Annual Report on Undergraduate Admissions Requirements and Comprehensive Review
June 2025

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

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EXECUTIVE SUMMARY

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 2020–2024; 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.

Key Findings

OVERALL FRESHMAN ADMISSION

- ❖ Total freshman applications rose in 2021 and 2022, before decreasing in 2023. This year (2024), total applications increased slightly, 0.1% from 2023 (Table 1).
    - ➢ Applications from California residents increased 13% for 2021 and another 3.3% for 2022. They remained flat for 2023 and increased 1.3% for 2024.
    - ➢ For 2021 and 2022, applications from both domestic nonresidents and international students increased before both declined for 2023. Applications from domestic nonresidents rose 44.1% in 2021 and 2.2% in 2022. International student applicants rose 10% in 2021 and 6.6% in 2022. For 2023, applications decreased from both groups, by 4.8% for domestic nonresidents and 6.0% for international students. This year, applications from domestic nonresidents decreased 3.5% and those from international students increased 0.3%.
- ❖ UC admitted 93,988 California freshman applicants for fall 2024 (Table 1). California residents comprise the vast majority of new admits and enrollees at the undergraduate level. Several significant highlights include the following:
    - ➢ Freshman admission rates varied by campus in 2024. Berkeley and UCLA remained highly selective, with 11% and 9% of applicants receiving an admission offer, respectively (Table 3).
    - ➢ The high school grade point average of the admitted and enrolled class of California freshmen dropped slightly for 2024 (Table 2.1).
    - ➢ California residents represented 82.4% of all freshman enrollees at UC for 2024 (Table 12.2).
- ❖ Nearly half of the California freshmen applicants admitted to UC for 2024 chose to enroll (44.4%). Nonresidents were far less likely to accept an offer of admission than were California residents, with 17.2% of out-of-state and 25.3% of international nonresidents choosing to enroll for 2024 (Table 3).

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[1] http://regents.universityofcalifornia.edu/governance/policies/2102.html

FRESHMAN ELIGIBILITY

❖ In 2024, 18.0% of UC's freshman applicants from California public high schools qualified for guaranteed (eligible) admission or were admitted from the Entitled to Review (ETR) pool (Table 6). This exceeds the Master Plan expectation of admitting from the top 12.5%.

❖ 12.1% of California public high school graduates who applied to UC were guaranteed admission based on ELC status and/or the statewide index and an additional 7.4% from the ETR pool were admitted (Table 6).

❖ In 2021, ETR applicants increased more than 104% due to the suspension of the statewide index (Table 4).[2] With the resumption of the use of a modified statewide index, the number of ETR applicants dropped to 53,666 for 2022. The number of ETR applicants increased to 57,946 for 2023 and to 62,431 for 2024.

❖ As with 2023, for 2024 all applicants eligible via ELC or the statewide index as well as ETR applicants who were not admitted to a campus to which they applied were offered the opportunity to enroll at a UC campus via the referral process. (Only students who are eligible via ELC or the statewide index are guaranteed a referral offer.) The 2024 referral pool consisted of 37,509 students. Among students placed in the referral pool, 2,773 (7.4%) opted in for consideration to admission at Merced and/or Riverside and 17% of these students (474) ultimately enrolled at Merced or Riverside (1.3% of the overall referral pool).[3]

FRESHMAN DEMOGRAPHICS

❖ For 2024, 43.2% of California freshman applicants were first-generation college students as were 43.1% of admits and 39.2% of enrollees (Table 2.2).

❖ The percentages of ELC-only applicants, admits, and enrollees who were first-generation were 70.7%, 72.3%, and 67.1%, respectively (Table 5).

❖ For 2024, Asian students represented the largest proportion of California freshman enrollees (39.6%) followed by Hispanic/Latino(a) students (33.1%), White (17.8%), African Americans (5.5%) American Indians (0.7%), and Pacific Islander (0.2%) (Table 2.2).

FRESHMAN ACADEMIC PERFORMANCE

❖ New freshmen continue to earn strong GPAs at UC. The mean first-year UC GPA for California freshmen who started in 2023 was 3.27, and 92.9% of first-year California residents who enrolled in 2023 moved on to their second year (Table 7).

TRANSFER ADMISSION & ACADEMIC PERFORMANCE

❖ California resident transfer applicants increased 9.6% for 2024. Applications from international transfers increased by 12.3% while domestic nonresident transfers increased by 3.2% (Table 8.2). In 2024, UC admitted 69.6% of California resident transfers applicants, for a total of 26,593 admits (Tables 8.1 and 10).

❖ 91.2% of transfers enrolled in 2024 were residents, 8.1% were international students, and

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[2] A court issued a preliminary injunction in the case Smith et al. v. Regents of the University of California et al., prohibiting the University from using the SAT and ACT in freshman admissions or scholarship decisions for fall 2021 applicants. The University complied with the injunction, but it strongly disagreed with the court's decision and filed an appeal.

[3] Of the students placed in the referral pool, 4,767 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)

less than 1% were domestic nonresidents (Table 12).

❖ Asian students represented the largest proportion of transfer enrollments from California Community Colleges (31.5%) followed by White (26.4%) and Hispanic/Latino(a) (25.7%) students. (See Table 9).

❖ Two-year graduation rates for transfer students continue to improve (Table 11), increasing to 64.5% for the class that entered in 2022.

NONRESIDENTS

❖ The proportion of nonresident freshmen enrolled at UC in 2024 (including out-of-state and international students) decreased this year to 17.7% from 17.8% in 2023 (Table 12.2). The proportion of nonresident transfers (including out-of-state and international) rose to 8.8% in 2024, up from 8.5% in 2023 (Table 12.2).

Recommendations

1. BOARS recognizes that the increased enrollment of undergraduates benefits Californians from all backgrounds and from all parts of the state. A BOARS priority 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 will 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 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 associated with the COVID-19 pandemic, including student learning and learning loss.

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 while, at the same time, provide strong academic preparation for prospective UC students, including the UC Transfer Pathways and the new transfer general education curriculum, Cal-GETC. We will continue to partner with California Community College colleagues to develop and articulate general education and major preparation for transfer students but recommend maintaining UC's goal of enrolling students who are well-prepared to succeed in their chosen major and to graduate in a timely manner.

SECTION I: INTRODUCTION

I.1 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."[4] The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions,*[5] 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*.[6] 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 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)[7] status, the number of A-G and honors courses offered, socioeconomic indicators, and applicants' academic accomplishments relative to their peers.

I.2 THE FRESHMAN ADMISSIONS POLICY

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

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[4] http://regents.universityofcalifornia.edu/governance/policies/2102.html
[5] https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf
[6] https://regents.universityofcalifornia.edu/minutes/2011/board1.pdf
[7] 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.

(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.

SECTION II: APPLICATION, ADMISSION, AND ENROLLMENT OUTCOMES

II.1 APPLICATIONS

Freshman Applications. The University of California experienced steady growth in applications during the last decade, with increases for 2021 and 2022 before dropping for 2023 and remaining about flat for 2024. California applicants had a large increase for 2021 (almost 15,000 applications, or 13%) followed by a smaller increase of 3.3% for 2022, almost no change between 2022 and 2023 and a small increase of 1.3% for 2024. Domestic nonresident applications decreased by about 1,600 (3.5%) for 2024 while international applications increased by about a 100 or 0.3%. (Table 1)

Transfer Applications. As seen in Table 8.2, applications from California transfer students decreased by 9.6% in 2024.

II.2 ADMISSION

Freshman Admission. UC admitted 136,996 applicants for 2024. Table 1.2 shows systemwide trends in the number of freshman applicants and admits since 2020.

The data in Table 3 illustrate a 2.7 percentage point increase in the systemwide admit rate for 2024. All campuses except Berkeley had increases in their admission rate between 2023 and 2024.

II.2.1 The Admitted California Freshman Pool

As shown in Table 1, UC admitted 93,988 of the 134,227 California resident freshman applicants for 2024. This includes 83,064 of 116,846 public high school applicants (Table 2.1), equal to 18.3% of the total California public-high-school graduating class (estimated to be 454,768 in Table 6). The average high-school GPA of all California freshman admits was 3.95, with an average of 49 semesters of A-G courses (30 is the minimum), and 16 semesters of honors courses (Table 2.1).

A persistent question in the public conversation about UC admissions is whether UC is meeting its Master Plan obligations to California residents. Table 2.2 shows that California admits from public high schools constituted 88.4% of the total California resident admit pool in 2024. 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 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, it projected incorrectly 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. BOARS recognized the miscalculation in 2012 after UC admitted 11.6% of public high school graduates who met one or both of the 9x9 guarantees, which grew to 14.3% after adding those admitted through ETR. In 2024, 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 2024 (55,250) constitute 12.1% of the total estimated graduating class (454,768), while the admitted ETR applicants (33,509) constitute 7.4% (Table 6). Overall, the combination of these groups represents 19.5% 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.

II.2.2 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. 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 statewide index for 2022, many more applicants were eligible via both ELC and the statewide index (40,608, or a 42.9% increase from 2020) 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 2024, fewer applicants were eligible via both ELC and the statewide index (27,865), but more were eligible via the statewide index only (33,541).

II.2.3 Academic Indicators of Freshman Admits

The average profile of admitted applicants presented in Table 2.1 show the average high school GPA decreased to 3.95 for 2024 after surpassing 4.0 for the first time in 2022, which was likely due to changes in grading policy during the COVID-19 pandemic.

II.2.4 Transfer Admission

Overall UC admitted 29,393 transfer students for 2024, a 6.7% increase from 2023 (Tables 8.1 and 8.2).[8] Admission rates decreased to 69.6% for California residents for 2024 as well as for domestic nonresidents and international students (to 29.7% and 58.7%, respectively).

II.3 Enrollment Outcomes

Freshman. Systemwide, 50,622 freshmen enrolled for 2024, compared with 50,966 in 2023, 48,588 in 2022, 51,727 freshmen in 2021, and 46,709 in 2020 (Table 1). Enrollment of California resident freshmen decreased slightly for 2024 after a large increase for 2023. This represents an increase of more than 3,700 new California freshman enrollees from 2020 to 2024, a 9.8% 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 compared to

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[8] According to the Public Policy Institute of California, enrollment of the transfer-intending population in the California Community College system declined 20% between fall 2019 and fall 2021; this translates to about 150,000 fewer students.
https://www.ppic.org/blog/testimony-enrollment-declines-in-california-community-colleges/

nonresidents and international students (Table 12.2). The yield on domestic nonresidents and international applicants is much lower than that of resident students (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 2020 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, it dropped to 67,532 and for in 2024 to 64,123.

