response is not required and failure to respond is not held against the student in the Supplemental Review process.

Fall 2025	Total Confirmed	Responded to Questionnaire	Admit from SR Pool
Native American	66	39	23
Asian	910	679	217
Black	664	383	186
Hispanic	2,135	1,248	548
Other	87	68	22
White	515	329	139
Total	4,377	2,746	1,135
1st Gen	2,679	1,545	645
Fee Waiver	2,874	1,672	701

Transfer Admissions

The transfer review process is a combination of an academic and holistic review. Transfer students are admitted directly into a major, so a large part of the review process is based upon the academic requirements established by each department, including specific major preparation course requirements. If the student has not met the necessary academic requirements, they are far less competitive for admission. However, UCLA is committed to utilizing holistic review and each applicant review results in a review score that is based upon academic and holistic factors. A wide range of academic and non-academic achievements are taken into consideration within the context of the opportunities available and the challenges faced by each student. These nine faculty-approved factors are referred to as “comprehensive review.”

UCLA has more than 40 transfer readers who receive extensive training on UC transfer evaluation rules and UCLA-specific selection criteria. UCLA utilizes a robust quality control (QC) process

through multiple practices. Transfer readers with fewer than two years of experience are partnered with an experienced staff member throughout the review process to ensure reviews are conducted appropriately and accurately. Additionally, we conduct QC review on thousands of applications during our secondary review and selection process. As a final QC measure, 100 transfer cases are randomly selected for a secondary holistic review by senior staff members to ensure the initial review was thorough and accurate in its assessment.

UCLA continues to meet the UC goal of 2:1 enrollment, ensuring access for transfer students, particularly those coming from California community colleges.

Special Talent Admission

UCLA is committed to enrolling students with skill, ability, or talent in areas related to art, music, and film and theatre performance. These programs require a supplemental application (audition/portfolio/writing samples/etc.) followed by faculty evaluation and assessment of talent, and finally faculty recommendation for admission into these schools. The final decision for admission lies with Undergraduate Admission. This decision is based on the recommendation of the faculty in the school and the holistic review/assessment by Undergraduate Admission staff to determine the student's ability to succeed in and contribute to our rigorous academic environment.

Specialty schools submit a list of students to Undergraduate Admission with their recommendations, including ones they are most interested in pursuing for admission and waitlist spots. Once a student has been recommended for admission by the specialty school faculty, students that "need additional review" are identified (based on grades, academic trajectory, English ability, testing, eligibility, holistic rank, etc.).

All cases that are considered clear for admission (either as an admit or as a waitlist) are also reviewed by a member of the Senior Leadership Team, before being coded for admission. Admitted students are notified of their admission decision on the same timeline as all other first-year (late March) and transfer (late April) admits.

Cases that need further review are all presented, discussed, and decided by Senior Leadership within Undergraduate Admission. These individuals most often include the Director, Deputy Director, and the Senior Associate and/or Associate Director for Evaluation. If the student is cleared for admission, the student is coded (as listed above). If a student is deemed admissible through "Admit by Exception," the student is coded for admission. If the Senior Leadership team determines the student should not be admitted, this is communicated back to the specialty school.

Admission by Exception

The UC Regents policy has clear guidelines for how each campus can admit students who demonstrate the potential to succeed at the University but do not meet all the eligibility requirements for undergraduate admissions. These students are "admit by exception" (AbyE) and up to 6% of enrolling students can be admitted through this exception. Undergraduate Admission will only admit a student if it is clear the student can succeed in and contribute to our rigorous academic environment.

Expectations

- All reporting and procedures will follow UC Regents policy guidelines.
- All AbyE admitted and waitlisted students will have an accompanying AbyE form approved by the following campus administrators: Executive Director of Undergraduate Admission and Senior Associate and/or Associate Director for Evaluation
- UCLA has not come close to the 6% cap in many years; however, students are enrolled through AbyE.
- The individual staff that identify a candidate as AbyE prior to admission cannot make the final admission decision or enter the decision in the system.

For fall 2025, we admitted 61 students AbyE (30 first-year, 31 transfer) and 56 enrolled (28 first-year, 28 transfer). The 56 enrolled AbyE students represents 0.5% of fall 2025 enrolled students.

Reader Training and Certification Process

UCLA utilized approximately 320 readers to review first-year applications (roughly 65 full-time professional Undergraduate Admission staff and 255 external readers). All readers, returning and new, are required to undergo extensive training, including anti-bias training. Overview sessions (re)introduce all of the policies and practices associated with our review process. Training for both new and returning readers is described below:

New Readers

- Attend full-day overview session
- Attend half-day norming session
- Review 60 training cases with 80% accuracy to be certified
- Attend certification sessions run by Senior Resource Team leaders to discuss training cases and receive feedback.
- Associate Director to provide additional feedback as needed prior to certifying.

Returning Readers

- Outside readers must be invited to reapply to serve as a reader each year. If the level of performance in the previous year is not satisfactory, the reader may not be invited back. If invited to return, the reader must update all information through a new reader application and be approved to return by UA.
- Attend half-day training session.
- Review 30 training cases with 80% accuracy to be certified.
- Attend certification sessions run by Senior Resource Team leaders to discuss training cases and receive feedback.
- Associate Director to provide additional feedback as needed prior to certifying.

Monitoring Readers

Readers must complete an extensive training/certification process to be able to read applications. In addition, our review process requires that applications receive two reviews and that if those first two reviews are more than one holistic rank apart, a third “disparate” review by admission staff is triggered. This third review becomes the final holistic rank. These cases are typically 1–3% of the reviews, and the final review is conducted by an experienced admission staff member. This quality

control process ensures that outlier holistic ranks receive an additional review by an experienced admission staff member due to the difference between the initial read scores.

We have also implemented a quality control review that occurs during the first review of applications. Following completion of the first 100 applications for each reader, Resource Team leaders will assess readers to determine the degree to which initial holistic rank scores align with the ranking guideline percentiles provided in reader training (i.e., Rk 1—5%, Rk 2—10%, Rk 2.5—10%, Rk 3—15%, Rk 4—25%, Rk 4.5—25%, Rk 5—10%).

In addition, all readers are assigned to senior admission staff/resource team leaders to ensure readers are scoring appropriately. If readers significantly exceed the expected distribution compared to the ranking guidelines, their Resource Team leader will contact them to provide additional feedback and training.

Lastly, the Associate Director for first-year review monitors the overall performance of our readers and will contact readers to provide feedback on the quality of their reads as needed. If, following the conclusion of the initial two holistic reads, a reader is more than 20% disparate in their holistic read scoring, the Associate Director will speak with the reader, provide additional training, and may determine that the reader should not be invited back to read the following year. The Associate Director also monitors the overall pace of readers, as measured by total assigned application reviews and corresponding applications per day the reader would need to maintain to finish by our established deadlines.

Merced

UC Merced's admission process is designed to identify and select well-prepared students who demonstrate qualities predictive of future academic success. Developed in collaboration with campus faculty and administration, the campus's review framework reflects UC systemwide policy and established comprehensive review practices.

Since opening in 2005, UC Merced has experienced sustained growth in first-year applications, increasing from 8,053 applicants in 2005 to 47,985 in the fall 2025 cycle. This total does not include referral pool applicants. Among students admitted for fall 2025, the middle 25th to 75th percentile GPA range for first-year students was 3.41 to 4.04. The campus's review process has also supported the University of California's commitment to the California Master Plan for Higher Education by helping accommodate qualified students from the referral pool.

Comprehensive Review

The Admissions and Financial Aid Committee (AFAC) continues to support UC Merced's comprehensive review model based on the 13 criteria approved by BOARS. At UC Merced, these criteria incorporate academic factors (75.95%) together with socioeconomic factors, school context, and a human-read score (24.05%).

The review process includes an academic evaluation to determine whether applicants meet minimum admission requirements, a point-based assessment of academic factors for all applicants, and, in limited cases, a human-read review. For the fall 2025 cycle, only applicants considered through Admission by Exception (AbyE) received the full human-read evaluation. This approach reflected campus enrollment targets, application volume, and available staffing capacity.

UC Merced continues to follow BOARS's guidance, permitting campuses to admit students from across the full range of eligible applicants. This approach remains appropriate given the campus's current level of selectivity, applicant demand, and operational capacity.

For the fall 2025 cycle, first-year applicants were admitted by meeting the University's minimum admission requirements. Applicants who clearly met admission requirements with a GPA of 3.0 or higher were admitted based on coursework and GPA. All other applicants received an evaluation to determine whether they met minimum requirements. Overall, 9.9% of applicants were determined not to have met minimum UC admission requirements. In total, 7.3% of applicants received an academic evaluation by a staff member, while 92.7% were reviewed and selected solely on the basis of coursework and GPA.

A significant factor in the increase in applicants admitted through coursework and GPA review was the Count Me In Program. This program allowed California residents who had applied to the UC system but had not originally selected UC Merced by the November 30 filing deadline, to add the campus to their application. As a result, UC Merced received 18,508 additional post-November 30 applications. Due to increased enrollment targets for fall 2025, all eligible first-year applicants were admitted.

Augmented Review

UC Merced does not currently use an augmented review process and does not anticipate implementing one in the immediate future.

Admission by Exception

The Admission by Exception process allows UC Merced to admit a limited number of students who do not fully satisfy UC eligibility requirements, such as completion of required A-G coursework or GPA thresholds, but who nevertheless demonstrate strong potential for academic success, consistent with Regents Policy 2102.

To be considered for committee review, applicants must first satisfy the minimum academic requirements established by AFAC for Admission by Exception consideration. In addition, applicants must demonstrate academic achievement despite significant disadvantages or circumstances that limited access to educational opportunities when compared with typical applicants, or they must demonstrate exceptional strength in one or more areas identified by policy.

These areas may include:

- outstanding achievement in a particular subject
- self-motivation and initiative
- leadership
- public or community service
- special talent (currently, athletics is the only category considered under special talent)
- completion of significant special projects
- endorsement of academic promise from the school
- demonstrated promise in specific academic areas
- marked improvement in academic performance through grades and/or participation in accelerated or challenging coursework

Applicants are referred by admissions readers to the AbyE committee for consideration. The Admission by Exception Committee consists of the Assistant Director of Admissions, the Director of Admissions, and AFAC.

Readers are also encouraged to identify, in rare circumstances, applicants who do not satisfy the minimum academic threshold for Admission by Exception review, but who demonstrate exceptional potential to contribute to the University or the State of California. These cases are uncommon and are reserved for applicants whose circumstances or potential clearly warrant exceptional consideration. In such cases, the Director of Admissions first determines whether an Admission by Exception review should move forward. When appropriate, a written justification is then presented to the Admission by Exception Committee for review.

Fall 2025 UC Merced Applicants: AbyE by Level and Enrollment

Level	Admits	Enrollees
First-Year	957	135
Transfer	210	26

Reader Training and Certification Process

All first-year and transfer readers complete annual implicit bias training and Admissions Reader Training each December. Before reviewing files independently, readers must also achieve certification of at least 70% with a senior evaluator.

To support consistency in decision-making, Office of Admissions staff meet weekly to discuss the review process, consult on complex cases, promote consistency in scoring, and identify applicants who may warrant referral for Admission by Exception review. Quality control is further supported through OnBase, which randomly selects 10% of first-year reads for secondary review. When issues are identified, such as missing human-read scores or incorrect denials, readers meet with senior staff to review the case and make any needed corrections.

Special Talent Admissions

At UC Merced, special talent review is reserved exclusively for student-athletes and is conducted through a blind review process. All applicants are first considered through the standard admissions review. Only applicants who are not admitted through the standard process and who are identified by Athletics may be considered through special talent review.

The special talent process begins with the submission of a review sheet to the Senior Associate Director of Recreation and Athletics. Athletics staff then work with coaching staff to assemble the documentation, talent verification, and other supporting materials needed to make a recommendation. If a recruit is recommended, the Director of Recreation and Athletics confirms that the necessary review steps have been completed and approves or declines the recommendation.

The Director of Undergraduate Admissions then reviews the recommendation and supporting documentation to determine whether the applicant should be admitted through special talent review, referred to the Admission by Exception Committee for further consideration, or declined. Under the Memorandum of Understanding between the two offices, up to 10 special talent admits are permitted each academic year. For fall 2025, three students were admitted through this process.

Transfer Admissions

Transfer selection at UC Merced is based on applicant eligibility and preparation for the primary or alternate major. Faculty in the relevant school or department also provide academic criteria used in school-level review when an applicant meets some, but not all, selection criteria and requires further evaluation by the academic unit.

Department selection criteria are reviewed and approved by the Office of Admissions. In addition, department readers are required to sign reader agreements and complete implicit bias training before reviewing files.

For the fall 2025 cycle, the transfer quality assurance review selected 1,151/5,189 transfer files for a Quality Assurance Review. Consistent with standard practice, all new readers also received a Quality Assurance Review from another evaluation staff member. This process helps promote consistency and accuracy in transfer decision-making.

Riverside

First-Year Admission

Comprehensive review is the process by which UC Riverside evaluates first-year applicants, who meet minimum UC requirements. UC Riverside admits first-year applicants using a fixed-weighted admission model with multiple measures of achievement and promise, while considering the context in which each student has demonstrated accomplishment. This approach has evolved over time to support our commitment to maintaining an inclusive undergraduate population, especially as the campus becomes more selective.

UC Riverside calculates an Academic Index Score (AIS) that weighs five factors in an additive model for all first-year applicants. These five factors are a subset of the 13 factors that are recommended by the Board of Admissions and Relations with Schools (BOARS) and approved by the UC Regents. UC Riverside faculty have designated high school GPA, number of AP/IB/College courses, Eligibility in the Local Context, first-generation status and low family income for inclusion in the AIS. The weighting of these factors results in a student body that is most likely to succeed and graduate while maintaining diversity. The admission rate for fall 2025 was 87%.

Augmented Review

UC Riverside does not currently use an augmented review process, nor are there plans to implement such a process as part of our comprehensive review in the near future.

Admission by Exception (AbyE)

The Admissions by Exception (AbyE) offer of admission is reserved for applicants who do not meet current campus admission requirements, but meet a set of minimum academic requirements and fall into one of the following categories:

1. Have a special talent or are defined as “other” students
 - a. Students defined as “other” may be considered for AbyE if one or more of the following factors have been demonstrated at an exceptional level: outstanding achievement in a specific subject area; self-motivation and initiative; leadership; public or community service; completion of significant special projects; special endorsement of academic promise from their school; demonstration of academic promise by achievement in specific areas of study; and/or marked improvement in academic performance as demonstrated by academic grade point average and/or enrollment in accelerated, challenging course work (e.g., honors, Advanced Placement, International Baccalaureate, and transferable college courses).
2. Have attained academic achievement despite coming from disadvantaged circumstances, including but not limited to low-income students, first-generation college students, and those from LCFF+ schools.

Applicants who qualify for AbyE may be identified by the Undergraduate Admissions office in its regular review of applications, by studio arts, or by athletics. All applicants admitted by exception are reviewed and approved by three senior campus leaders.

Number of California Resident applicants who were admitted by exception, by level.

- First-year students admitted by exception = 23

- Transfer students admitted by exception = 118

Number of California Resident students admitted by exception who enrolled, by level.

- First-year students admitted by exception who enrolled = 20 students
- Transfer students admitted by exception who enrolled = 117 students

Reader Training and Certification Process

UC Riverside does not employ holistic review nor application readers; however, our Undergraduate Admissions counselors are required to participate in our annual Admissions Ethics and Conflict of Interest Training as well as Application Evaluation Training. These trainings include an overview of UC's admissions policies, UC Riverside's Comprehensive Review and supplemental review processes, staff expectations to uphold the highest standards of professional integrity, security, and confidentiality related to student applications.

Special Talent Admissions

Special talent admission is inclusive of any circumstance in which an applicant is considered for admission to UC Riverside primarily on the basis of their special talent. Special talent refers to a talent that is non-academic in nature (e.g., athletic or visual and performing arts). Applicants who qualify for Special Talent Admissions are typically identified by the Undergraduate Admissions office following the regular review of applications by the studio arts or athletics departments. These applicants must undergo a multi-step verification process to confirm qualifications or credentials for the special talent or sport.

Approval from a member of senior leadership from an office external to the recommending department is required for all applicants recommended for admission primarily on the basis of special talent. The person serving in this capacity can be either the Director of Undergraduate Admissions or the Associate Vice Chancellor of Enrollment Services.

Other Campus Topics

UC Riverside reached record numbers of fall 2025 applications reflecting its commitment to growing enrollment in alignment with the UC 2030 and campus central campus plans. The Undergraduate Admissions Office has strategically targeted areas of growth in specific majors and colleges in consideration of UC Riverside's student and industry needs, instructional and campus capacity, competitive context, and dedication to maintaining a strong academic profile.

In its commitment to transforming students' lives by eliminating barriers, decreasing equity gaps, and strategic collaboration, the campus also participated in the early referral program providing increased access for thousands of California residents to apply to the campus.

The Undergraduate Office will work closely with its campus partners to identify areas for staff expansion and invest in strategic hiring in order to support the growing application pool and enrollment demands.

Transfer Admissions

UC Riverside attempts to accommodate as many qualified transfer students as possible, with priority given to students attending a California Community College, through the Transfer Comprehensive Review process. In addition to meeting minimum UC eligibility requirements,

transfer students will be selected on the basis of academic preparation as assessed by their GPA in all transferable coursework and completion of required major preparatory coursework where applicable. These GPA cuts and preparatory work may vary annually, depending on the size of the applicant pool as well as major and college enrollment targets. Applicants with 120 quarter units or more of transferable upper- and lower-division coursework for UC are also subject to screening beyond the minimum requirements for transfer students.

UC Riverside is one of the six campuses that offered the Transfer Admissions Guarantee (TAG) and was proud to offer a guarantee in all undergraduate majors except art studio for the fall 2025 term. In order to receive a TAG, students must meet additional GPA and major preparation requirements.

To ensure that UC Riverside maintains a fair and unbiased transfer admissions process, the campus has implemented a transfer application quality assurance process in which Undergraduate Admissions (UGA) randomly selects 100 transfer applicants per application term for a second application review. The initial review is performed by an admissions counselor and the second review is performed by a member of the UGA leadership team.

UC Riverside remains dedicated to recruiting transfer students, a strategy that has yielded significant progress towards achieving a balanced 2:1 enrollment ratio of first-year to transfer students.

San Diego

Comprehensive Review

UC San Diego values creating and maintaining a community where diversity of thought and experiences provide all students with the opportunity for growth and self-discovery. Toward that end, Undergraduate Admissions seeks to admit students who demonstrate strong academic achievement, exceptional talent, and a diversity of abilities, backgrounds, and personal experiences characteristic of California. We also strive to select scholars from across the nation and around the globe who possess those same qualities. By building a community of scholars with unique experiences, skill sets, and interests, we can further enhance the undergraduate experience for all Tritons.

Following BOARS's guidelines to use multiple measures of achievement and promise within context, UC San Diego employs a holistic approach to comprehensive review at the first-year level which allows for a rigorous, individualized, and qualitative assessment of each applicant's entire file. The review is based on factors developed by BOARS and endorsed and approved by the UC Academic Senate as well as UC San Diego's Committee on Admissions (COA). The admissions holistic review process thoughtfully considers the full spectrum of an applicant's qualifications, based on all evidence provided in the application and viewed in the context of the applicant's educational environment and personal circumstances, as well as the overall strength of the UC San Diego applicant pool.

Each first-year application is reviewed thoroughly. Application readers, including Undergraduate Admissions staff and leadership, participate annually in an extensive training and certification protocol that includes implicit bias training.

Augmented Review

UC San Diego conducts an augmented assessment as part of the first-year application review process called Supplemental Review (SR). SR provides an opportunity for applicants to respond to questions concerning their involvement in pre-college programs and engagement with community-based organizations. Additionally, applicants may be prompted to submit a short narrative response to a question about overcoming challenges, an extraordinary achievement, or non-traditional schooling, depending on the SR criteria for which they have been referred. All applicants referred to SR have the opportunity to provide their seventh semester high school grades and update eighth semester coursework in progress.

Readers are instructed and trained to use the criteria outlined below to refer applicants to the SR process.

Criteria for referral of applicants to SR:

COMPOUND DISADVANTAGE:

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.

LACK OF ACCESS DUE TO ALTERNATIVE SCHOOL:

Evidence of relative lack of access to, counseling about, or support to take A-G courses, honors, Advanced Placement, or other advanced level classes, etc. which may include applicants from nontraditional high schools (e.g., home-schooled, unaccredited schools, and alternative schools).

EXTRAORDINARY ACHIEVEMENT:

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.

INCOMPLETE DUE TO EXTRAORDINARY CIRCUMSTANCES:

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.

MISSING MINIMUM:

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.

For fall 2025, 1,050 applicants, or approximately 0.77% of the first-year applicant pool, were referred to SR.

Fall 2025 UC San Diego Supplemental Review

Low-Income	303
First-Generation	501

Fifty-seven percent (n=595) responded to the inquiry and either provided the optional information for review or indicated that they wanted to opt out of providing additional information. After all SR responses were submitted, the applications were reviewed and scored one additional time by a more senior member of the admissions team. In some instances, the HR score stayed the same, in other instances, the HR score was changed. Two hundred fifty-five of the 533 applications reviewed in this process had no change to the original score. Ultimately, 121 (20%) of SR respondents were offered admission.

Admission by Exception

San Diego follows a multistep process to (1) determine whether an applicant failed to meet the minimum eligibility criteria for admission consideration, and (2) decide whether the applicant should be offered admission.

For fall 2025, the university used UC eligibility codes assigned by the UC Office of the President (UCOP) and the information provided in each application. Applicants flagged with ineligible codes were reviewed by trained application readers who handle Admission by Exception (AbyE) cases including those who were home-schooled, attended unaccredited institutions, or appeared not to have satisfied the A-G subject requirements.