Overall, for 2024, 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 59%, with the admission rate for 2024 at 59%. Admission rates for applicants who fall into the "Other" category (who are neither eligible nor ETR) are the lowest of all applicant groups (25% in 2024). 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 1.3% of all new enrollees for 2024, 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 and/or Riverside. In 2024, 474 students from the total referral pool of 37,509 (1.3%) enrolled at Merced or Riverside.

Transfer. Systemwide, 20,471 transfers enrolled for 2024, compared with 19,587 for 2023, 19,561 for 2022, 21,509 for 2021, and 21,745 for 2020 (Table 8). California resident transfer enrollees represented 91.2% of all 2024 transfer enrollees (Table 12.2).

II.4 Attracting and Admitting Diverse Students

To help assess the extent to which UC is fulfilling its mission to provide access and opportunity to diverse populations, BOARS evaluated systemwide and campus-specific outcomes using a range of demographic indicators, including first-generation college attending, family-income level, residency, and the representation of racial/ethnic groups.

Freshman Applicants, Admits, Enrollees, and Diversity 2020–2024

This year, the new UC class of California freshman enrollees experienced decreases in the proportion of low-income and first-generation students. Tables 2.1 and 2.2 summarize the number and proportion of first-generation and low-income enrollees for the past five admission cycles.

Transfer Applicants, Admits, Enrollees, and Diversity 2020–2024

Tables 9.1 and 9.2 summarize the diversity of UC's California Community College (CCC) transfer applicants, admits, and enrollees over the past five admission cycles. For 2024, Asians were again the largest racial group among CCC transfer enrollees, at 31.5%. The proportion of Hispanic/Latino(a) students increased by 0.6 percentage points and the proportions of White students and Asian students decreased (by 0.4 and 0.2 percentage points, respectively). The proportion of African American students, American Indian, and Pacific Islander remained similar to 2023.

UC as a Vehicle of Social Mobility: The Freshman Academic Profile in 2024

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 134,227 California freshman applicants for 2024, 43.2% (57,956) were first-generation, as were 43.1% (40,479) of California admits, and 39.2% (16,339) 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 52.3%, 55.8%, and 50.6% (5,734 enrollees), respectively; among the ELC-only group the percentages were 70.7%, 72.3%, and 67.1% (744 enrollees), respectively. Overall, this means that 39.6% (6,478 of 16,339) of the first-generation enrollees for 2024 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

II.5 First-Term/First-Year Student Performance at UC

The preceding sections have addressed outcomes of the admissions process itself. One of BOARS' key roles is to ensure that the students who are admitted are ready to be successful at UC. To ensure that admission processes are working as intended, BOARS examined the performance of students after matriculation as freshmen at UC campuses. The average first-year freshman grade point average, academic notice rate,[9] and persistence rate[10] were evaluated for all students who began in 2020 through 2023. The results are presented in Table 7.

Students have continued to succeed under the current admissions policy. In all, 92.9% of the most

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[9] 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.
[10] Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.

recent cohort of first-year UC students continued to their second year.

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

The success of transfer students at UC is also very important to BOARS. BOARS examined the performance of transfer students by examining their two-year graduation rate, and the results are presented in Table 11. Transfer students entering UC from 2020 through 2022 have demonstrated improved two-year graduation rates. The "Comprehensive Review Guidelines," which list nine criteria for selecting transfer (advanced standing) applicants, are achieving the goal of selecting applicants who are prepared to complete their undergraduate education at UC.

II.7 Nonresident Admission

The 9x9 eligibility policy applies to California residents only, and while UC has maintained its commitment to admitting all eligible California residents under the Master Plan, campuses also recruit domestic and international nonresidents. Table 12 shows that nonresident freshman enrollment increased in 2021 during the COVID-19 pandemic, then dropped in 2022, 2023, and 2024. In 2024, nonresidents comprised 17.7% of all freshman enrollees, 5.6 percentage points less than 2021.[11]

BOARS recognizes that campuses have actively recruited nonresident students for a variety of reasons. The additional tuition revenue allows campuses to serve more California residents, as well as to fund access to services that benefit all UC students. BOARS also recognizes that domestic nonresident and international students contribute to campus diversity and enhance the quality of the undergraduate experience for all students.

BOARS has sought assurance from campuses that California residents are not being turned away to make room for less-qualified but higher-paying nonresidents. In June 2011, BOARS adopted a clarification[12] to its July 2009 principles for the admission of nonresidents, stating that nonresidents admitted to a campus must compare favorably to California residents admitted to that campus. In December 2011, BOARS recommended procedures[13] 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 exacting 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

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[11] 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.

[12] http://senate.universityofcalifornia.edu/_files/reports/DS_MGY_LPBOARSNRPrinciple6.pdf

[13] http://senate.universityofcalifornia.edu/_files/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf

change in policy was needed.[14] The 2024 admissions outcomes for each campus and the extent to which campuses met BOARS policy is forthcoming.

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

SECTION III: 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 personal insight questions that provide additional information for readers.

III.1 Description of Campus Selection Processes Using Comprehensive Review

BOARS asked campuses to describe their local review process. These statements are reproduced below. While local practices differ, all campuses incorporate both academic and contextual factors into their assessment of student talent and potential. At all campuses, Comprehensive Review processes incorporate a significant amount of quantitative information about student achievement (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.[15]

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[15] https://regents.universityofcalifornia.edu/governance/policies/2110.html

BERKELEY

In the fall 2024 admissions cycle, the application count to UC Berkeley plateaued from the previous year totaling 145,700 applications. First-year reader training began the first week of November so readers could be adequately trained and calibrated, allowing them to start reviewing applications as early as mid- to late-November. The early start allows the Office of Undergraduate Admissions (OUA) to complete a Holistic Review for just over 124,000 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 begin at the end of January/beginning of February, with reading continuing through the beginning of April. Within this process, over 21,000 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. A review of the work is outlined below.

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 nonacademic, 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, in the assessment of the reader, 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 of 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 2024 cycle, the ratio was 1.97:1. We place a strong emphasis on the transfer process and have a dedicated team of five staff FTE (full-time-equivalent) that make up the transfer 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 nonacademic 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 100 applications that had been sent for a second review to achieve an 80% confidence level for accuracy. This was calculated using our total transfer applicant count of 21,502. Samples were selected ensuring that the application was reviewed by two different readers and randomized via SQL script. Previous scores were not available for the second read.

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 of 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 will be read in their entirety without regard to UC eligibility. 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, 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 not to submit a letter of recommendation(s), it does not affect their opportunity for admission. In the fall 2024 cycle, UC Berkeley gave 18,754 applicants, or 15%, the opportunity to submit a letter of recommendation. Of those applicants, 7,495 submitted, and 1,487 (8%) were admitted. The demographic breakdown of those admitted were:
- Race/Ethnicity:
    - White: 101
    - Asian American: 447
    - African American: 96
    - Chicanx/Latinx: 811
    - Native American: < 5
    - Pacific Islander: < 5
    - Other/Unknown: 25
- Gender Identity
    - Different Identity: 3
    - Man: 445
    - Nonbinary: 20
    - Transgender Man/Trans Man: < 5
    - Transgender Woman/Trans Woman: < 5
    - Woman: 996
- First-generation college-going: 1,360
- From an LCFF+ high school: 685
- Received an application waiver: 1,355

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 2024 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 2024 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.

Alternatively, when a transfer application has been read only once, QC processes are initiated by a mismatch between GPAs and the recommended reader score. Quality control reviews are conducted by senior OUA staff members. In the fall 2024 cycle, OUA performed 3,686 QC reads, which is 2.96% of the applications for the first-year pool; and 3,821 transfer QC reads, or 17.73% 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 2024, 21 out of 13,741—or 0.15%—first-year admits were coded AbyE and 20 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-six transfer applicants were considered for admission with the AbyE code, 25 out of 5,514—or 0.45% were admitted and 21 matriculated to UC Berkeley.

For fall 2024, consistent administrators participating in the review and selection process approving AbyE admits were the Assistant Vice Chancellor & Director of Admissions Jocelyn De Jong, and the Associate Vice Chancellor of Enrollment & Dean of Undergraduate Admission Olufemi Ogundele. Members of the Student-Athlete Admissions Committee (SAAC) review and approve any student athletes requiring consideration for AbyE. For fall 2024, this included Sophie Volpp, Chair of the Admissions, Enrollment & Preparatory Education Academic Senate Committee; Oliver O'Reilly, Vice Provost of Undergraduate Education; John Hartwig, The Henry Rapoport Chair in Organic Chemistry, Professor of Chemistry; and/or Jenna Johnson-Hanks, Executive Dean of the College of Letters & Sciences. 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 in order 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. A quorum of four is needed to proceed with the STAC review process. It is at this stage, and at the discretion of the STAC, that applicants identified with special talents may be reviewed subsequent to the standard admissions review. Admission is not based on, or limited to, any type of quota, demographic standard, or other predetermined criteria.

Other Campus Topics
UC Berkeley's consistently large volume of applications places incredible demands on the admission professionals and continues to keep admission rates low. For fall 2024, our admission rates were at 11% for first-year admits, and 22% for transfer admits. 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.

In May 2023, the UC Board of Regents voted to establish the first new college in more than 50 years. The College of Computing, Data Science, and Society (CDSS) was established, and three majors—Computer Science, Data Science, and Statistics—were transitioned from the College of Letters & Science to CDSS. The fall 2024 cycle was the first cycle that UC Berkeley admitted directly to the college. The college includes the Data Science Undergraduate Studies program, the Department of Statistics, the Berkeley Institute for Data Science, the Center for Computational Biology, and the Bakar Institute of Digital Materials for the Planet.

Once again, UC Berkeley chose to release a small number of admissions decisions in February 2024. About 1,200 applicants were admitted; these include applicants eligible to interview for scholarships, as well as admitted to the College of Engineering's Management, Entrepreneurship & Technology (MET) program, Sciences Po Dual Degree program, and a small number of recruited athletes. This early release is performed outside of the normal admissions timeline, and creates challenges for campus partners within the Student Information System, Financial Aid and Scholarships Office, and Office of the Registrar. Without their partnership, we could not complete this work.

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

Comprehensive Review
UC Davis employs a single score Holistic Review (HR) methodology as our Comprehensive Review (CR) process for first-year admissions. 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 well-rounded students whose qualifications include outstanding personal accomplishments, distinctive talents, and the potential to make significant contributions to the campus, the state of California, 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 2024 cycle, UA developed and implemented a new model of scoring with six levels instead of the eight-level model used in previous years. We replaced the numbers with 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 2024 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.

Augmented Review
Process
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.

Criteria

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's 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 2024
- Number of AR requests: 870 (0.9% of pool)
- Number and percent who replied: 273 (31.4%)
- Admit count and rate for AR requests: 245 (28.2%)

Demographic breakdown of those selected for AR:

	Selected for AR	Admitted
African American	85 (9.8%)	14 (5.7%)
American Indian	7 (0.8%)	4 (1.6%)
Hispanic	374 (43%)	104 (42.4%)
Pacific Islander	34 (3.9%)	4 (1.6%)
Asian	196 (22.5%)	62 (25.3%)
White	157 (18%)	51 (20.8%)
Other/Not Reported	17 (2%)	6 (2.4%)
Resident Subtotal	*798 (91.7%)*	215 (87.8%)
Nonresident Subtotal	*72 (8.3%)*	*30 (12.2%)*
First-Generation	459 (52.8%)	265 (59.2%)
Low-Income	459 (52.8%)	140 (57.1%)

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 3.94 while the average for the remainder of the pool was 4.14.

Themes
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 assist the applicants in this portion of the application, therefore, reducing the number of AR requests for the UC Davis campus. Additionally, the adjustment in our scoring and the 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 2024 and a very small number of students who benefited from the additional information provided in the requests. We

will look into data from fall 2024 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 (see HR policy and guidelines approved by our faculty committee on admissions and enrollment for details). This also aligns with our transfer processes that allow for 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: 7
    - Transfers: 49
- Number of students admitted by exception who enrolled, by level:
    - First-years: 7 (0.02% of the enrolled population)
    - Transfers: 49 (0.51% 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 70% accuracy or above through the entire read cycle. Any reader with an accuracy rate below 70% is met individually and assigned additional norming applications before being allowed to continue to read. The significant decrease in accuracy percentage was due to the change in scoring bands. We used to have 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). For fall 2024, the new scoring bands were 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. This resulted in significantly more third reads, which we were prepared for to ensure accuracy while implementing a new scoring model. UC Davis also integrates a set of reliability applications into 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 2024, the percentage of applications that required a third read was 38%. Of those 37,437 that required a third read, 52.9% 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. We found this to be acceptable for one year given the change in our scoring distribution and readers needing time to adjust. Preliminary data for the fall 2025 cycle show significant improvement in the third read rate as readers have adjusted to the new scoring system.

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 at the direction of the UC Office of the President (UCOP) during the holistic and transfer review processes. 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 2024 term, we are concerned with the increasing selectivity of the campus and in particular the stress placed on access to 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 (e.g., GPA, units, and major preparation). 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 2024 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 2024 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 quality control (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 and parameters, over 80% of our applications are reviewed twice through either the TAG, Selective Major Review, Collaborative Exchange of Transfer Academic Data (CETAD), 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 2024 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 2024 application year, UC Irvine received an overall increase in undergraduate applications (~3.2%). 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 15 Admit by Exception (AbyE) cases in fall 2024 and enrolled 13 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 Executive Director of Undergraduate Admission. The 15 admits consisted of eight first-year applicants and seven transfers. Of these admits, six first-year applicants and seven transfer applicants enrolled.

Reader Training and Quality Assurance
For fall 2024, UC Irvine completed the comprehensive review of 121,882 first-year applications. We hired 183 external readers to assist professional staff in the review of first-year applications. Both external readers as well as approximately 60 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 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 trainings including implicit bias

Norming Files

Readers were required to review 20 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 five files as a final chance where they had to be normed on all five. 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.

Each application was read and scored by at least two independent readers. Applicant scores with more than a one-point differential were reviewed a third time by a more senior member of the Admissions team.

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 2024.

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 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 2024 admission cycle, UC Irvine completed the Comprehensive Review process for every transfer application, with a minimum of two readers per file. 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 ultimately used in the selection process. Additional information regarding our reader training processes is provided later in this document.

For fall 2024, UCLA admitted 9% of 146,276 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 2024.

The volume and quality of applicants at UCLA has continued to place pressure on our holistic review process, including our commitment to review every application twice. We 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 partnered with the College Board to utilize their 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 2024, there were 5,486 applicants confirmed for SR. Of those, 3,230 responded to the SR questionnaire. 1,315 applicants were admitted from the SR Pool.

While the majority of the students (58%) 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 2024	Total Confirmed	Responded to Questionnaire	Admit from SR Pool
Native American	91	56	42
Asian	1,070	762	229
Black	667	384	228
Hispanic	2,847	1,504	597
Other	100	73	24
White	696	442	193
Total	5,486	3,230	1,315
1st Gen	3,487	1,883	769
Fee Waiver	3,633	1,955	841

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. 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. And just like with first year-review, a wide range of academic and non-academic achievements are taken into consideration within the context of the opportunities

available to and the challenges faced by each student. These nine faculty-approved factors are referred to as "comprehensive review." 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 being 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.

Special Talent Admission
UCLA is committed to enrolling students with a 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, 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 University of California 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 of 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 University of California 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 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 2024, we admitted 73 students AbyE (24 first-year, 49 transfer) and 57 enrolled (23 first-year, 34 transfer). The 57 enrolled AbyE students represents 0.5% of fall 2024 enrolled students.

Reader Training and Certification Process
UCLA utilized over 330 readers to review first year applications (roughly 65 full-time professional Undergraduate Admission staff and over 230 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, senior admission staff/resource team leaders will review reader performance bi-weekly during the review process 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 app/day pace the reader would have 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. In collaboration with campus administration, our faculty developed a hybrid comprehensive review process based on UC systemwide policies and best practices.

Since opening in 2005, UC Merced has experienced a consistent increase in first-year applicants—from 8,053 in 2005 to 29,477 in the fall 2024 cycle. This figure does not include referral pool applicants. Among students admitted for fall 2024, the middle 25th to 75th percentile GPA range for first-years was 3.41 to 4.04.

This process has also supported the University of California's commitment to the California Master Plan for Higher Education by enabling UC Merced to accommodate qualified students from the referral pool.

Comprehensive Review
The faculty on the Admissions and Financial Aid Committee (AFAC) continued its support of the comprehensive review model based on the 13 criteria approved by BOARS, which incorporate relevant academic factors (75.95%) together with socioeconomic factors, school context, and a human-read score (24.05%).

The process currently includes an academic evaluation for meeting admission requirements, a point-driven comprehensive review of academic factors for all applicants, and a subset of the applicant pool receiving a human-read score. Due to campus enrollment targets, only students reviewed for Admissions by Exception (AbyE) received the full human-read for the fall 2024 application cycle.

UC Merced continues to follow the guidance of BOARS, which allows for the admission of students from the full range of applicants who meet the requirements. This approach is effective given the level of required selectivity (based on demand and capacity), the current volume of applicants, and the available Undergraduate Admissions staff.

For the fall 2024 cycle, first-year applicants were admitted by meeting the university's minimum admission requirements. Applicants who clearly meet admission requirements with a GPA of at least 3.0 are admitted based on their coursework and GPA. All other applicants are evaluated to determine if they meet minimum requirements. Of all applicants, 9.9% were determined to have not met minimum UC admission requirements. In all, 30.8% of applicants received an academic evaluation by a staff member. The top 62.2% were reviewed and selected solely based on coursework and GPA.

Due to increasing enrollment targets for the fall 2024 cycle, all eligible first-year applicants were admitted to the fall 2024 semester.

Augmented Review
UC Merced does not have an augmented review process, and there are no plans to implement one in the immediate future.

Admission by Exception
The Admissions by Exception process provides flexibility to admit a limited number of students who do not fully meet UC eligibility requirements (e.g., number of completed A–G courses, GPA, or test scores), but who nonetheless demonstrate strong potential for academic success, as outlined in Regents Policy 2102.

Applicants are referred by admissions readers to the AbyE committee for consideration. The AbyE committee membership includes the following three members: Assistant Director of Admissions, Director of Admissions, and a faculty member of the AFAC. The Associate Director of Admissions conducts a quality assurance review for all AbyE approvals.

Fall 2024 Applicants: A By E by Level and Enrollment

Fall 2024	Admitted	Enrolled
First-Year	1,057	119
Transfer	161	10

Reader Training and Certification Process
The Office of Undergraduate Admissions provides a comprehensive training and certification process for all application readers. All first-year readers in the Office of Admissions participate in annual implicit bias training and Admissions Reader Training in December. Readers must also be certified at a minimum of 70% by a senior evaluator before reading applications. In addition, the Office of Admissions staff meets weekly to discuss the review process and difficult decisions, achieve consensus on scores, and refer some applicants for AbyE review.

In 2024, the Admissions Systems Team implemented OnBase to automate the quality control process. The system randomly selects 10% of all first-year reads for secondary review. If any issues are flagged—such as missing human-read scores or mistaken denials—readers must meet with senior staff to review errors and make corrections.

Transfer evaluation training for the fall 2024 cycle was revamped to accommodate new readers and align more closely with the first-year admissions training. Reader certification was also enhanced to provide newer readers with additional feedback and ensure their files received additional quality review checks throughout the cycle. Similar to the first-year training, all readers are required to be certified as well as participate in mandatory, weekly norming sessions.

Special Talent Admissions
At UC Merced, the special talent review process is reserved exclusively for athletes and is conducted blindly. All applicants are first evaluated through the regular admissions review. Only those who are not admitted through the standard process and are identified by Athletics may be considered for the special talent review.

The special talent process includes sending a review sheet to the Senior Associate Director of Recreation and Athletics, who works with the coaching staff to gather required documentation, talent verification, donation verifications, and other information to make a recommendation. If recommending the recruit, the Director of Recreation and Athletics then confirms the verifications

have been completed and approves or declines the coach's recommendation. Finally, the Director of Undergraduate Admissions reviews all recommendations to ensure the verification research was complete and that the Director agrees with the recommendation. The Director can 1) agree with the recommendation and admit via special talent, 2) agree with the recommendation and send the record to the AbyE committee for further review, or 3) disagree with the recommendation, making the record non-selectable. Through a Memorandum of Understanding between the two offices, 10 special talent admits are allowed per academic year.