A preliminary review by the Associate Director identified applicants who showed exceptional promise but did not meet the minimum requirements for one of the reasons above. If an applicant's holistic review score was comparable to those offered admission in the prior cycle, the case was forwarded to the Executive Director for further consideration. The Executive Director's Review confirmed a subset of these candidates for possible admission. Those candidates were then sent to the Admission Selection Committee for final approval and inclusion in the admission offer list. Each admitted applicant received the appropriate UC systemwide admit code and a documented rationale. In the fall 2025 cycle, four applicants were admitted by exception—one first-year student and three transfer students—and all four enrolled.

Reader Training and Certification Process

The fall 2025 cycle represented the fifteenth year of holistic review single-score implementation at the UC San Diego campus. With a first-year applicant pool of 136,812, a team of approximately 215 external readers was hired to assist an internal professional staff of 27 readers in the review of first-year applications.

All UC San Diego first-year application readers, including external readers and professional staff, participated in annual holistic review training led by the Associate Director and Assistant Director of First-Year Application Review along with a team of admissions officers that are designated as holistic review team leaders. All readers reviewed pre-recorded training modules, completed quizzes to check for understanding, and then participated in a live virtual training session. Training also included assignment to a holistic review team leader, anti-bias training, and an extensive certification process to norm application review. Those responsible for reading and scoring applications with international curriculum/coursework participated in a specialized training led by an International Admissions Officer and the Assistant Director for Nonresident Recruitment.

Prior to receiving authorization and access to review applications, all readers had to satisfactorily pass and complete the certification process. Two certification rounds were required, and an additional round assigned if it was determined that the reader was not yet proficient. Each team leader reviewed the applications completed by the individual reader for proficiency prior to granting access to the next certification check bin and provided extensive feedback to readers after the completion of each certification round.

Team leaders and members of the admissions leadership team continued to monitor application readers assigned to them throughout the first-year application review process and readers had ongoing access to team leaders through weekly office hours, email, phone, and video conference interaction. Initial monitoring of first reads of individual readers were conducted by their team leads reading behind their assigned readers for the second review. To ensure proficiency throughout the process, the third read bin was monitored. Readers generating excess third reads received further review by their team lead including interaction via email, phone, etc. For the fall 2025 cycle, 5.8% of the 136,812 first-year applications received a third read.

Applications utilized during the certification process were examples from prior cycles and representative of the overall applicant pool from that cycle. They represented a broad range of holistic review scores, including files that should be recommended for augmented/ supplemental review.

Routine check-in meetings among admissions officers, Holistic Review Team Leaders, the Assistant Director of First-Year Application Review, and the Associate Director were held to discuss trends and review overall reader performance throughout the application review cycle.

Special Talent Admissions

Acknowledging the importance of intercollegiate athletics to student life and the undergraduate experience, UC San Diego has a faculty-senate-approved “Athletics Review” policy that guides the consideration of special talents, achievements, and awards of prospective student-athletes (PSAs) during admissions. First-year applicants are evaluated within the campus’s holistic review framework; for transfer applicants, additional attention is given to major preparation where applicable.

To identify special-talent applicants, Undergraduate Admissions receives a PSA list from the Athletics Compliance Office. Each name on that list has already passed a preliminary, “competitive” academic evaluation by Undergraduate Admissions—reviewing coursework, grades, and overall competitiveness. This pre-evaluation is separate from the holistic review that occurs after an applicant submits a UC application. Only applicants who receive this preliminary clearance (sometimes following an approved supplemental review) remain on the PSA list.

All admission decisions are approved by multiple senior members of the admissions leadership team or the Associate Vice Chancellor for Enrollment Management, who is independent of the Athletics Department. For the fall 2025 cycle, 132 first-year PSAs and 37 transfer PSAs were offered admission, and all 169 enrolled.

Transfer Admissions

To meet university enrollment goals and review admissions applications at the transfer level, a thorough review of each transfer application was conducted by a team of 21 Admissions Officers and 6 Assistant Directors. Using the UC Review tool, the application review assessed the number of UC transferable units completed, completion of UC minimum subject requirements and calculated the overall grade point average in transferable units. Given the strength of the transfer applicant pool and the number of available seats, applicants to UC San Diego must exceed the 2.40/2.80 (California resident/Nonresident) minimum UC GPA requirement to gain admission.

Campus policy stipulates that transfer applicants cannot be admitted as undeclared. Therefore, transfer applicants applying to select majors must successfully complete preparatory coursework to be considered for admission. In these instances, Admissions Officers evaluate applications to determine completion of major preparation coursework and the grade point average in those courses is also calculated as part of the application assessment.

In accordance with guidelines, 100 transfer applications selected at random were reviewed by a second evaluator. During the fall 2025 process, there were four discrepancies identified that could impact admission selection in the second application review. The applications were updated appropriately and there was additional training and feedback provided to the original evaluators of the applications.

Santa Barbara

The delegated Faculty Senate committee with the authority for determining admission selection criteria at UC Santa Barbara is the Committee on Admissions, Enrollment, and Relations with Schools (CAERS). The benchmark of Santa Barbara's process is the consideration of the context in which the student has achieved UC eligibility and consideration of the full range of factors presented in the application including:

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

The guiding principles and philosophy which continue to drive UC Santa Barbara's selection process are: 1) that the most equitable admissions process ensures all applicants the opportunity for review under all selection criteria, 2) that admission to the University at the freshman level is offered to students from among the top 12.5% of the high school graduates in the state of California and to students identified as Eligible in the Local Context (ELC), 3) that academic excellence and diversity among students is essential to the quality of the educational experience, and 4) that a wide range of academic achievement and academic promise criteria be used.

Fall 2025 Freshman Outcomes

UC Santa Barbara met the freshman enrollment target for fall 2025 yielding the following at third week census:

- 38% admit rate and 12% yield rate.
- Enrolled a freshman class of 74% California residents and 26% nonresident. The overall nonresident population for new and continuing students at Santa Barbara is at 17%.
- Underrepresented students made up 31% of the freshman class and 32% were first-generation.
- The academic profile remains steady with 4.29 being the average high school GPA.
- 59% of the incoming freshman class selected STEM fields. An interesting fact is that Economics saw 643 new students this fall, larger than all five engineering majors (515 students in the College of Engineering). It is increasingly difficult to convince students to explore majors outside of these areas as return on investment and the increasing cost of college are topics of conversation with parents and guardians.

Fall 2025 Transfer Outcomes

- The admit rate for fall 2025 transfer applicants was 59% as compared to 62% in fall 2024. While there can be a few factors that contributed to the drop, one is that we added a new selective major screening for Chemistry applicants. Regardless, the yield rate stayed steady at 18%.
- UC Santa Barbara enrolled a transfer class of 94% California residents and 6% nonresidents.

- Underrepresented students made up 31% of the transfer class and 31% were first-generation. These figures are similar to fall 2023 and fall 2024.
- The academic profile improved for the fall 2025 transfer class with an average GPA of 3.60, up from 3.55 in fall 2024. It should be noted that 35% of the admitted students had GPAs below 3.50 in fall 2025 versus the 39% in fall 2024. This was primarily due to dropping lower in the applicant pool in an attempt to meet the mandated 2:1 ratio.
- The vast majority of transfers (92%) enroll from a California community college. A full 32% of transfers enrolling come from just three California community colleges: Santa Barbara City College (23%), Santa Monica College (5%), and Moorpark College (4%). The local community colleges of Region VI do not reflect a large number of enrolled students for UC Santa Barbara. This amplifies the challenge of our geographic isolation and the need to draw transfer students from further distances compared to other UC campuses.
- Fall 2025 saw an increase in Transfer Admission Guarantee (TAG) submissions with 4,111 students electing to participate in TAG (up from 4,047 in fall 2024). Though 4,938 started a UC Santa Barbara TAG, only 83% submitted it. A testament to the outreach efforts and additional webinars to support students through a TAG submission.
- Subsequently, 3,749 students followed up with a fall 2025 application to Santa Barbara, or 91% of TAG applicants completing step two of TAG. From the TAG applicant pool, 2,964 students met TAG criteria and were admitted via TAG (80%). An additional 486 students who submitted a TAG but did not meet the conditions of TAG were still admitted to Santa Barbara through other selection criteria. Ultimately, 811 students enrolled who met the conditions of TAG (up from 728 in fall 2024). Our yield rate for TAG admits is 27% which shows that while students submit a TAG, they do not consider UC Santa Barbara their first choice.

Freshman Selection Methodology

Step 1: Compute ADM Score and APR Score

A computed “Admission Decision Model” (ADM) score is computed for all freshman applicants. The ADM score is a mathematical index based on GPA, Advanced Placement (AP) scores, and ELC status. The ADM score is then used to distribute applicants across 19 “Academic Preparation Review” bands, thus giving applicants an “APR” score of 0–18 points. Applicants to Engineering also receive a modified “Engineering ADM” score using a model that gives additional weight to AP Math, AP Physics, and AP Computer Science scores of 5.

Step 2: Assign Holistic PPR Score

Trained professional readers use a holistic scoring model to give each applicant between 1 (lowest score) and 9 (highest score) “Academic Promise Review” (PPR) points using criteria set forth by CAERS.

Step 3: Designate Possible SES Score

In addition to the possible 18 APR points and the 9 PPR points, applicants are reviewed using a mathematical model (non-subjective, computer generated) to generate between 0 and 9 additional “SES” points. SES designation is based on parent educational levels, family income, and high school academic factors.

Step 4: Combine APR, PPR, and SES Points for Total “APR/PPR” Score

The Academic Preparation Review (APR) score is combined with the “Academic Promise Review (PPR) score and any SES points for a possible 36-point total APR/PPR score.

Step 5: Determine UC Santa Barbara School Context Ranking

School Context, one path of admission to Santa Barbara, was adopted to expand the geographic and demographic diversity of Santa Barbara’s admit pool by evaluating students within the circumstances of their high school environment and not against those who have had greater educational opportunities because of their socio-economic status. School Context decisions are determined by ranking the applicants in ADM Rate sequence by school. Each school has a maximum number of applicants that can be admitted, determined as a percentage of the number of graduating students from the previous school year.

Step 6: Freshman Selection

After all freshman applications have received APR and PPR scores, the School Context program is run. Once the available number of spaces is allocated, additional students from that school (not yet admitted) are considered in the pool of applicants in the statewide context.

All remaining applicants who have not been designated for admission by either the UC Santa Barbara School Context process or the special selection process (see section on Special Talent below), are reviewed for admission based on their cumulative APR/PPR score. Starting at the maximum score of 36 points, bands of students are “swept” into admit status using computer-generated queries seeking the highest score and working downwards until all admission slots are filled. The Office of Institutional Research determines the cut points based on yield modeling using historic yield analysis.

Augmented Review

UC Santa Barbara does not utilize an augmented review process as part of the Comprehensive Review process.

Admission by Exception

As part of the annual review of the UC Santa Barbara Comprehensive Review process, CAERS also reviews the campus practices for Admission by Exception (AbyE). To fully assess potential candidates for AbyE, particular attention is given to applicants from specific areas including:

- Veterans, active-duty military, and/or ROTC designations
- Students residing in geographically isolated areas with limited access to support services and/or extracurricular opportunities including California rural areas, Alaska, Hawaii, and U.S. territories
- Foster youth
- Federally recognized tribes
- Re-entry students
- Students from unaccredited schools, home-schools, and Mastery Transcript schools
- Students with high composite scores but may be missing only one A-G subject matter (typically geometry or visual and performing arts)

- Transfer students with high GPA's (3.80+) who may be short 1–5 units but still meeting the required seven-course pattern.