For fall 2024, four students were admitted through the special talent review process.

Transfer Admissions

At UC Merced, selection for transfer students is based on applicant eligibility and preparation for their primary or alternative major. Faculty in the relevant department(s) also provide academic criteria used for the school review process when an applicant meets some selection and needs to be further reviewed by an academic school or department.

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

For the fall 2024 cycle, the transfer quality assurance review was modified to select 730 files for a Quality Assurance Review. In addition, as has been the standard practice, all new readers received a Quality Assurance Review from another evaluation staff member.

RIVERSIDE

First-Year Admission
UC Riverside admits first-year applicants using a fixed-weighted admission model rather than a holistic review. This approach has evolved over time to support our commitment to maintaining an inclusive undergraduate population, especially as the campus becomes more selective.

Comprehensive review is the process by which UC Riverside evaluates first-year applicants, who meet minimum UC requirements, using multiple measures of achievement and promise, while considering the context in which each student has demonstrated accomplishment. 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 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 2024 was 73%.

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 applicants who were admitted by exception, by level.
- First-year students admitted by exception = 66
- Transfer students admitted by exception = 20

Number of students admitted by exception who enrolled, by level.
- First-year students admitted by exception who enrolled = 23 students
- Transfer students admitted by exception who enrolled = 18 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. All Undergraduate Admissions Counselors are also required to participate in the Moving Beyond Bias for Admissions Officers and Readers course, an anti-bias and implicit-bias training which entails raising awareness, application to organizational-level change, tools and strategies for disrupting bias, and practice tools.

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 student support programing offices, academic departments, or the athletics department. 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.

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 work are also subject to screening beyond the minimum requirements for transfer students.

UC Riverside is also 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 2024 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 UGA randomly selects 100 transfer applicants, excluding CETAD (Collaborative Exchange of Transfer Academic Data) reviewed applications, 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 Undergraduate Admissions 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. Despite the shifts in student behavior prompted by the COVID-19 pandemic, resulting in an increase in the first-year admit rate in the last few years, UC Riverside continues to work on managing the influx of incoming first-year and transfer students to uphold the 2:1 ratio. This steadfast commitment underscores UC Riverside's determination to sustain this balance and make further strides towards reaching its target in the future.

SAN DIEGO

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 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 single 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:
1. 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.

2. 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).

3. 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.

4. 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.

5. 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 2024, 1,719 applicants or approximately 1.3% were referred to SR. Seven hundred thirty-one (731) applicants referred to SR were low-income, and 410 were identified as first-generation applicants.

Low-Income	Referred to SR
	731

First-Generation	Referred to SR
	410

Sixty-three percent (n=1,091) 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. One hundred eighteen of the 264 applications reviewed had no change to the original score. Ultimately, 146 (13%) of respondents were offered admission.

Admission by Exception
For fall 2024, utilizing UC eligibility codes assigned by the UC Office of the President (UCOP) and based on application data, applicants with ineligible codes were reviewed by application readers trained to review Admission by Exception (AbyE) applications. This included applicants that were home-schooled, attended unaccredited institutions, and applications where it appeared A-G subject requirements had not been met. Those applicants in the admissions selection range who showed exceptional promise but did not meet minimum admission requirements based on one of the factors mentioned above were admitted by exception. At the conclusion of the review, the appropriate UC systemwide admit code and rationale was applied to each applicant. For fall

2024, 555 applicants were admitted by exception (373 first-years, 182 transfers) and 10 enrolled (two first-years, eight transfers).

Reader Training and Certification Process

The fall 2024 cycle represented the fourteenth year of holistic review single-score implementation at the UC San Diego campus. With a first-year applicant pool of 134,450, a team of approximately 218 external readers was hired to assist an internal professional staff of 28 readers in the review of first-year applications.

All UC San Diego first-year application readers 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, 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. Those responsible for reading and scoring applications with international curriculum/coursework participated in specialized training led by an International Admissions Officer and the Assistant Director for Nonresident Recruitment. Training also included assignment to a holistic review team leader, anti-bias training, and an extensive certification process to norm application review.

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 2024 cycle, 5.7% of the 134,450 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 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 in university student life and the undergraduate student experience, a faculty policy for athletics review provides guidance for considering special talents, achievements, and awards of prospective student athletes (PSA) in the admissions process. PSAs are reviewed for admission in the context of the campus's holistic review practice at the first-year level and based on a comprehensive review including major

preparation, when applicable, at the transfer level. Scholar athletes are expected to meet the same admission requirements as those who are not athletes.

To identify special talent applicants, Undergraduate Admissions received a PSA list from the athletics compliance office. Applicants on the PSA list had previously received a preliminary evaluation by Undergraduate Admissions where their academic history (e.g., coursework completed, and grades earned) was reviewed to assess their competitiveness for admission to the campus. Only prospective student athletes who received a "competitive" preliminary evaluation from Undergraduate Admissions were permitted to be on the PSA list submitted by the athletics compliance office. All admission decisions are approved by a senior member of the admissions leadership or the executive director, external to the Athletics Department. Of the 135 first-year PSAs, all were offered admission. Of the 31 transfer PSAs, all were offered admission.

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 19 Admissions Officers and three former Admissions Officers in short-term limited appointments as evaluators. 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/Non-Resident) 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 2024 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 2024 Freshman Outcomes
UC Santa Barbara met our freshman enrollment target for fall 2024 yielding the following at third week census:
- 33% admit rate and 14% yield rate.
- Enrolled a freshman class of 82% California residents (up from 79% in fall 2023) and 18% nonresident (down from 21% the year before). The overall nonresident population for new and continuing students at Santa Barbara is at 17%.
- Underrepresented students made up 32% of the freshman class and 31% were first-generation.
- The academic profile remains steady with 4.30 being the average high school GPA.
- 73% of the incoming freshman class selected STEM fields or Economics. This is an increase from 69% in fall 2023. It is increasingly difficult to convince students to explore majors outside of these areas.

Fall 2024 Transfer Outcomes
- The admit rate for fall 2024 transfer applicants was 62% as compared to 60% in fall 2023. This was due to our efforts to grow the transfer enrollment target to reach the mandated 2:1 ratio.
- UC Santa Barbara enrolled a transfer class of 93% California residents and 7% nonresidents.
- Underrepresented students made up 32% of the transfer class and 31% were first-generation. These figures are similar to fall 2023 and fall 2022.
- The academic profile dropped for the fall 2024 transfer class with an average GPA of 3.55, down from 3.57 in fall 2023. It should be noted that 39% of the admitted students

had GPA's below 3.50 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 33% of transfers enrolling come from just three California community colleges: Santa Barbara City College (23%), Moorpark College (5%), and Santa Monica College (5%). This reflects the challenges of our geographic isolation and need to draw transfer students from further distances compared to other UC campuses.
- Fall 2024 saw an increase in Transfer Admission Guarantee (TAG) submissions with 4,047 students electing to participate in TAG (up from 3,712 in fall 2023). Subsequently, 3,664 students followed up with a fall 2024 application to Santa Barbara. From the TAG applicant pool, 2,475 students met TAG criteria and were admitted via TAG (83%). An additional 564 students who submitted a TAG but did not meet the conditions of TAG were still admitted to Santa Barbara through other selection criteria. Ultimately, 728 students enrolled who met the conditions of TAG (up from 716 in fall 2023). The 35% enrollment rate of TAG eligible students reflects the assumption that many students submit a TAG to Santa Barbara as a back-up safety measure in case they are not admitted to a more competitive campus.

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.

<u>Step 6: Freshman Selection</u>
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.

Freshman Admission: Regular, Special Talent, and Admission by Exception

Freshmen Fall 2024	Applicants	Regular Admits: (UC Eligible)	Special Talent Admits: (UC Eligible)	Admits by Exception: (Not UC Eligible)
California Residents	75,560	24,409	275	37
Nonresidents	34,706	11,885	76	16
Total	110,266	36,294	351	53

- Santa Barbara enrolled 4,120 California residents for fall 2024 including 4,113 (99%) who were admitted via regular admission, 37 were admitted on a special talent, and 7 (<1%) who were AbyE students.
- Santa Barbara enrolled 4,120 California residents for fall 2024 including 4,113 (99%) who were admitted via regular admission, 37 were admitted on a special talent, and 7 (<1%) who were AbyE students.
- A total of 46 CA resident students that were admitted AbyE, 7 CA residents ultimately enrolled.
  - California AbyE enrolls: four California residents were from nontraditional school (Mastery grading or homeschool), one student attended a high school which was not accredited, one student was missing their VPA and one student was missing ELP but was acting as a translator and showed their proficiency.
- A total of 16 nonresident freshmen were admitted AbyE and of those admits, 5 nonresidents ultimately enrolled.
  - Nonresident AbyE enrolls: two of these students were missing VPA, one student was missing geometry but had advanced math, one student was missing LOTE

but had exceeded other A-G requirements and had many community college courses, and one student was below the 3.4 GPA but was a recruited athlete.

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 2024 cycle, only one reader out of 115 total readers failed to meet certification. Additionally, we let go of 11 readers who 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 2024 was 13.7% across all readers so any individual reader at 10% are given additional training and/or asked to resign from the process if their 3rd 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 a quantitative exercise. The purpose is to influence a reader's scores on 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 Students, 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 in December 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, 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, 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., Cell and Developmental Biology B.S., Ecology and Evolution B.S., Microbiology B.S., Pharmacology 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 this 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 Students 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.

Once major preparation is reviewed, CETAD (Collaborative Exchange of Transfer Academic Data) reviews are completed, and TAG students are identified and verified, selection "sweeps" are run. 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 2024 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 Computer Science and Engineering exceeds space capacity within the College of Engineering. 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 or ADHD, and other mental health issues.

Staffing Challenges/Burn-Out
Undergraduate Admissions continued to experience staffing turnover, especially among our outreach/admission counselor positions. Non-competitive UC salaries, and a very expensive and limited local housing market has taken a heavy toll on entry-level staff. Heavy travel demands, new UC and campus outreach program requiring increased workloads, and pressure to grow diversity and transfer has created an environment of stress, burnout, and poor morale. Reporting mandates required by the audit add to this pressure and have slowed the application review process significantly.

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, we experienced less melt, and enrollment numbers for fall 2024 kept us close to our 2:1 freshman to transfer goal.

SANTA CRUZ

The review process for the 2024 entering class at Santa Cruz was very similar to the process used for the 2023 cycle. 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.

For the fall 2024 cycle, Santa Cruz continued the applicant scoring practices adopted in 2022. These practices were developed with the goal of providing nuanced information that would facilitate selection in the absence of standardized test scores and greater insight into student success, as well as additional metrics that could be used to differentiate levels of student support services. Specifically, reviewers assigned each applicant an "Academic Achievement Within Context" (AAWC) score ranging from 1 to 5 (highest to lowest) or "deny," reflecting the applicant's academic achievements within the context of their high school. The following are factors incorporated in the AAWC score: weighted capped GPA percentile, A-G and honors course completion percentiles, performance in English and mathematics, and senior year rigor. Additionally, reviewers scored applicants on six "non-cognitive" factors—assigning each factor a score ranging from 1 (the top applicants) to 3. These factors were: (1) resilience, (2) maturity, (3) special talents, (4) alignment of activities with proposed major, (5) involvement, leadership, and impact in one's community, and (6) contributions to a diverse UC Santa Cruz community.

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 5% sample (5 for every 100 applications) is read a second time by senior readers, and the second score is used in selection.

Augmented Review
Santa Cruz does not have an augmented review process.

Admission by Exception
The Committee on Admissions and Financial Aid (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 F2024 cohort, Santa Cruz admitted 462 first year AbyE students and 520 transfer AbyE

students. Of those 59 first year AbyE admits submitted their statement of intent to register (SIR) while 149 transfer AbyE admits submitted their SIR.

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, comprised of a 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 2024, 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. Undergraduate Admissions staff also review and score applications. Each individual must participate in a week-long 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 and to participate 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 random 5% sample (five of every 100 applications) is scored by a second reader. 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 it is only by one point.

All staff who read applications must complete the Moving Beyond Bias training available through the UC Learning Center. Moving Beyond Bias is a five-module online series on implicit bias designed specifically for the UC admissions officers and readers.

Special Talent Admissions

For the fall 2024 cycle, CAFA continued with the process adopted in 2022, which identifies students with special talents as those who receive the highest possible score on the "non-cognitive" factor for special talents as determined by the readers. Students who meet the selection algorithm and scored high on this factor are included in an early round of admission notification, along with other applicants 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 2024 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 and Collaborative Exchange of Transfer Academic Data applications, was assigned a unique number.

SECTION IV: 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 2024, Merced and Riverside 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 2024. As a result, the total referral pool, from both public and private California high schools, numbered over 37,500 which included all 9x9 eligible applicants as well as those meeting minimum admission requirements (ETR).[16] These applicants were offered the chance to consider referral admission at UC Merced and/or UC Riverside, and 2,773 (7.4%) opted in for consideration for admission. About 17% of these students (474) ultimately enrolled at Merced or Riverside (1.3% of the overall referral pool).

BOARS has viewed eligibility as an important element of the overall admissions process and is hesitant to recommend adjustments that would alter it in a significant way, particularly given changes in the admissions landscape caused by the elimination of standardized tests and the impact of a global pandemic. However, BOARS will continue to examine all options, from technical adjustments to structural changes to address the fact that capacity limitations may hinder the University's ability to accommodate all eligible students in the future.

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[16] University of California Office of the President, Office of Undergraduate Admissions (unpublished)

SECTION V: 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 policy[17] that took effect in fall 2014 for fall 2015 admissions. UC transfer applicants from CCCs are entitled to a comprehensive admissions review (though not guaranteed admission) if they complete (1) an Associate Degree for Transfer (ADT) from a CCC in the relevant major, (2) a UC Transfer Curriculum in the relevant major, with a minimum GPA set by each campus, or (3) the current pathway specified in Senate Regulation 476 C. BOARS has been working with the campuses to ensure they are implementing the policy. BOARS confirmed that departments and programs are taking steps to review existing lower-division transfer requirements in light of the systemwide UC Transfer Preparation Paths and the relevant CSU/CCC Transfer Model Curricula (TMC), to develop a UC Transfer Curriculum for appropriate majors that identifies the appropriate lower division major preparation for that program, and to examine the extent to which majors are aligning lower division major preparation requirements across campuses and with the corresponding TMCs.

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,[18] 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 Pathways[19] 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.

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[17] https://senate.universityofcalifornia.edu/_files/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf

[18] https://www.ucop.edu/transfer-action-team/transfer-action-team-report-2014.pdf

[19] 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 Guidelines[20] 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.[21] 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.

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[20] https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf
[21] https://www.universityofcalifornia.edu/sites/default/files/UC-CCC-MOU.pdf

SECTION VI: 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 innovative 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 2018–19, Academic Senate Chair Robert May formed a Standardized Testing Task Force (STTF). The task force was charged with examining the role of standardized testing in the UC admissions. The task force approached the issues analytically and without prejudice in evaluating the best course of action, with the goal of developing recommendations for implementation in undergraduate admissions. In January 2020, the STTF developed a set of actionable recommendations to the Academic Council, one of which included keeping standardized tests in the UC admissions. In May 2020, despite the STTF recommendation, the UC Board of Regents unanimously voted to phase out all standardized testing requirements for freshman applicants. Following this decision, the Office of the President formed a Feasibility Study Work Group and Steering Committee to evaluate the viability of creating or modifying a test for use in admissions. Since the group determined that UC could not create a test within the timeline provided by the Regents, it recommended that UC should not have a standardized testing requirement for freshman undergraduate admissions. As a result, UC has ended the use of standardized test in admissions for the foreseeable future.

In February 2021, with the absence of standardized test scores for freshman applicants, BOARS established a new Statewide Eligibility Index[22] 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.

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[22] https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/statewide-guarantee/admissions-index-instructions.html

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.[23] BOARS has worked closely with the Academic Council Special Committee on Transfer Issues (ACSCOTI), established by the Academic Council in March 2022, whose charge is 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 are expected to helped boost the number of CCC students applying and successfully transferring to UC.

Budget and space pressures and the efficacy of the referral pool are looming challenges with implications for admissions and UC's ability to meet the spirit of the Master Plan. The 9x9 policy has significantly overshot its original 10% target for admission guarantees. The referral process, with the guarantee of admission to at least one UC campus for all eligible applicants, is still Regental policy. While the referral guarantee is not important to most high school students who are primarily concerned about whether they are admitted to the UC campus of their choice, some do value the guarantee, and BOARS considers it an important promise to Californians to have access to a UC education. And although UC Merced and UC Riverside have been able to accommodate the current yield from the referral pool, space and budget constraints at UC campuses may hinder the University's ability to accommodate all eligible students in the future.

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

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[23] https://regents.universityofcalifornia.edu/regmeet/july22/a3.pdf

Recommendations

1. BOARS recognizes that the increased enrollment of undergraduates benefits Californians from all backgrounds and from all parts of the state. A BOARS priority 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 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 associated with the pandemic, including student learning and learning loss.

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. We will continue to partner with California Community College colleagues to develop and articulate general education and major preparation for transfer students but recommend maintaining UC's goal of enrolling students who are well-prepared to succeed in their chosen major and to graduate in a timely manner.

List of Data Tables for BOARS Comprehensive Review Report, Fall 2024 Admissions

Unless otherwise noted, all data is for the fall 2020 to fall 2024 admissions cycles and are from the UC Data Warehouse (UCDW).

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Table 1: Freshman Admissions Overview

(Counts)

Residency	2020			2021			2022			2023			2024		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
California resident	113,544	79,577	37,972	128,256	83,775	39,648	132,488	85,254	39,709	132,508	90,053	41,903	134,227	93,988	41,696
Domestic nonresident	32,055	19,920	3,648	46,197	28,091	6,071	47,196	22,753	4,422	44,914	23,696	4,477	43,356	24,041	4,130
International	26,709	18,745	5,089	29,389	19,796	6,008	31,326	17,226	4,457	29,452	17,418	4,586	29,548	18,967	4,796
Grand Total	172,308	118,242	46,709	203,842	131,662	51,727	211,010	125,233	48,588	206,874	131,167	50,966	207,131	136,996	50,622

(Year-Over-Year Change)

Residency	2020			2021			2022			2023			2024		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
California resident				13.0%	5.3%	4.4%	3.3%	1.8%	0.2%	0.0%	5.6%	5.5%	1.3%	4.4%	-0.5%
Domestic nonresident				44.1%	41.0%	66.4%	2.2%	-19.0%	-27.2%	-4.8%	4.1%	1.2%	-3.5%	1.5%	-7.8%
International				10.0%	5.6%	18.1%	6.6%	-13.0%	-25.8%	-6.0%	1.1%	2.9%	0.3%	8.9%	4.6%
Grand Total				18.3%	11.3%	10.7%	3.5%	-4.9%	-6.1%	-2.0%	4.7%	4.9%	0.1%	4.4%	-0.7%