In addition to the above groups, readers are encouraged to bring forth candidates who may reveal unusual circumstances through their Personal Insight Questions and/or show extraordinary talent that they believe might warrant closer review by senior Admission staff (Director and/or Associate Directors). Exceptional circumstances might include victims of natural disasters, students/families with serious medical issues, students affected by war or violence, and recent political refugees.

If senior Admission staff deem the students to be fully UC eligible yet fall short of the composite score needed for selection, they will process a recommendation for admissions to be processed after collecting the three required signatures to endorse the decision.

Any student, whether fully UC eligible or requiring AbyE consideration, must demonstrate extraordinary promise in one or more of the five areas for Comprehensive Review and would be an asset to the undergraduate community.

Since fall 2020, every student admitted by exception or eligible students flagged for special consideration, receives three endorsements stored in our Slate customer relationship management system. Those with signature authority include:

- Director of Admissions (mandatory signature)
- One Associate Director
- Chairperson, CAERS (mandatory signature)

After receiving final required signatures, documentation is attached to the student record within the campus application review system which is fully accessible by campus auditors for verification purposes.

Fall 2025 UC Santa Barbara Freshman Admission: Regular, Special Talent, and Admission by Exception

Freshmen Fall 2025	Applicants	Regular Admits: (UC Eligible)	Special Talent Admits: (UC Eligible)	Admits by Exception: (Not UC Eligible)
California Residents	74,671	23,939	285	33
Nonresidents	35,516	18,092	61	29
Total	110,187	42,031	346	62

- Santa Barbara enrolled 3,770 California residents for fall 2025 including 3,761 (99%) who were admitted via regular admission, 37 were admitted on a special talent, and 9 (<1%) who were AbyE students.
- 10 CA residents which were admitted through the AbyE process enrolled for fall 2025.
 - California AbyE enrolls: Five of the CA residents were missing an A-G subject (Language Other Than English [LOTE], Geometry, and Visual and Performing Arts). Three students were originally home schooled which means they did not attend an accredited high school. Two students attended a high school with non-traditional grading/assessment.

- A total of 29 nonresident freshmen were admitted AbyE and of those admits, 6 nonresidents enrolled.
 - Nonresident AbyE enrolls: 2 students had exam scores below the conditions of admission. Their academic record showed their ability to succeed at UC Santa Barbara. Four students were missing English language proficiency (ELP) exams. Admissions did not catch missing ELP scores when we admitted them (i.e., one student completed high school in the US but not a full three years which meant they should have had an ELP).

Reader Training and Certification Process

To qualify as a UC Santa Barbara reader, applicants for the position must have recent professional experience in an educational setting (teachers, counselors, school administrators, nonprofit outreach program, etc.) working with students from a variety of backgrounds. Sound professional judgment is required to accurately score applications consistent with the methodology outlined by CAERS and the score rubric. Speed is not the priority and to avoid intensifying quantity, readers are paid hourly, not by the quantity of files completed.

Training includes a thorough review of all print materials, attending virtual discussion sessions, completing a UC Implicit Bias training, and successfully completing certification. In order to achieve certification, readers are required to independently complete 2 sets of 15 samples each. Readers failing to achieve at least 80% correct (greater than 12/15), do not pass certification. If a reader passes one set and fails another, they are given feedback on the failed set and then allowed a third set to demonstrate proficiency. During the fall 2025 cycle, only one reader out of 135 total readers failed to meet certification. Additionally, 11 readers left due to time commitments, or they did not complete the mandatory training sessions.

The first 100 files of any new reader are closely monitored for accuracy by the Comprehensive Review Team. After this stage, readers are monitored weekly by a member of the Comprehensive Review Team to ensure progress and accuracy in scoring. Reader metrics are accessible for each reader via a reader management portal. Readers are expected to maintain 90% accuracy. The average third read percentage for fall 2025 was 12.3% across all readers so any individual reader at 10% are given additional training and/or asked to resign from the process if their third read percentage does not drop down to the average.

There is also a separate process for group norming and discussion. The Comprehensive Review team leads selected small sets (3 to 4 files) of “norming files” based on the topics that they uncovered in individual reader norming. This allows for group discussion around the topics where most readers have the most difficulty scoring correctly. Some examples of topics may be weighing the value of honors courses in a school that offers very few honors opportunities, evaluating applicants with extreme health or poverty issues, or the value of a single extraordinary achievement. These norming sessions are discussion-based and not quantitative exercises. The purpose is to coach readers on how to handle future samples with similar issues, not to measure each reader's success on the one discussion file.

Reliability of read scores is critical so files that go to third read are reviewed by experts on the Comprehensive Review committee or senior managers in the Office of Admissions to ensure the final score applied to the student's application is accurate.

Special Talent Admissions

All applicants to UC Santa Barbara must first be processed through the regular review process as directed by CAERS. In addition, CAERS has developed a secondary review process for special designated groups based on "Special Talent Admissions." This includes applicants to the College of Creative Studies, Dance, the Music B.M. programs, and recruited Athletes.

Special Process for College of Creative Studies (CCS)

Creative Studies applicants who meet the School Context criteria are still ranked by the ADM but are not directly admitted, instead they are flagged as school context. All CCS applicants must submit a supplemental application by early January, outlining unique academic talent in one of the disciplines offered within the college: Art, Biology, Biochemistry, Chemistry, Computing, Marine Science, Mathematics, Music Composition, Physics, and Writing and Literature. Supplemental application materials include a statement of purpose written by the students, portfolios (Art applicants), original musical compositions (Music), writing samples (Writing and Literature), and letters of recommendations. Materials are reviewed by at least two faculty members and final selections are endorsed via signature by the Dean of the college. CCS sends the final list of recommended admits to Admissions who determines if the student meets regular selection or if the student will require Admission by Exception (and thus three signatures by the Director of Admissions, Associate Director of Admissions, and Chair of CAERS). CCS applicants that were flagged as school context and not selected by the College are flagged for Admission into their alternate major or undeclared.

Special Process for Dance and Music B.M.

Dance and Music (B.M. degree applicants) participate in an audition process for admission directly into the major. The departments send a list of recommended admits to the Office of Admission for consideration. Admissions determines if the student meets regular selection or if the student will require Admission by Exception (and thus three signatures by the Director of Admissions, Associate Director of Admissions, and Chair of CAERS). Dance/Music applicants that were flagged as school context and not selected by the departments, are flagged for Admission into their alternate major or undeclared. Students not designated as UC Santa Barbara School Context and who are not recommended by Dance/Music continue through the normal selection process.

Special Process for Athletic Recruits

All prospective applicants under consideration as athletes must be evaluated by Undergraduate Admissions using the regular selection process outlined by CAERS. Those who are identified by Undergraduate Admissions as not being selective through the normal review process must be identified by Athletics as a student they are still interested in recruiting. If interest remains, Athletics submits a full information package for review by the Athletics Admission Review Committee (AARC), a subcommittee of CAERS. Athletics provides AARC with verifiable evidence of athletic talent along with full academic records to demonstrate both athletic ability and the ability to be successful in the classroom. Three faculty, along with ex-officio members (Admission Director and Faculty Representative to Athletics) meet to review each applicant with the three

voting members of the committee making the final selection recommendation to the Director of Admissions.

Transfer Admissions

Transfer selection at UC Santa Barbara is based on UC eligibility and where designated, major preparation (Engineering, Biology, Chemistry and Biochemistry, Economics, Mathematics, and Physics). UC Santa Barbara first screens applicants for completion of the minimum required courses and required 60 semester/90 quarter units.

Students requesting a major in Biology, Chemistry and Biochemistry, Economics, Engineering, Mathematics, or Physics must meet the established major preparation requirements in addition to the UC transfer eligibility requirements. Applicants to the College of Creative Studies must submit a supplemental application for faculty review, and Dance/Music applicants must pass the audition process.

Biology

All Biology (Aquatic Biology B.S., Biochemistry-Molecular Biology B.S., Biological Sciences B.A. or B.S., Ecology and Evolution B.S., Physiology B.S., Zoology B.S.) applicants are screened for completion of a one-year sequence of general chemistry with laboratory with no individual grade lower than C, completion of a sequence of major-applicable general biology with laboratory with no individual grade lower than C and achievement of a cumulative GPA of 2.7 or better in the required major preparation courses.

Economics

Transfer students applying to majors (pre-majors) within the Department of Economics must pass a pre-major screening, in addition to meeting Santa Barbara's general transfer admission/selection requirements. The major screening is completed at the time of application review (January-April). Transfer students must complete the following four courses with a 2.75 GPA before admission to Santa Barbara: macroeconomics, microeconomics, and a two course calculus series.

College of Engineering Majors

UC Santa Barbara is home to one of the smallest engineering programs in the UC system. Due to this, admission to the College of Engineering is extremely competitive. In general, each of the majors in the college will recommend a minimum major preparation GPA between 3.6 to 3.8, with no individual grade lower than C.

Mathematics

The two majors we screen for are Mathematics and Mathematical Sciences. The Admissions staff who evaluate mathematics files first evaluate a transfer file for UC eligibility. Once the student is determined to be eligible, they screen for the major preparation. A student needs Calculus I and II with a GPA of 2.75 or higher in those two classes and no grade below a C. If they are eligible and selective, we will admit them. If they do not meet the 2.75 from Calculus I and II, we will include their other math courses in the GPA to give them another chance at meeting the criteria.

Physics

Applicants to Physics must complete the UC Physics Transfer Pathway courses with at least a 3.4 GPA and have an overall UC transfer GPA of 3.4. Fall 2022 was the first year that major preparation requirements were added to the selection criteria for Physics.

College of Creative Studies

Transfer students requesting a major in the College of Creative Studies must pass the screening required by the College of Creative Studies in addition to the transfer eligibility requirements.

Dance and Music B.M.

Transfer students requesting a major in Dance and Music B.M. under the College of Letters and Science must pass an audition before a panel of faculty in addition to the transfer eligibility requirements.

Chemistry and Biochemistry

New for fall 2025, the additional screening of three majors: Chemistry B.S. and B.A. as well as Biochemistry B.S. Transfer students applying to any of the three majors are screened for coursework and a minimum GPA in said work. The following courses must show a 2.85 GPA with no grade lower than a C for selection: a full year of general chemistry with labs, a full year of Organic Chemistry with labs, and Calculus I and II. Chemistry B.S. students must also have Calculus-based Physics for science majors as part of the major selection screening process.

Once major preparation is reviewed and TAG students are identified and verified, applicants are selected for admission. All TAG eligible students are admitted first. Once this process is complete, remaining applicants are admitted based on GPA and completion of major preparation (where applicable). To ensure quality assurance, 100 applications are randomly selected for a second review. For fall 2025 one admitted student was identified that should have been denied. Given that it was our error, we maintained the admission status of the student, but they did not elect to enroll at UC Santa Barbara.