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

| | Fall | | | | | | | | | | | | | | |
| | 2020 | | | 2021 | | | 2022 | | | 2023 | | | 2024 | | |
Race/Ethnicity	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	6,923	3,957	1,786	8,420	4,573	2,027	8,676	4,850	2,100	8,576	5,003	2,212	9,142	5,477	2,278
American Indian	548	359	166	575	378	183	764	509	273	832	585	288	849	569	309
Asian	35,098	27,682	15,602	38,827	28,288	15,345	41,079	29,806	16,263	40,648	30,614	16,468	40,713	31,202	16,505
Hispanic/Latino(a)	43,280	28,531	11,678	48,519	30,997	13,085	50,500	31,785	12,799	51,636	33,993	14,190	52,867	36,283	13,795
Pacific Islander	355	212	92	432	251	118	400	244	93	418	246	111	399	247	94
White	23,869	16,331	7,526	28,340	16,965	7,790	27,977	15,876	7,169	27,205	17,208	7,495	26,417	17,275	7,424
Domestic Unknown	3,471	2,505	1,122	3,143	2,323	1,100	3,092	2,184	1,012	3,193	2,404	1,139	3,840	2,935	1,291
Gender Identity															
Woman	63,957	45,360	21,373	72,338	48,519	22,875	72,803	48,385	22,677	72,015	50,336	23,861	72,508	52,127	23,442
Man	47,275	32,511	15,759	52,932	33,248	15,827	54,510	33,519	15,480	54,737	35,814	16,397	55,906	37,784	16,632
Nonbinary or another identity	863	608	310	1,451	936	503	3,189	1,994	995	3,562	2,353	1,051	3,179	2,144	933
Blank/Not Provided	1,449	1,098	530	1,535	1,072	443	1,986	1,356	557	2,194	1,550	594	2,634	1,933	689
School Type															
California Public High School	99,156	70,386	34,477	111,111	73,969	35,854	115,294	75,666	36,176	115,187	79,397	38,011	116,846	83,064	37,661
California Private High School	12,454	8,190	3,127	14,754	8,747	3,363	14,870	8,639	3,159	15,203	9,686	3,548	15,256	9,858	3,674
Other/Unknown	1,934	1,001	368	2,391	1,059	431	2,324	949	374	2,118	970	344	2,125	1,066	361
Average High School GPA	3.81	3.93	4.00	3.81	3.96	4.04	3.89	4.01	4.10	3.86	3.98	4.06	3.84	3.95	4.05
Average Number of A-G Courses	48	48	48	48	49	49	48	49	49	48	49	50	49	49	50
Average Number of Honors/AP Courses	14	15	17	14	16	17	14	16	17	14	15	17	14	16	18
First Generation Status															
First Generation	51,476	34,908	15,873	55,947	36,574	16,276	56,706	36,824	16,027	57,214	38,289	17,074	57,956	40,479	16,339
Not First Generation	59,606	42,968	21,286	69,896	45,640	22,585	72,354	46,228	22,687	71,607	49,212	23,649	72,501	50,844	24,187
Unknown	2,462	1,701	813	2,413	1,561	787	3,428	2,202	995	3,687	2,552	1,180	3,770	2,665	1,170
Low Income Status															
Low Income	44,197	30,234	13,857	49,622	33,061	14,942	52,569	34,791	15,461	51,865	35,179	15,940	52,988	37,508	15,295
Not Low Income	69,347	49,343	24,115	78,634	50,714	24,706	79,919	50,463	24,248	80,643	54,874	25,963	81,239	56,480	26,401
Grand Total	113,544	79,577	37,972	128,256	83,775	39,648	132,488	85,254	39,709	132,508	90,053	41,903	134,227	93,988	41,696

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

	2020			2021			2022			2023			2024		
Race/Ethnicity	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	6.1%	5.0%	4.7%	6.6%	5.5%	5.1%	6.5%	5.7%	5.3%	6.5%	5.6%	5.3%	6.8%	5.8%	5.5%
American Indian	0.5%	0.5%	0.4%	0.4%	0.5%	0.5%	0.6%	0.6%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.7%
Asian	30.9%	34.8%	41.1%	30.3%	33.8%	38.7%	31.0%	35.0%	41.0%	30.7%	34.0%	39.3%	30.3%	33.2%	39.6%
Hispanic/Latino(a)	38.1%	35.9%	30.8%	37.8%	37.0%	33.0%	38.1%	37.3%	32.2%	39.0%	37.7%	33.9%	39.4%	38.6%	33.1%
Pacific Islander	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%
White	21.0%	20.5%	19.8%	22.1%	20.3%	19.6%	21.1%	18.6%	18.1%	20.5%	19.1%	17.9%	19.7%	18.4%	17.8%
Domestic Unknown	3.1%	3.1%	3.0%	2.5%	2.8%	2.8%	2.3%	2.6%	2.5%	2.4%	2.7%	2.7%	2.9%	3.1%	3.1%
Gender Identity															
Woman	56.3%	57.0%	56.3%	56.4%	57.9%	57.7%	55.0%	56.8%	57.1%	54.3%	55.9%	56.9%	54.0%	55.5%	56.2%
Man	41.6%	40.9%	41.5%	41.3%	39.7%	39.9%	41.1%	39.3%	39.0%	41.3%	39.8%	39.1%	41.7%	40.2%	39.9%
Nonbinary or another identity	0.8%	0.8%	0.8%	1.1%	1.1%	1.3%	2.4%	2.3%	2.5%	2.7%	2.6%	2.5%	2.4%	2.3%	2.2%
Blank/Not Provided	1.3%	1.4%	1.4%	1.2%	1.3%	1.1%	1.5%	1.6%	1.4%	1.7%	1.7%	1.4%	2.0%	2.1%	1.7%
School Type															
California Public High School	87.3%	88.5%	90.8%	86.6%	88.3%	90.4%	87.0%	88.8%	91.1%	86.9%	88.2%	90.7%	87.1%	88.4%	90.3%
California Private High School	11.0%	10.3%	8.2%	11.5%	10.4%	8.5%	11.2%	10.1%	8.0%	11.5%	10.8%	8.5%	11.4%	10.5%	8.8%
Other/Unknown	1.7%	1.3%	1.0%	1.9%	1.3%	1.1%	1.8%	1.1%	0.9%	1.6%	1.1%	0.8%	1.6%	1.1%	0.9%
Average High School GPA	3.81	3.93	4.00	3.81	3.96	4.04	3.89	4.01	4.10	3.86	3.98	4.06	3.84	3.95	4.05
Average Number of A-G Courses	48	48	48	48	49	49	48	49	49	48	49	50	49	49	50
First Generation Status															
First Generation	45.3%	43.9%	41.8%	43.6%	43.7%	41.1%	42.8%	43.2%	40.4%	43.2%	42.5%	40.7%	43.2%	43.1%	39.2%
Not First Generation	52.5%	54.0%	56.1%	54.5%	54.5%	57.0%	54.6%	54.2%	57.1%	54.0%	54.6%	56.4%	54.0%	54.1%	58.0%
Unknown	2.2%	2.1%	2.1%	1.9%	1.9%	2.0%	2.6%	2.6%	2.5%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
Low Income Status															
Not Low Income	61.1%	62.0%	63.5%	61.3%	60.5%	62.3%	60.3%	59.2%	61.1%	60.9%	60.9%	62.0%	60.5%	60.1%	63.3%
Low Income	38.9%	38.0%	36.5%	38.7%	39.5%	37.7%	39.7%	40.8%	38.9%	39.1%	39.1%	38.0%	39.5%	39.9%	36.7%
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				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Berkeley	17.5%	14.4%	11.3%	11.7%	11.0%	39.7%	42.5%	46.3%	45.2%	46.0%
Davis	46.4%	48.7%	37.3%	41.6%	41.8%	17.2%	17.6%	18.1%	16.7%	16.4%
Irvine	29.9%	28.8%	21.1%	25.6%	28.6%	19.7%	20.9%	22.5%	22.0%	19.2%
Los Angeles	14.3%	10.8%	8.6%	8.7%	9.0%	40.9%	43.8%	50.3%	51.7%	50.4%
Merced	84.8%	86.6%	89.5%	88.0%	90.5%	8.9%	10.0%	8.9%	9.1%	7.2%
Riverside	65.8%	65.4%	68.7%	69.8%	76.4%	14.9%	15.1%	14.8%	13.9%	12.2%
San Diego	36.6%	34.2%	23.7%	24.5%	26.7%	17.6%	18.6%	21.1%	21.8%	20.4%
Santa Barbara	36.7%	29.2%	25.8%	27.8%	33.0%	14.5%	15.9%	17.3%	16.4%	13.8%
Santa Cruz	64.6%	58.7%	46.8%	62.5%	65.8%	11.8%	11.5%	12.5%	10.2%	9.3%
Residency										
California resident	70.1%	65.3%	64.3%	68.0%	70.0%	47.7%	47.3%	46.6%	46.5%	44.4%
Domestic nonresident	62.1%	60.8%	48.2%	52.8%	55.5%	18.3%	21.6%	19.4%	18.9%	17.2%
International	70.2%	67.4%	55.0%	59.1%	64.2%	27.1%	30.3%	25.9%	26.3%	25.3%
Grand Total	68.6%	64.6%	59.3%	63.4%	66.1%	39.5%	39.3%	38.8%	38.9%	37.0%

Table 4: Freshman Eligibility Profile (California residents)

Eligibility Category	2020 Applicants	2020 Admits	2020 Enrollees	2021 Applicants	2021 Admits	2021 Enrollees	2022 Applicants	2022 Admits	2022 Enrollees	2023 Applicants	2023 Admits	2023 Enrollees	2024 Applicants	2024 Admits	2024 Enrollees
Index and ELC	28,421	26,359	16,203				40,608	35,338	20,931	30,691	27,974	17,086	27,865	26,076	16,011
Index Only	30,033	23,146	11,225				25,629	17,563	8,120	32,796	25,278	12,096	33,541	26,607	12,724
ELC Only	6,899	5,709	2,402	36,468	32,903	19,449	6,270	4,938	2,074	4,045	3,340	1,536	2,717	2,388	1,109
Entitled to Review	40,988	23,509	7,796	83,569	49,452	19,717	53,666	26,295	8,181	57,946	32,203	10,759	62,431	36,981	11,322
Do Not Meet Index, ELC, or ETR criteria	7,203	854	346	8,219	1,420	482	6,315	1,120	403	7,030	1,258	426	7,673	1,936	530
Grand Total	113,544	79,577	37,972	128,256	83,775	39,648	132,488	85,254	39,709	132,508	90,053	41,903	134,227	93,988	41,696

Eligibility Category	2020 Applicants	2020 Admits	2020 Enrollees	2021 Applicants	2021 Admits	2021 Enrollees	2022 Applicants	2022 Admits	2022 Enrollees	2023 Applicants	2023 Admits	2023 Enrollees	2024 Applicants	2024 Admits	2024 Enrollees
Index and ELC	25%	33%	43%				31%	41%	53%	23%	31%	41%	21%	28%	38%
Index Only	26%	29%	30%				19%	21%	20%	25%	28%	29%	25%	28%	31%
ELC Only	6%	7%	6%	28%	39%	49%	5%	6%	5%	3%	4%	4%	2%	3%	3%
Entitled to Review	36%	30%	21%	65%	59%	50%	41%	31%	21%	44%	36%	26%	47%	39%	27%
Do Not Meet Index, ELC, or ETR criteria	6%	1%	1%	6%	2%	1%	5%	1%	1%	5%	1%	1%	6%	2%	1%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Eligibility Category	2020 Admit Rate	2020 Yield Rate	2021 Admit Rate	2021 Yield Rate	2022 Admit Rate	2022 Yield Rate	2023 Admit Rate	2023 Yield Rate	2024 Admit Rate	2024 Yield Rate
Index and ELC	93%	61%			87%	59%	91%	61%	94%	61%
Index Only	77%	48%			69%	46%	77%	48%	79%	48%
ELC Only	83%	42%	90%	59%	79%	42%	83%	46%	88%	46%
Entitled to Review	57%	33%	59%	40%	49%	31%	56%	33%	59%	31%
Do Not Meet Index, ELC, or ETR criteria	12%	41%	17%	34%	18%	36%	18%	34%	25%	27%
Grand Total	70%	48%	65%	47%	64%	47%	68%	47%	70%	44%

Eligibility Category	2020 Applicants	2020 Admits	2020 Enrollees	2021 Applicants	2021 Admits	2021 Enrollees	2022 Applicants	2022 Admits	2022 Enrollees	2023 Applicants	2023 Admits	2023 Enrollees	2024 Applicants	2024 Admits	2024 Enrollees
Index and ELC				-28,421	-26,359	-16,203	40,608	35,338	20,931	-9,917	-7,364	-3,845	-2,826	-1,898	-1,075
Index Only				-30,033	-23,146	-11,225	25,629	17,563	8,120	7,167	7,715	3,976	745	1,329	628
ELC Only				29,569	27,194	17,047	-30,198	-27,965	-17,375	-2,225	-1,598	-538	-1,328	-952	-427
Entitled to Review				42,581	25,943	11,921	-29,903	-23,157	-11,536	4,280	5,908	2,578	4,485	4,778	563
Do Not Meet Index, ELC, or ETR criteria				1,016	566	136	-1,904	-300	-79	715	138	23	643	678	104
Grand Total				14,712	4,198	1,676	4,232	1,479	61	20	4,799	2,194	1,719	3,935	-207

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)

	Index and ELC			Index Only			ELC Only			Entitled to Review			Do Not Meet Index, ELC, or ETR criteria			Grand Total		
Race/Ethnicity	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	1,063	999	624	1,499	1,182	575	175	159	71	5,326	2,932	955	1,079	205	53	9,142	5,477	2,278
American Indian	156	152	99	218	164	93	15			409	229	104	51			849	569	309
Asian	10,102	9,510	6,520	13,329	11,081	5,875	436	364	194	15,385	9,726	3,718	1,461	521	198	40,713	31,202	16,505
Hispanic/Latino(a)	9,866	9,341	5,295	7,630	6,163	2,838	1,724	1,551	696	29,711	18,385	4,799	3,936	843	167	52,867	36,283	13,795
Pacific Islander	71	65	26	72	54	25	5			228	120	39	23			399	247	94
White	5,569	5,049	2,899	9,212	6,699	2,789	333	274	127	10,325	4,963	1,516	978	290	93	26,417	17,275	7,424
Domestic Unknown	1,038	960	548	1,581	1,264	529	29	24	10	1,047	626	191	145	61	13	3,840	2,935	1,291
Gender Identity																		
Woman	15,442	14,610	9,074	18,243	14,790	7,284	1,613	1,448	648	33,174	20,246	6,156	4,036	1,033	280	72,508	52,127	23,442
Man	11,257	10,400	6,384	13,363	10,276	4,809	1,014	864	432	26,976	15,438	4,778	3,296	806	229	55,906	37,784	16,632
Nonbinary or another identity	537	491	276	874	721	341	58	48	21	1,489	832	280	221	52	15	3,179	2,144	933
Blank/Not Provided	629	575	277	1,061	820	290	32	28	8	792	465	108	120	45	6	2,634	1,933	689
School Type																		
California Public High School	25,736	24,204	15,029	26,867	21,838	10,930	2,645	2,334	1,088	55,698	33,508	10,343	5,900	1,180	271	116,846	83,064	37,661
California Private High School	2,129	1,872	982	6,674	4,769	1,794	58	44		5,863	3,007	828	532	166	52	15,256	9,858	3,674
Other/Unknown							14	10		870	466	151	1,241	590	207	2,125	1,066	361
First Generation Status																		
First Generation	10,718	10,237	6,090	8,128	6,940	3,572	1,921	1,727	744	32,634	20,648	5,734	4,555	927	199	57,956	40,479	16,339
Not First Generation	16,322	15,073	9,460	24,132	18,679	8,738	751	620	341	28,363	15,521	5,343	2,933	951	305	72,501	50,844	24,187
Unknown	825	766	461	1,281	988	414	45	41	24	1,434	812	245	185	58	26	3,770	2,665	1,170
Low Income Status																		
Low Income	9,530	9,168	5,539	7,538	6,546	3,435	1,776	1,622	726	29,676	19,190	5,393	4,468	982	202	52,988	37,508	15,295
Not Low Income	18,335	16,908	10,472	26,003	20,061	9,289	941	766	383	32,755	17,791	5,929	3,205	954	328	81,239	56,480	26,401
Grand Total	27,865	26,076	16,011	33,541	26,607	12,724	2,717	2,388	1,109	62,431	36,981	11,322	7,673	1,936	530	134,227	93,988	41,696

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

	Index and ELC			Index Only			ELC Only			Entitled to Review			Do Not Meet Index, ELC, or ETR criteria			Grand Total		
Race/Ethnicity	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	3.8%	3.8%	3.9%	4.5%	4.4%	4.5%	6.4%	6.7%	6.4%	8.5%	7.9%	8.4%	14.1%	10.6%	10.0%	6.8%	5.8%	5.5%
American Indian	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.6%			0.7%	0.6%	0.9%	0.7%			0.6%	0.6%	0.7%
Asian	36.3%	36.5%	40.7%	39.7%	41.6%	46.2%	16.0%	15.2%	17.5%	24.6%	26.3%	32.8%	19.0%	26.9%	37.4%	30.3%	33.2%	39.6%
Hispanic/Latino(a)	35.4%	35.8%	33.1%	22.7%	23.2%	22.3%	63.5%	64.9%	62.8%	47.6%	49.7%	42.4%	51.3%	43.5%	31.5%	39.4%	38.6%	33.1%
Pacific Islander	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%			0.4%	0.3%	0.3%	0.3%			0.3%	0.3%	0.2%
White	20.0%	19.4%	18.1%	27.5%	25.2%	21.9%	12.3%	11.5%	11.5%	16.5%	13.4%	13.4%	12.7%	15.0%	17.5%	19.7%	18.4%	17.8%
Domestic Unknown	3.7%	3.7%	3.4%	4.7%	4.8%	4.2%	1.1%	1.0%	0.9%	1.7%	1.7%	1.7%	1.9%	3.2%	2.5%	2.9%	3.1%	3.1%
Gender Identity																		
Woman	55.4%	56.0%	56.7%	54.4%	55.6%	57.2%	59.4%	60.6%	58.4%	53.1%	54.7%	54.4%	52.6%	53.4%	52.8%	54.0%	55.5%	56.2%
Man	40.4%	39.9%	39.9%	39.8%	38.6%	37.8%	37.3%	36.2%	39.0%	43.2%	41.7%	42.2%	43.0%	41.6%	43.2%	41.7%	40.2%	39.9%
Nonbinary or another identity	1.9%	1.9%	1.7%	2.6%	2.7%	2.7%	2.1%	2.0%	1.9%	2.4%	2.2%	2.5%	2.9%	2.7%	2.8%	2.4%	2.3%	2.2%
Blank/Not Provided	2.3%	2.2%	1.7%	3.2%	3.1%	2.3%	1.2%	1.2%	0.7%	1.3%	1.3%	1.0%	1.6%	2.3%	1.1%	2.0%	2.1%	1.7%
School Type																		
California Public High School	92.4%	92.8%	93.9%	80.1%	82.1%	85.9%	97.4%	97.7%	98.1%	89.2%	90.6%	91.4%	76.9%	61.0%	51.1%	87.1%	88.4%	90.3%
California Private High School	7.6%	7.2%	6.1%	19.9%	17.9%	14.1%	2.1%	1.8%	1.6%	9.4%	8.1%	7.3%	6.9%	8.6%	9.8%	11.4%	10.5%	8.8%
Other/Unknown							0.5%	0.4%	0.3%	1.4%	1.3%	1.3%	16.2%	30.5%	39.1%	1.6%	1.1%	0.9%
First Generation Status																		
First Generation	38.5%	39.3%	38.0%	24.2%	26.1%	28.1%	70.7%	72.3%	67.1%	52.3%	55.8%	50.6%	59.4%	47.9%	37.5%	43.2%	43.1%	39.2%
Not First Generation	58.6%	57.8%	59.1%	71.9%	70.2%	68.7%	27.6%	26.0%	30.7%	45.4%	42.0%	47.2%	38.2%	49.1%	57.5%	54.0%	54.1%	58.0%
Unknown	3.0%	2.9%	2.9%	3.8%	3.7%	3.3%	1.7%	1.7%	2.2%	2.3%	2.2%	2.2%	2.4%	3.0%	4.9%	2.8%	2.8%	2.8%
Low Income Status																		
Low Income	34.9%	35.2%	34.6%	24.4%	24.6%	27.0%	67.6%	67.9%	65.5%	51.4%	51.9%	47.6%	48.5%	50.7%	38.1%	38.9%	39.9%	36.7%
Not Low Income	65.1%	64.8%	65.4%	75.6%	75.4%	73.0%	32.4%	32.1%	34.5%	48.6%	48.1%	52.4%	51.5%	49.3%	61.9%	61.1%	60.1%	63.3%
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)