Other Campus Topics of Interest to BOARS

Application Trends

Demand for majors in the College of Engineering exceeds space capacity as we admit into the major. Applications rose in most engineering majors. The exception was Computer Science where applications dropped from 9,173 in fall 2024 down to 6,424 in fall 2025. The drop in applicants mirrored a drop in yield of admitted computer science majors. Fall 2024 had a 12% yield while fall 2025 only saw a 9% yield for computer science. The four engineering majors did not see this drop and given the desire from UC Santa Barbara's College of Engineering to maintain high quality instruction and a small (11:1) faculty-to-student ratio, a growing number of students will be turned away from the College.

Readers report seeing a growing number of applicants expressing severe anxiety, depression, attention-deficit/hyperactivity disorder (ADHD), and other mental health issues. While students talk about these topics, they do not elaborate on how it impacts their academics in the self-reported UC application. This makes it hard to review the information in our holistic review.

Staffing Challenges

Undergraduate Admissions experienced staffing turnover, especially among our outreach/admission counselor positions. Reporting mandates required by the audit add to the pressure of reviewing applications over a short period of time and have slowed the application review process. We have fewer staff evaluating more applications, which is why we release decisions later in the spring. Budget restraints on campus have also created a hiring freeze on campus which slows down the time to rehire.

Transfer 2:1

UC Santa Barbara's geographic isolation makes in-person outreach more labor intensive. More travel is required of staff to reach students not to mention the challenge of families traveling to campus. Virtual transfer appointments have supplemented in-person visits as California community colleges (CCCs) continue to deliver instruction online, reducing student traffic in transfer centers. Enrollment in California community colleges has declined as well, making competition amongst the UC campuses more obvious. Despite an increase in the number of transfer students we are serving with our new service models, Santa Barbara struggles to fully reach transfer enrollment targets. On a positive note, fall 2025 transfer did see UC Santa Barbara meet the 2:1 enrollment goal.

Santa Cruz

UC Santa Cruz deploys a holistic approach to Comprehensive Review as determined by the Academic Senate Committee on Admissions and Financial Aid (CAFA). The Holistic Review (HR) policy was implemented on our campus in 2012 and has continued to evolve to meet admission goals and outcomes sought by Santa Cruz faculty. UC Santa Cruz implements holistic review scoring where “no single factor carries a specific weight consistent across all applications in the admission review.”

For the fall 2025 cycle, Santa Cruz returned to a previous holistic scoring modality combining non-cognitive factors and academic achievement into one singular holistic review score. This HR score reflected an applicant’s full spectrum of achievement, including both academic achievement and other qualities indicating an applicant’s promise of graduating in a timely fashion and making a positive contribution to the Santa Cruz community. With the exception of Deny scores, the readers’ scores are not a final admission decision.

As in the past, the holistic approach continued to employ a thorough review of each application by professionally trained and certified reviewers (both full-time undergraduate admissions staff and seasonally hired readers), and academic achievement continues to be assessed in the context of each applicant’s academic and personal opportunities. For example, high school GPA was factored into the HR score as a percentile rank relative to two populations—applicants to UC from the same school, and the pool of applications to Santa Cruz—rather than as absolute values. International applications are read by senior reviewers trained in interpreting various international educational systems.

In addition to the HR scores, each student received a computed Student Success Indicator score in the form of a predicted first-year UC Santa Cruz GPA. Similar to the prior cycle, this was computed according to a local formula that uses various predictors of student success derived from students’ applications. A random 10% sample (10 for every 100 applications) is read a second time by senior readers, and the second score is used in selection.

For fall 2025, UC Santa Cruz admitted 72% of the 66,375 first-year applicants. We utilized the waitlist to finalize the first-year class and increased our enrollment of California residents within this cohort.

Augmented Review

Santa Cruz does not have an augmented review process.

Admission by Exception

CAFA recognizes that some students with high potential for academic success and leadership may not have satisfied all the requirements to be considered “eligible” to the University of California. Per CAFA’s Admission by Exception (AbyE) Policy, California resident applicants who are not considered UC eligible yet would otherwise demonstrate a strong ability to succeed within CAFA’s AbyE policy may be admitted “by exception,” provided that the “by exception” limit is not projected to be exceeded. Through this method, AbyE applicants are considered for admission in the same fashion as non-AbyE admits.

For the fall 2025 cohort, Santa Cruz enrolled 4,235 California residents including 4,203 admitted via regular admissions, 32 were AbyE students. Santa Cruz enrolled 1,279 transfer students with 87 of those admitted as AbyE students. A total of 3 first-year nonresident AbyE students and 3 nonresident transfer students were enrolled in the fall 2025 cohort.

Acceptable rationale for AbyE include disadvantage as measured by indicators for low-income and/or first-generation status, disability, English as a second language, unusual life circumstances, limited opportunity indicators including limited opportunity high school, nontraditional student, foster or carceral impact, or attendance at a nontraditional school or curriculum, and also veteran status. Other acceptable rationale for AbyE include academic talent or promise, potential to contribute, special talent, academic program, impact of natural disasters, or an administrative commitment in the case of an administrative or technical error.

The process for identifying applications that would require AbyE and selection for admission are separate; the individual or process that identifies the potential exception is separate from those making a final admission decision. First-year admissions reviewers identify and flag students within the review tool who do not appear to meet the eligibility requirements. CAFA, composed of a committee chair and multiple faculty, make the final decision on what groups of students are to be admitted. The Associate Vice Chancellor of Enrollment Management ensures enrollment targets are met, and the Director of Undergraduate Admissions implements the admissions decisions and notifies students of their offer of admission to the campus.

In fall 2025, UC Santa Cruz's admissions office continued the practice of requesting high school transcripts from transfer admits who were short on units to verify eligibility, which helped reduce the number of transfer enrollments coded as AbyE prior to the adoption of this practice.

Reader Training, Certification Process, and Quality Control

First-year admissions reviewers are hired and trained to review applications of first-year students using criteria approved by faculty. A team of approximately 75 external readers were hired to assist the 25 Undergraduate Admissions professional staff readers.

All first-year readers participate in the annual training and must successfully pass certification before they are able to review a first-year application. All readers must complete a CANVAS educational module with pre-recorded content and quizzes before the three-day live interactive training conducted by the evaluation leadership team. Each individual must participate in training and successfully pass a certification process with at least 70% accuracy before reading and scoring applications. Proficiency is focused on scoring the application accurately according to the faculty scoring rubric, not on how quickly applications are scored.

Application readers are also expected to maintain acceptable levels of proficiency in their scoring of applications by participating in mandatory norming sessions throughout the cycle. Proficiency is monitored during the cycle through the use of reliability applications, which reviewers are expected to score with at least 70% accuracy. Readers who do not meet this target must pause for input and corrective action from the team lead. During the norming sessions, the Holistic Review Coordination team discusses challenging cases brought to their attention by readers and/or the team leads. These applications are scored in a group setting to ensure staff are accurately applying faculty scoring criteria to the applications.

A second reader scores a random sample of 10% of applications (10 of every 100 applications). Only senior readers (with three-plus years of experience) perform second reads. They are not aware they are doing a second read and cannot observe first-read scores. There is close alignment between first- and second-read scores, and in the vast majority of cases where they differ at most by one point.

All staff who read applications must complete Implicit Bias training which is disseminated by the Office of Diversity and Inclusion at UC Santa Cruz. The training is conducted during the live reader training and is mandatory for all readers to attend.

Special Talent Admissions

For the fall 2025 cycle, all applicants to UC Santa Cruz were reviewed via the regular review process and assessed a holistic review score. The new rubric folded special talent consideration into the overarching holistic review assessment. No separate special talent review was conducted. Students with exceptionally high holistic review scores, provided that their overall scores are determined to meet or exceed the selection standards to be used for all first-round (i.e., non-waitlist) admissions offers. This process gives early notification to applicants with special talents who also meet the admission selection standards set by CAFA.

Transfer Admissions

The faculty-approved selection guidelines for admission of transfer students to UC Santa Cruz prioritizes the following comprehensive review factors: completion of a specified pattern or number of courses that meet breadth/general education requirements; completion of a specified pattern or number of courses that provide continuity with upper-division courses in the student's major, such as a UC Transfer Pathway, AA/AS degree for transfer (offered at a California community college only), or UC campus-specific major prerequisites; and grade point average in all transferable courses—especially in a UC Transfer Pathway or in major prerequisites.

Undergraduate Admissions used a quality assurance process that involved a random sampling of 100 transfer applications from the fall 2025 pool that were independently evaluated by two staff members. The first review was a full evaluation. The second independent review was a quality control review of the first to ensure staff are evaluating applications appropriately. To ensure applications are randomly selected, each transfer application, excluding Transfer Admission Guarantee applicants, was assigned a unique number.

Appendix 2: Data Tables

List of Data Tables for BOARS Comprehensive Review Report, Fall 2025 Admissions

Unless otherwise noted, all data is for the fall 2021 to fall 2025 admissions cycles and are from the UC Data Warehouse (UCDW).

Table 1: Freshman Admissions Overview

Table 2: Freshman Admissions Profile (California residents)

Table 3: Freshman Admit and Yield Rates

Table 4: Freshman Eligibility Overview (California residents)

Table 5: Freshman Eligibility Profile (California residents)

Table 6: Freshman Admissions Outcomes (California Public High School Graduates)

Table 7: UC Performance of Freshman Enrollees (California residents)

Table 8: Transfer Admissions Overview

Table 9: Transfer Admissions Profile (California Community College students)

Table 10: Transfer Admit and Yield Rates

Table 11: UC Performance of Transfer Enrollees (California residents)

Table 12: Freshman and Transfer Enrollees by Residency

Table 1: Freshman Admissions Overview

(Counts)

Residency	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
California resident	128,256	83,775	39,648	132,488	85,254	39,709	132,508	90,053	41,903	134,227	93,988	41,696	130,896	100,570	41,990
Domestic nonresident	46,197	28,091	6,071	47,196	22,753	4,422	44,914	23,696	4,477	43,356	24,041	4,130	42,406	26,183	4,753
International	29,389	19,796	6,008	31,326	17,226	4,457	29,452	17,418	4,586	29,548	18,967	4,796	32,087	21,923	5,866
Grand Total	203,842	131,662	51,727	211,010	125,233	48,588	206,874	131,167	50,966	207,131	136,996	50,622	205,389	148,676	52,609

(Year-Over-Year Change)

Residency	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
California resident				3.3%	1.8%	0.2%	0.0%	5.6%	5.5%	1.3%	4.4%	-0.5%	-2.5%	7.0%	0.7%
Domestic nonresident				2.2%	-19.0%	-27.2%	-4.8%	4.1%	1.2%	-3.5%	1.5%	-7.8%	-2.2%	8.9%	15.1%
International				6.6%	-13.0%	-25.8%	-6.0%	1.1%	2.9%	0.3%	8.9%	4.6%	8.6%	15.6%	22.3%
Grand Total				3.5%	-4.9%	-6.1%	-2.0%	4.7%	4.9%	0.1%	4.4%	-0.7%	-0.8%	8.5%	3.9%

Table 2: Freshman Admissions Profile (California residents)
(Counts)

Race/Ethnicity	2021			2022			Fall 2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	8,420	4,573	2,027	8,676	4,850	2,100	8,576	5,003	2,212	9,142	5,477	2,278	8,723	5,886	2,253
American Indian	575	378	183	764	509	273	832	585	288	849	569	309	820	602	279
Asian	38,827	28,288	15,345	41,079	29,806	16,263	40,648	30,614	16,468	40,713	31,202	16,505	40,581	33,665	16,357
Hispanic/Latino(a)	48,519	30,997	13,085	50,500	31,785	12,799	51,636	33,993	14,190	52,867	36,283	13,795	51,015	38,760	14,308
Pacific Islander	432	251	118	400	244	93	418	246	111	399	247	94	394	291	117
White	28,340	16,965	7,790	27,977	15,876	7,169	27,205	17,208	7,495	26,417	17,275	7,424	25,560	18,272	7,399
Domestic Unknown	3,143	2,323	1,100	3,092	2,184	1,012	3,193	2,404	1,139	3,840	2,935	1,291	3,803	3,094	1,277
Gender Identity															
Woman	72,338	48,519	22,875	72,803	48,385	22,677	72,015	50,336	23,861	72,508	52,127	23,442	70,238	54,418	22,748
Man	52,932	33,248	15,827	54,510	33,519	15,480	54,737	35,814	16,397	55,906	37,784	16,632	55,487	42,082	17,669
Nonbinary or another identity	1,451	936	503	3,189	1,994	995	3,562	2,353	1,051	3,179	2,144	933	2,682	2,094	947
Blank/Not Provided	1,535	1,072	443	1,986	1,356	557	2,194	1,550	594	2,634	1,933	689	2,489	1,976	626
School Type															
California Public High School	111,111	73,969	35,854	115,294	75,666	36,176	115,187	79,397	38,011	116,846	83,064	37,661	113,201	88,421	38,044
California Private High School	14,754	8,747	3,363	14,870	8,639	3,159	15,203	9,686	3,548	15,256	9,858	3,674	15,455	10,901	3,548
Other/Unknown	2,391	1,059	431	2,324	949	374	2,118	970	344	2,125	1,066	361	2,240	1,248	398
Average High School GPA	3.81	3.96	4.04	3.89	4.01	4.10	3.86	3.98	4.06	3.84	3.95	4.05	3.85	3.93	4.03
Average Number of A-G Courses	48	49	49	48	49	49	48	49	50	49	49	50	49	50	50
Average Number of Honors/AP Courses	14	16	17	14	16	17	14	15	17	14	16	18	15	16	18
First Generation Status															
First Generation	55,947	36,574	16,276	56,706	36,824	16,027	57,214	38,289	17,074	57,956	40,479	16,339	55,287	42,563	16,694
Not First Generation	69,896	45,640	22,585	72,354	46,228	22,687	71,607	49,212	23,649	72,501	50,844	24,187	71,549	54,864	24,026
Unknown	2,413	1,561	787	3,428	2,202	995	3,687	2,552	1,180	3,770	2,665	1,170	4,060	3,143	1,270
Low Income Status															
Low Income	49,622	33,061	14,942	52,569	34,791	15,461	51,865	35,179	15,940	52,988	37,508	15,295	53,129	41,195	16,393
Not Low Income	78,634	50,714	24,706	79,919	50,463	24,248	80,643	54,874	25,963	81,239	56,480	26,401	77,767	59,375	25,597
Grand Total	128,256	83,775	39,648	132,488	85,254	39,709	132,508	90,053	41,903	134,227	93,988	41,696	130,896	100,570	41,990

Table 2: Freshman Admissions Profile (California residents)
(Proportions)

Race/Ethnicity	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	6.6%	5.5%	5.1%	6.5%	5.7%	5.3%	6.5%	5.6%	5.3%	6.8%	5.8%	5.5%	6.7%	5.9%	5.4%
American Indian	0.4%	0.5%	0.5%	0.6%	0.6%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.7%
Asian	30.3%	33.8%	38.7%	31.0%	35.0%	41.0%	30.7%	34.0%	39.3%	30.3%	33.2%	39.6%	31.0%	33.5%	39.0%
Hispanic/Latino(a)	37.8%	37.0%	33.0%	38.1%	37.3%	32.2%	39.0%	37.7%	33.9%	39.4%	38.6%	33.1%	39.0%	38.5%	34.1%
Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%
White	22.1%	20.3%	19.6%	21.1%	18.6%	18.1%	20.5%	19.1%	17.9%	19.7%	18.4%	17.8%	19.5%	18.2%	17.6%
Domestic Unknown	2.5%	2.8%	2.8%	2.3%	2.6%	2.5%	2.4%	2.7%	2.7%	2.9%	3.1%	3.1%	2.9%	3.1%	3.0%
Gender Identity															
Woman	56.4%	57.9%	57.7%	55.0%	56.8%	57.1%	54.3%	55.9%	56.9%	54.0%	55.5%	56.2%	53.7%	54.1%	54.2%
Man	41.3%	39.7%	39.9%	41.1%	39.3%	39.0%	41.3%	39.8%	39.1%	41.7%	40.2%	39.9%	42.4%	41.8%	42.1%
Nonbinary or another identity	1.1%	1.1%	1.3%	2.4%	2.3%	2.5%	2.7%	2.6%	2.5%	2.4%	2.3%	2.2%	2.0%	2.1%	2.3%
Blank/Not Provided	1.2%	1.3%	1.1%	1.5%	1.6%	1.4%	1.7%	1.7%	1.4%	2.0%	2.1%	1.7%	1.9%	2.0%	1.5%
School Type															
California Public High School	86.6%	88.3%	90.4%	87.0%	88.8%	91.1%	86.9%	88.2%	90.7%	87.1%	88.4%	90.3%	86.5%	87.9%	90.6%
California Private High School	11.5%	10.4%	8.5%	11.2%	10.1%	8.0%	11.5%	10.8%	8.5%	11.4%	10.5%	8.8%	11.8%	10.8%	8.4%
Other/Unknown	1.9%	1.3%	1.1%	1.8%	1.1%	0.9%	1.6%	1.1%	0.8%	1.6%	1.1%	0.9%	1.7%	1.2%	0.9%
Average High School GPA	3.81	3.96	4.04	3.89	4.01	4.10	3.86	3.98	4.06	3.84	3.95	4.05	3.85	3.93	4.03
Average Number of A-G Courses	48	49	49	48	49	49	48	49	50	49	49	50	49	50	50
First Generation Status															
First Generation	43.6%	43.7%	41.1%	42.8%	43.2%	40.4%	43.2%	42.5%	40.7%	43.2%	43.1%	39.2%	42.2%	42.3%	39.8%
Not First Generation	54.5%	54.5%	57.0%	54.6%	54.2%	57.1%	54.0%	54.6%	56.4%	54.0%	54.1%	58.0%	54.7%	54.6%	57.2%
Unknown	1.9%	1.9%	2.0%	2.6%	2.6%	2.5%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	3.1%	3.1%	3.0%
Low Income Status															
Not Low Income	61.3%	60.5%	62.3%	60.3%	59.2%	61.1%	60.9%	60.9%	62.0%	60.5%	60.1%	63.3%	59.4%	59.0%	61.0%
Low Income	38.7%	39.5%	37.7%	39.7%	40.8%	38.9%	39.1%	39.1%	38.0%	39.5%	39.9%	36.7%	40.6%	41.0%	39.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3: Freshman Admit Rates and Yield Rates

Campus	Admit Rates					Yield Rates				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Berkeley	14.4%	11.3%	11.7%	11.0%	11.3%	42.5%	46.3%	45.2%	46.0%	46.6%
Davis	48.7%	37.3%	41.6%	41.8%	44.3%	17.6%	18.1%	16.7%	16.4%	14.9%
Irvine	28.8%	21.1%	25.6%	28.6%	28.7%	20.9%	22.5%	22.0%	19.2%	18.0%
Los Angeles	10.8%	8.6%	8.7%	9.0%	9.4%	43.8%	50.3%	51.7%	50.4%	48.0%
Merced	86.6%	89.5%	88.0%	90.5%	94.3%	10.0%	8.9%	9.1%	7.2%	4.3%
Riverside	65.4%	68.7%	69.8%	76.4%	86.5%	15.1%	14.8%	13.9%	12.2%	10.9%
San Diego	34.2%	23.7%	24.5%	26.7%	28.1%	18.6%	21.1%	21.8%	20.4%	20.3%
Santa Barbara	29.2%	25.8%	27.8%	33.0%	38.2%	15.9%	17.3%	16.4%	13.8%	12.1%
Santa Cruz	58.7%	46.8%	62.5%	65.8%	72.5%	11.5%	12.5%	10.2%	9.3%	9.6%
Residency										
California resident	65.3%	64.3%	68.0%	70.0%	76.8%	47.3%	46.6%	46.5%	44.4%	41.8%
Domestic nonresident	60.8%	48.2%	52.8%	55.5%	61.7%	21.6%	19.4%	18.9%	17.2%	18.2%
International	67.4%	55.0%	59.1%	64.2%	68.3%	30.3%	25.9%	26.3%	25.3%	26.8%
Grand Total	64.6%	59.3%	63.4%	66.1%	72.4%	39.3%	38.8%	38.9%	37.0%	35.4%

Table 4: Freshman Eligibility Overview (California residents)

Eligibility Category	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
Index and ELC				40,608	35,338	20,931	30,691	27,974	17,086	27,865	26,076	16,011	30,475	28,716	17,218
Index Only				25,629	17,563	8,120	32,796	25,278	12,096	33,541	26,607	12,724	31,190	25,511	10,788
ELC Only	36,468	32,903	19,449	6,270	4,938	2,074	4,045	3,340	1,536	2,717	2,388	1,109	3,203	2,794	1,242
Entitled to Review	83,569	49,452	19,717	53,666	26,295	8,181	57,946	32,203	10,759	62,431	36,981	11,322	59,194	41,589	12,199
Do Not Meet Index, ELC, or ETR criteria	8,219	1,420	482	6,315	1,120	403	7,030	1,258	426	7,673	1,936	530	6,834	1,960	543
Grand Total	128,256	83,775	39,648	132,488	85,254	39,709	132,508	90,053	41,903	134,227	93,988	41,696	130,896	100,570	41,990

Eligibility Category	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
Index and ELC				31%	41%	53%	23%	31%	41%	21%	28%	38%	23%	29%	41%
Index Only				19%	21%	20%	25%	28%	29%	25%	28%	31%	24%	25%	26%
ELC Only	28%	39%	49%	5%	6%	5%	3%	4%	4%	2%	3%	3%	2%	3%	3%
Entitled to Review	65%	59%	50%	41%	31%	21%	44%	36%	26%	47%	39%	27%	45%	41%	29%
Do Not Meet Index, ELC, or ETR criteria	6%	2%	1%	5%	1%	1%	5%	1%	1%	6%	2%	1%	5%	2%	1%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Eligibility Category	2021		2022		2023		2024		2025	
	Admit Rate	Yield Rate	Admit Rate	Yield Rate	Admit Rate	Yield Rate	Admit Rate	Yield Rate	Admit Rate	Yield Rate
Index and ELC			87%	59%	91%	61%	94%	61%	94%	60%
Index Only			69%	46%	77%	48%	79%	48%	82%	42%
ELC Only	90%	59%	79%	42%	83%	46%	88%	46%	87%	44%
Entitled to Review	59%	40%	49%	31%	56%	33%	59%	31%	70%	29%
Do Not Meet Index, ELC, or ETR criteria	17%	34%	18%	36%	18%	34%	25%	27%	29%	28%
Grand Total	65%	47%	64%	47%	68%	47%	70%	44%	77%	42%

Eligibility Category	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
Index and ELC				40,608	35,338	20,931	-9,917	-7,364	-3,845	-2,826	-1,898	-1,075	2,610	2,640	1,207
Index Only				25,629	17,563	8,120	7,167	7,715	3,976	745	1,329	628	-2,351	-1,096	-1,936
ELC Only				-30,198	-27,965	-17,375	-2,225	-1,598	-538	-1,328	-952	-427	486	406	133
Entitled to Review				-29,903	-23,157	-11,536	4,280	5,908	2,578	4,485	4,778	563	-3,237	4,608	877
Do Not Meet Index, ELC, or ETR criteria				-1,904	-300	-79	715	138	23	643	678	104	-839	24	13
Grand Total				4,232	1,479	61	20	4,799	2,194	1,719	3,935	-207	-3,331	6,582	294

Note: The statewide index was not used for fall 2021. The statewide index changed in 2021 to use HSGPA and number of A-G courses; previously it used HSGPA and SAT/ACT scores.