	2020	2021	2022	2023	2024
CA public high school graduates	427,981	433,740	454,492	440,117	454,768
All CA Pub HS Applicants	100,049	112,016	116,192	116,043	117,766
All CA Pub HS Applicants (% of CA Pub HS Graduates)	23.4%	25.8%	25.6%	26.4%	25.9%
CA Pub HS Applicants Guaranteed Admission	56,737	33,901	63,517	58,322	55,250
CA Pub HS Applicants Guaranteed Admission (% of CA Pub HS Graduates)	13.3%	7.8%	14.0%	13.3%	12.1%
Admitted "ETR" Students	21,213	42,536	23,552	28,980	33,509
Admitted "ETR" Students (% of CA Pub HS Graduates)	5.0%	9.8%	5.2%	6.6%	7.4%
Total Guaranteed PLUS ETR Admits	48,823	30,694	51,653	49,873	48,377
Total Guaranteed PLUS ETR Admits (% of CA Pub HS graduates)	16.4%	16.9%	16.5%	17.9%	18.0%
Total Admitted to Campus of Choice	48,258	30,470	50,457	48,885	47,849
Total Admitted to Campus of Choice (% of CA Pub HS Graduates)	11.3%	7.0%	11.1%	11.1%	10.5%

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
2020	37,972	92.5%	3.36	4.9%
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%

Table 8: Transfer Admissions Overview
(Counts)

Residency	2020 Applicants	Admits	Enrollees	2021 Applicants	Admits	Enrollees	2022 Applicants	Admits	Enrollees	2023 Applicants	Admits	Enrollees	2024 Applicants	Admits	Enrollees
California resident	36,623	26,003	18,885	39,442	26,736	18,825	35,444	24,985	17,763	34,837	24,977	17,907	38,195	26,593	18,673
Domestic nonresident	1,028	293	95	1,470	439	154	1,304	379	135	1,329	403	145	1,372	407	140
International	5,585	3,771	2,765	5,401	3,485	2,530	3,940	2,310	1,663	3,629	2,155	1,535	4,077	2,393	1,658
Grand Total	43,236	30,067	21,745	46,313	30,660	21,509	40,688	27,674	19,561	39,795	27,535	19,587	43,644	29,393	20,471

(Year Over Year Change)

Residency	2020 Applicants	Admits	Enrollees	2021 Applicants	Admits	Enrollees	2022 Applicants	Admits	Enrollees	2023 Applicants	Admits	Enrollees	2024 Applicants	Admits	Enrollees
California resident				7.7%	2.8%	-0.3%	-10.1%	-6.5%	-5.6%	-1.7%	0.0%	0.8%	9.6%	6.5%	4.3%
Domestic nonresident				43.0%	49.8%	62.1%	-11.3%	-13.7%	-12.3%	1.9%	6.3%	7.4%	3.2%	1.0%	-3.4%
International				-3.3%	-7.6%	-8.5%	-27.1%	-33.7%	-34.3%	-7.9%	-6.7%	-7.7%	12.3%	11.0%	8.0%
Grand Total				7.1%	2.0%	-1.1%	-12.1%	-9.7%	-9.1%	-2.2%	-0.5%	0.1%	9.7%	6.7%	4.5%

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

	Fall														
	2020			2021			2022			2023			2024		
Race/Ethnicity	Applica..	Admits	Enrolle..	Applica..	Admits	Enrolle..	Applica..	Admits	Enrolle..	Applica..	Admits	Enrolle..	Applica..	Admits	Enrolle..
African American	2,095	1,372	977	2,161	1,326	888	1,938	1,288	880	1,954	1,281	877	2,107	1,367	920
American Indian	245	173	113	203	132	91	242	186	135	289	198	152	279	204	147
Asian	9,245	7,093	5,550	10,254	7,704	5,907	9,219	7,270	5,632	8,923	7,253	5,636	9,625	7,555	5,819
Hispanic/Latino(a)	10,893	7,902	5,369	11,778	8,150	5,380	9,929	7,186	4,812	9,441	6,886	4,701	10,636	7,679	5,020
Pacific Islander	128	81	55	132	88	61	118	72	50	87	63	37	111	72	47
White	9,361	7,113	5,306	10,438	7,547	5,361	9,146	6,931	5,025	8,706	6,751	4,945	9,173	7,117	5,105
Domestic Unknown	1,277	968	709	694	509	377	604	465	331	688	569	432	743	582	418
International	3,656	3,069	2,374	3,257	2,752	2,094	2,217	1,824	1,379	1,815	1,513	1,138	2,083	1,723	1,269
Gender Identity															
Woman	17,718	13,098	9,557	20,028	14,165	9,933	17,440	12,750	9,048	16,700	12,467	9,036	17,959	13,009	9,145
Man	17,575	11,930	8,616	18,194	11,769	8,341	16,598	11,206	7,989	16,438	11,289	8,019	18,269	12,243	8,626
Nonbinary or another identity	674	477	352	787	527	363	996	728	515	1,192	855	605	1,362	941	639
Blank/Not Provided	656	498	360	433	275	188	410	301	211	507	366	247	605	400	263
Grand Total	36,623	26,003	18,885	39,442	26,736	18,825	35,444	24,985	17,763	34,837	24,977	17,907	38,195	26,593	18,673

Note: Almost all transfer applicants, admits, and new enrollees come from California Community Colleges--85.4%, 92.2%, and 93.4%, respectively, in fall 2024.

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

Race/Ethnicity	2020			2021			2022			2023			2024		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
African American	5.7%	4.9%	4.7%	5.7%	4.8%	4.4%	6.0%	5.2%	4.9%	6.3%	5.3%	5.0%	6.1%	5.3%	5.0%
American Indian	0.7%	0.6%	0.6%	0.5%	0.5%	0.4%	0.7%	0.7%	0.7%	0.9%	0.8%	0.9%	0.8%	0.8%	0.8%
Asian	24.7%	25.5%	27.2%	26.1%	27.3%	29.4%	27.4%	28.9%	31.1%	28.0%	29.8%	31.7%	28.3%	29.2%	31.5%
Hispanic/Latino(a)	27.3%	27.3%	25.4%	27.8%	27.7%	25.8%	27.2%	27.3%	25.5%	26.8%	26.6%	25.1%	27.5%	27.7%	25.7%
Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.2%
White	24.9%	25.3%	25.6%	26.2%	26.3%	26.0%	26.8%	27.2%	27.1%	26.2%	26.8%	26.8%	25.2%	26.2%	26.4%
Domestic Unknown	3.5%	3.5%	3.5%	1.9%	1.8%	1.9%	1.9%	1.9%	1.9%	2.3%	2.4%	2.5%	2.4%	2.4%	2.3%
International	12.9%	12.5%	12.7%	11.7%	11.4%	11.8%	9.7%	8.3%	8.5%	9.1%	7.8%	7.8%	9.3%	8.1%	8.1%
Gender Identity															
Woman	48.4%	50.4%	50.6%	50.8%	53.0%	52.8%	49.2%	51.0%	50.9%	47.9%	49.9%	50.5%	47.0%	48.9%	49.0%
Man	48.0%	45.9%	45.6%	46.1%	44.0%	44.3%	46.8%	44.9%	45.0%	47.2%	45.2%	44.8%	47.8%	46.0%	46.2%
Nonbinary or another identity	1.8%	1.8%	1.9%	2.0%	2.0%	1.9%	2.8%	2.9%	2.9%	3.4%	3.4%	3.4%	3.6%	3.5%	3.4%
Blank/Not Provided	1.8%	1.9%	1.9%	1.1%	1.0%	1.0%	1.2%	1.2%	1.2%	1.5%	1.5%	1.4%	1.6%	1.5%	1.4%
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

Campus	Admit Rates					Yield Rates				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Berkeley	20.4%	19.4%	23.6%	26.2%	22.3%	39.7%	42.5%	46.3%	45.2%	46.0%
Davis	55.4%	50.4%	58.2%	64.3%	58.3%	17.2%	17.6%	18.1%	16.7%	16.4%
Irvine	40.5%	37.4%	40.1%	42.9%	39.4%	19.7%	20.9%	22.5%	22.0%	19.2%
Los Angeles	24.2%	19.1%	23.9%	25.8%	22.7%	40.9%	43.8%	50.3%	51.7%	50.4%
Merced	51.7%	61.6%	63.6%	65.4%	63.3%	8.9%	10.0%	8.9%	9.1%	7.2%
Riverside	64.4%	62.6%	60.9%	56.3%	57.3%	14.9%	15.1%	14.8%	13.9%	12.2%
San Diego	53.2%	54.1%	57.9%	61.4%	54.2%	17.6%	18.6%	21.1%	21.8%	20.4%
Santa Barbara	59.3%	48.8%	58.1%	60.2%	61.7%	14.5%	15.9%	17.3%	16.4%	13.8%
Santa Cruz	63.0%	57.7%	60.6%	64.1%	63.8%	11.8%	11.5%	12.5%	10.2%	9.3%
Residency										
California resident	71.0%	67.8%	70.5%	71.7%	69.6%	72.6%	70.4%	71.1%	71.7%	70.2%
Domestic nonresident	28.5%	29.9%	29.1%	30.3%	29.7%	32.4%	35.1%	35.6%	36.0%	34.4%
International	67.5%	64.5%	58.6%	59.4%	58.7%	73.3%	72.6%	72.0%	71.2%	69.3%
Grand Total	69.5%	66.2%	68.0%	69.2%	67.3%	72.3%	70.2%	70.7%	71.1%	69.6%

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
2020	18,885	92.3%	3.34	4.3%	59.5%
2021	18,825	93.2%	3.23	5.1%	64.0%
2022	17,763	94.4%	3.24	4.9%	64.5%
2023	17,907	95.0%	3.28	4.0%	

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

Applicant Level	Residency	2020	2021	2022	2023	2024
Freshman	California resident	37,972	39,648	39,709	41,903	41,696
	Domestic nonresident	3,648	6,071	4,422	4,477	4,130
	International	5,089	6,008	4,457	4,586	4,796
	Total	46,709	51,727	48,588	50,966	50,622
Transfer	California resident	18,885	18,825	17,763	17,907	18,673
	Domestic nonresident	95	154	135	145	140
	International	2,765	2,530	1,663	1,535	1,658
	Total	21,745	21,509	19,561	19,587	20,471

(Proportions)

Applicant Level	Residency	2020	2021	2022	2023	2024
Freshman	California resident	81.3%	76.6%	81.7%	82.2%	82.4%
	Domestic nonresident	7.8%	11.7%	9.1%	8.8%	8.2%
	International	10.9%	11.6%	9.2%	9.0%	9.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Transfer	California resident	86.8%	87.5%	90.8%	91.4%	91.2%
	Domestic nonresident	0.4%	0.7%	0.7%	0.7%	0.7%
	International	12.7%	11.8%	8.5%	7.8%	8.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%