Table 5: Freshman Eligibility Profile (California residents)
(Counts)

Race/Ethnicity	2025																	
	Index and ELC			Index Only			ELC Only			Entitled to Review			Do Not Meet Index, ELC, or ETR criteria			Grand Total		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	1,125	1,052	626	1,421	1,142	477	228	191	89	4,969	3,311	1,007	980	190	54	8,723	5,886	2,253
American Indian	167	157	93	194	159	78	20	18		383	248	95	56	20	7	820	602	279
Asian	11,168	10,616	6,997	12,624	10,884	4,993	498	413	233	14,891	11,184	3,936	1,400	568	198	40,581	33,665	16,357
Hispanic/Latino(a)	10,517	10,013	5,669	6,761	5,570	2,343	2,065	1,864	788	28,320	20,547	5,342	3,352	766	166	51,015	38,760	14,308
Pacific Islander	80	74	48	84	65	33	7	7		199	137	35	24	8		394	291	117
White	6,255	5,708	3,176	8,599	6,469	2,416	362	284	118	9,453	5,470	1,590	891	341	99	25,560	18,272	7,399
Domestic Unknown	1,163	1,096	609	1,507	1,222	448	23	17	7	979	692	194	131	67	19	3,803	3,094	1,277
Gender Identity																		
Woman	16,591	15,729	9,408	16,977	14,076	6,138	1,816	1,600	732	31,313	21,989	6,196	3,541	1,024	274	70,238	54,418	22,748
Man	12,674	11,852	7,215	12,479	10,014	4,111	1,307	1,121	480	25,990	18,258	5,621	3,037	837	242	55,487	42,082	17,669
Nonbinary or another identity	519	493	310	731	624	302	62	57	24	1,233	875	295	137	45	16	2,682	2,094	947
Blank/Not Provided	691	642	285	1,003	797	237	18	16	6	658	467	87	119	54	11	2,489	1,976	626
School Type																		
California Public High School	28,153	26,629	16,187	24,206	20,340	9,201	3,158	2,756	1,229	52,645	37,646	11,171	5,039	1,050	256	113,201	88,421	38,044
California Private High School	2,322	2,087	1,031				36	30		5,607	3,407	865	507	207	56	15,455	10,901	3,548
Other/Unknown							9	8		942	536	163	1,288	703	231	2,240	1,248	398
First Generation Status																		
First Generation	11,376	10,959	6,535	7,049	6,174	2,949	2,264	2,019	892	30,656	22,560	6,128	3,942	851	190	55,287	42,563	16,694
Not First Generation	18,114	16,844	10,136	22,843	18,290	7,438	891	736	337	26,993	17,946	5,771	2,708	1,048	344	71,549	54,864	24,026
Unknown	985	913	547	1,298	1,047	401	48	39	13	1,545	1,083	300	184	61	9	4,060	3,143	1,270
Low Income Status																		
Low Income	10,562	10,217	6,161	7,096	6,297	3,060	2,114	1,910	844	29,367	21,828	6,105	3,990	943	223	53,129	41,195	16,393
Not Low Income	19,913	18,499	11,057	24,094	19,214	7,728	1,089	884	398	29,827	19,761	6,094	2,844	1,017	320	77,767	59,375	25,597
Grand Total	30,475	28,716	17,218	31,190	25,511	10,788	3,203	2,794	1,242	59,194	41,589	12,199	6,834	1,960	543	130,896	100,570	41,990

Table 5: Freshman Eligibility Profile (California residents)
(Proportions)

Race/Ethnicity	Index and ELC			Index Only			2025 ELC Only			Entitled to Review			Do Not Meet Index, ELC, or ETR criteria			Grand Total		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	3.7%	3.7%	3.6%	4.6%	4.5%	4.4%	7.1%	6.8%	7.2%	8.4%	8.0%	8.3%	14.3%	9.7%	9.9%	6.7%	5.9%	5.4%
American Indian	0.5%	0.5%	0.5%	0.6%	0.6%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.8%	0.8%	1.0%	1.3%	0.6%	0.6%	0.7%
Asian	36.6%	37.0%	40.6%	40.5%	42.7%	46.3%	15.5%	14.8%	18.8%	25.2%	26.9%	32.3%	20.5%	29.0%	36.5%	31.0%	33.5%	39.0%
Hispanic/Latino(a)	34.5%	34.9%	32.9%	21.7%	21.8%	21.7%	64.5%	66.7%	63.4%	47.8%	49.4%	43.8%	49.0%	39.1%	30.6%	39.0%	38.5%	34.1%
Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%
White	20.5%	19.9%	18.4%	27.6%	25.4%	22.4%	11.3%	10.2%	9.5%	16.0%	13.2%	13.0%	13.0%	17.4%	18.2%	19.5%	18.2%	17.6%
Domestic Unknown	3.8%	3.8%	3.5%	4.8%	4.8%	4.2%	0.7%	0.6%	0.6%	1.7%	1.7%	1.6%	1.9%	3.4%	3.5%	2.9%	3.1%	3.0%
Gender Identity																		
Woman	54.4%	54.8%	54.6%	54.4%	55.2%	56.9%	56.7%	57.3%	58.9%	52.9%	52.9%	50.8%	51.8%	52.2%	50.5%	53.7%	54.1%	54.2%
Man	41.6%	41.3%	41.9%	40.0%	39.3%	38.1%	40.8%	40.1%	38.6%	43.9%	43.9%	46.1%	44.4%	42.7%	44.6%	42.4%	41.8%	42.1%
Nonbinary or another identity	1.7%	1.7%	1.8%	2.3%	2.4%	2.8%	1.9%	2.0%	1.9%	2.1%	2.1%	2.4%	2.0%	2.3%	2.9%	2.0%	2.1%	2.3%
Blank/Not Provided	2.3%	2.2%	1.7%	3.2%	3.1%	2.2%	0.6%	0.6%	0.5%	1.1%	1.1%	0.7%	1.7%	2.8%	2.0%	1.9%	2.0%	1.5%
School Type																		
California Public High School	92.4%	92.7%	94.0%	77.6%	79.7%	85.3%	98.6%	98.6%	99.0%	88.9%	90.5%	91.6%	73.7%	53.6%	47.1%	86.5%	87.9%	90.6%
California Private High School	7.6%	7.3%	6.0%	22.4%	20.3%	14.7%	1.1%	1.1%	0.8%	9.5%	8.2%	7.1%	7.4%	10.6%	10.3%	11.8%	10.8%	8.4%
Other/Unknown				0.0%	0.0%	0.0%	0.3%	0.3%	0.2%	1.6%	1.3%	1.3%	18.8%	35.9%	42.5%	1.7%	1.2%	0.9%
First Generation Status																		
First Generation	37.3%	38.2%	38.0%	22.6%	24.2%	27.3%	70.7%	72.3%	71.8%	51.8%	54.2%	50.2%	57.7%	43.4%	35.0%	42.2%	42.3%	39.8%
Not First Generation	59.4%	58.7%	58.9%	73.2%	71.7%	68.9%	27.8%	26.3%	27.1%	45.6%	43.2%	47.3%	39.6%	53.5%	63.4%	54.7%	54.6%	57.2%
Unknown	3.2%	3.2%	3.2%	4.2%	4.1%	3.7%	1.5%	1.4%	1.0%	2.6%	2.6%	2.5%	2.7%	3.1%	1.7%	3.1%	3.1%	3.0%
Low Income Status																		
Low Income	35.3%	35.6%	35.8%	24.5%	24.7%	28.4%	68.1%	68.4%	68.0%	51.9%	52.5%	50.0%	46.9%	48.1%	41.1%	39.9%	41.0%	39.0%
Not Low Income	64.7%	64.4%	64.2%	75.5%	75.3%	71.6%	31.9%	31.6%	32.0%	48.1%	47.5%	50.0%	53.1%	51.9%	58.9%	60.1%	59.0%	61.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6: Freshman Admissions Outcomes (California Public High School Graduates)

	2021	2022	2023	2024	2025
CA Public High School Graduates*	433,740	454,492	440,117	454,768	453,624
All CA Pub HS Applicants	112,016	116,192	116,043	117,766	114,252
% of CA Pub HS Graduates	25.8%	25.6%	26.4%	25.9%	25.2%
CA Pub HS Applicants Guaranteed Admission	33,901	63,517	58,322	55,250	55,519
% of CA Pub HS Graduates	7.8%	14.0%	13.3%	12.1%	12.2%
Admitted "ETR" Students	42,536	23,552	28,980	33,509	37,648
% of CA Pub HS Graduates	9.8%	5.2%	6.6%	7.4%	8.3%
Applicants Guaranteed Admission plus ETR Admits	73,230	75,205	78,853	81,886	87,374
% of CA Pub HS Graduates	16.9%	16.5%	17.9%	18.0%	19.3%
Guaranteed Admits** plus ETR Admits	76,437	87,069	87,302	88,759	93,167
% of CA Pub HS Graduates	17.6%	19.2%	19.8%	19.5%	20.5%
Total Admitted to Campus of Choice	71,240	72,028	75,472	79,518	86,387
% of CA Pub HS Graduates	16.4%	15.8%	17.1%	17.5%	19.0%

* CA public high school graduate totals are from California Department of Education.

** Applicants guaranteed admission who were not admitted to a campus to which they applied are offered the opportunity to enroll at a UC campus via the referral process. Only those who accept the offer are formally admitted.

Table 7: UC Performance of Freshman Enrollees (California residents)

Fall	Enrollees	First Year Persistence Rate	First Year Average UC GPA	First Year Academic Notice Rate
2021	39,648	92.0%	3.24	6.2%
2022	39,709	93.1%	3.28	5.1%
2023	41,903	92.9%	3.27	5.2%
2024	41,696	93.7%	3.30	4.8%

Table 8: Transfer Admissions Overview
(Counts)

Residency	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
California resident	39,442	26,736	18,825	35,444	24,985	17,763	34,837	24,977	17,907	38,195	26,593	18,673	39,110	27,648	19,096
Domestic nonresident	1,470	439	154	1,304	379	135	1,329	403	145	1,372	407	140	1,368	447	173
International	5,401	3,485	2,530	3,940	2,310	1,663	3,629	2,155	1,535	4,077	2,393	1,658	4,422	2,766	1,961
Grand Total	46,313	30,660	21,509	40,688	27,674	19,561	39,795	27,535	19,587	43,644	29,393	20,471	44,900	30,861	21,230

(Year Over Year Change)

Residency	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
California resident				-10.1%	-6.5%	-5.6%	-1.7%	0.0%	0.8%	9.6%	6.5%	4.3%	2.4%	4.0%	2.3%
Domestic nonresident				-11.3%	-13.7%	-12.3%	1.9%	6.3%	7.4%	3.2%	1.0%	-3.4%	-0.3%	9.8%	23.6%
International				-27.1%	-33.7%	-34.3%	-7.9%	-6.7%	-7.7%	12.3%	11.0%	8.0%	8.5%	15.6%	18.3%
Grand Total				-12.1%	-9.7%	-9.1%	-2.2%	-0.5%	0.1%	9.7%	6.7%	4.5%	2.9%	5.0%	3.7%

Table 9: Transfer Admissions Profile (California Community College students)
(Counts)

Race/Ethnicity	2021			2022			Fall 2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	2,161	1,326	888	1,938	1,288	880	1,954	1,281	877	2,107	1,367	920	2,136	1,433	928
American Indian	203	132	91	242	186	135	289	198	152	279	204	147	275	196	132
Asian	10,254	7,704	5,907	9,219	7,270	5,632	8,923	7,253	5,636	9,625	7,555	5,819	10,010	8,018	6,061
Hispanic/Latino(a)	11,778	8,150	5,380	9,929	7,186	4,812	9,441	6,886	4,701	10,636	7,679	5,020	11,044	8,081	5,165
Pacific Islander	132	88	61	118	72	50	87	63	37	111	72	47	119	85	52
White	10,438	7,547	5,361	9,146	6,931	5,025	8,706	6,751	4,945	9,173	7,117	5,105	9,324	7,213	5,105
Domestic Unknown	694	509	377	604	465	331	688	569	432	743	582	418	730	560	421
International	3,257	2,752	2,094	2,217	1,824	1,379	1,815	1,513	1,138	2,083	1,723	1,269	2,382	2,010	1,517
Gender Identity															
Woman	19,539	14,673	10,440	16,233	12,635	9,135	15,275	12,110	8,923	16,267	12,693	9,056	16,565	13,015	9,133
Man	18,176	12,666	9,119	15,876	11,575	8,391	15,168	11,260	8,161	16,751	12,274	8,782	17,667	13,230	9,293
Nonbinary or another identity	729	522	362	905	696	498	1,011	774	569	1,205	907	621	1,275	958	685
Blank/Not Provided	473	347	238	399	316	220	449	370	265	534	425	286	513	393	270
First Generation Status															
First Generation	19,869	14,135	9,678	16,253	11,962	8,304	15,251	11,367	7,983	16,190	11,878	8,004	16,708	12,473	8,293
Not First Generation	17,973	13,251	9,881	16,199	12,504	9,386	15,738	12,418	9,406	17,539	13,611	10,156	18,228	14,254	10,456
Unknown	1,075	822	600	961	756	554	914	729	529	1,028	810	585	1,084	869	632
Low Income Status															
Low Income	12,746	9,566	6,602	10,770	8,252	5,780	9,809	7,638	5,438	10,904	8,330	5,727	11,575	8,959	6,077
Not Low Income	26,171	18,642	13,557	22,643	16,970	12,464	22,094	16,876	12,480	23,853	17,969	13,018	24,445	18,637	13,304
Grand Total	38,917	28,208	20,159	33,413	25,222	18,244	31,903	24,514	17,918	34,757	26,299	18,745	36,020	27,596	19,381

Note: Almost all California resident transfer applicants, admits, and new enrollees come from California Community Colleges--85.9%, 92.4%, and 93.4%, respectively, in fall 2025.

Table 9: Transfer Admissions Profile (California Community College students)
(Proportions)

Race/Ethnicity	2021			2022			2023			2024			2025		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	5.6%	4.7%	4.4%	5.8%	5.1%	4.8%	6.1%	5.2%	4.9%	6.1%	5.2%	4.9%	5.9%	5.2%	4.8%
American Indian	0.5%	0.5%	0.5%	0.7%	0.7%	0.7%	0.9%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.7%	0.7%
Asian	26.3%	27.3%	29.3%	27.6%	28.8%	30.9%	28.0%	29.6%	31.5%	27.7%	28.7%	31.0%	27.8%	29.1%	31.3%
Hispanic/Latino(a)	30.3%	28.9%	26.7%	29.7%	28.5%	26.4%	29.6%	28.1%	26.2%	30.6%	29.2%	26.8%	30.7%	29.3%	26.6%
Pacific Islander	0.3%	0.3%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
White	26.8%	26.8%	26.6%	27.4%	27.5%	27.5%	27.3%	27.5%	27.6%	26.4%	27.1%	27.2%	25.9%	26.1%	26.3%
Domestic Unknown	1.8%	1.8%	1.9%	1.8%	1.8%	1.8%	2.2%	2.3%	2.4%	2.1%	2.2%	2.2%	2.0%	2.0%	2.2%
International	8.4%	9.8%	10.4%	6.6%	7.2%	7.6%	5.7%	6.2%	6.4%	6.0%	6.6%	6.8%	6.6%	7.3%	7.8%
Gender Identity															
Woman	50.2%	52.0%	51.8%	48.6%	50.1%	50.1%	47.9%	49.4%	49.8%	46.8%	48.3%	48.3%	46.0%	47.2%	47.1%
Man	46.7%	44.9%	45.2%	47.5%	45.9%	46.0%	47.5%	45.9%	45.5%	48.2%	46.7%	46.8%	49.0%	47.9%	47.9%
Nonbinary or another identity	1.9%	1.9%	1.8%	2.7%	2.8%	2.7%	3.2%	3.2%	3.2%	3.5%	3.4%	3.3%	3.5%	3.5%	3.5%
Blank/Not Provided	1.2%	1.2%	1.2%	1.2%	1.3%	1.2%	1.4%	1.5%	1.5%	1.5%	1.6%	1.5%	1.4%	1.4%	1.4%
First Generation Status															
First Generation	51.1%	50.1%	48.0%	48.6%	47.4%	45.5%	47.8%	46.4%	44.6%	46.6%	45.2%	42.7%	46.4%	45.2%	42.8%
Not First Generation	46.2%	47.0%	49.0%	48.5%	49.6%	51.4%	49.3%	50.7%	52.5%	50.5%	51.8%	54.2%	50.6%	51.7%	53.9%
Unknown	2.8%	2.9%	3.0%	2.9%	3.0%	3.0%	2.9%	3.0%	3.0%	3.0%	3.1%	3.1%	3.0%	3.1%	3.3%
Low Income Status															
Not Low Income	67.2%	66.1%	67.3%	67.8%	67.3%	68.3%	69.3%	68.8%	69.7%	68.6%	68.3%	69.4%	67.9%	67.5%	68.6%
Low Income	32.8%	33.9%	32.7%	32.2%	32.7%	31.7%	30.7%	31.2%	30.3%	31.4%	31.7%	30.6%	32.1%	32.5%	31.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 10: Transfer Admit Rates and Yield Rates

Admit Rates						Yield Rates				
Campus	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Berkeley	19.4%	23.6%	26.2%	22.3%	21.7%	42.5%	46.3%	45.2%	46.0%	46.6%
Davis	50.4%	58.2%	64.3%	58.3%	56.4%	17.6%	18.1%	16.7%	16.4%	14.9%
Irvine	37.4%	40.1%	42.9%	39.4%	38.9%	20.9%	22.5%	22.0%	19.2%	18.0%
Los Angeles	19.1%	23.9%	25.8%	22.7%	22.8%	43.8%	50.3%	51.7%	50.4%	48.0%
Merced	61.6%	63.6%	65.4%	63.3%	71.7%	10.0%	8.9%	9.1%	7.2%	4.3%
Riverside	62.6%	60.9%	56.3%	57.3%	67.3%	15.1%	14.8%	13.9%	12.2%	10.9%
San Diego	54.1%	57.9%	61.4%	54.2%	51.9%	18.6%	21.1%	21.8%	20.4%	20.3%
Santa Barbara	48.8%	58.1%	60.2%	61.7%	59.1%	15.9%	17.3%	16.4%	13.8%	12.1%
Santa Cruz	57.7%	60.6%	64.1%	63.8%	68.3%	11.5%	12.5%	10.2%	9.3%	9.6%
Residency										
California resident	67.8%	70.5%	71.7%	69.6%	70.7%	70.4%	71.1%	71.7%	70.2%	69.1%
Domestic nonresident	29.9%	29.1%	30.3%	29.7%	32.7%	35.1%	35.6%	36.0%	34.4%	38.7%
International	64.5%	58.6%	59.4%	58.7%	62.6%	72.6%	72.0%	71.2%	69.3%	70.9%
Grand Total	66.2%	68.0%	69.2%	67.3%	68.7%	70.2%	70.7%	71.1%	69.6%	68.8%

Table 11: UC Performance of Transfer Enrollees (California residents)

Fall	Enrollees	First Year Persistence Rate	First Year Average UC GPA	First Year Academic Notice ..	Two-Year Graduation Rate
2021	18,825	93.2%	3.23	5.1%	64.1%
2022	17,763	94.4%	3.24	4.9%	64.6%
2023	17,907	95.0%	3.28	4.0%	66.9%
2024	18,673	95.3%	3.30	3.6%	

**Table 12: Freshman and Transfer Enrollees by Residency
(Counts)**

Applicant Level	Residency	2021	2022	2023	2024	2025
Freshman	California resident	39,648	39,709	41,903	41,696	41,990
	Domestic nonresident	6,071	4,422	4,477	4,130	4,753
	International	6,008	4,457	4,586	4,796	5,866
	Total	51,727	48,588	50,966	50,622	52,609
Transfer	California resident	18,825	17,763	17,907	18,673	19,096
	Domestic nonresident	154	135	145	140	173
	International	2,530	1,663	1,535	1,658	1,961
	Total	21,509	19,561	19,587	20,471	21,230

(Proportions)

Applicant Level	Residency	2021	2022	2023	2024	2025
Freshman	California resident	76.6%	81.7%	82.2%	82.4%	79.8%
	Domestic nonresident	11.7%	9.1%	8.8%	8.2%	9.0%
	International	11.6%	9.2%	9.0%	9.5%	11.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Transfer	California resident	87.5%	90.8%	91.4%	91.2%	89.9%
	Domestic nonresident	0.7%	0.7%	0.7%	0.7%	0.8%
	International	11.8%	8.5%	7.8%	8.1%	9.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%